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New Hall School

Sixth Form Subject Information Booklet 2012-2014



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INTRODUCTION

Thinking about A Level choices and where you wish to study can be a very daunting process, especially given that GCSEs will be the focus of your time at school for the next few months. When embarking upon any new stage in your life, it is important that you make decisions having gleaned as much information as you can. This booklet is designed to give you an idea of what the Sixth Form at New Hall offers and how you will continue to develop academically and socially in the coming years.

You will now be thinking about choosing your A Level subjects and these, together with the core curriculum that we offer, will form the focus of your academic studies. As well as intellectual pursuits in the A Level courses and the academic enrichment programme, I very much hope that you will take full advantage of the exceptional range of extra-curricular activities available at New Hall.

The Sixth Form experience is about expanding your horizons, both in your specialist area of study and, more generally, in terms of your awareness of the world and your personal development. In the Sixth Form, you will be encouraged to develop interests, to meet challenges, to assume responsibilities and to gain qualifications – and to aspire to excellence in all that you do. We aim to prepare you not just for university, but also for life beyond it. The opportunities here are wonderful; it is these experiences that will help distinguish your application for university and help shape your future.

Life in the Sixth Form will be demanding. The privileges and opportunities for independent learning that you will enjoy in Sixth Form carry with them certain duties and responsibilities. Expectations regarding behaviour are based on respect for all and you will be required to show high levels of motivation and a full involvement in school life, as a leader and role model for the school student community.

I hope that you will also take a full part in the spiritual life of the school and make a significant contribution to the ethos, incorporating the values that lie at the heart of a New Hall education in all areas of your school life.

With best wishes



Mrs K Jeffrey
PRINCIPAL

LIFE IN THE SIXTH FORM

There are many features that make New Hall Sixth Form distinctive:

- smaller classes and tutor groups, taught by A Level specialists, with a more adult style of teaching and learning;
- dedicated communal facilities, such as the study rooms and common room in St Thomas More House;
- a wide range of academic A Level subjects;
- Critical Thinking offered to all as an additional AS/A Level;
- the Extended Project offered to all students;
- a broad core curriculum that continues to develop your interests and skills beyond the A Level specifications; this includes PE, the Human and Spiritual Development Course, LAMDA and Menu for Life (with cookery taking place in our state-of-the-art Technology Centre, which opened in 2007);
- OMEGA, a specialist Oxbridge preparation programme, with recent successes including offers from Oxford for English and from Cambridge for Natural Sciences, Theology and Medieval & Modern Languages;
- a specialist university preparation programme, including ones for Medicine and Law courses;
- a specialist careers programme;
- a varied and rich extra-curricular activities programme;
- opportunities to develop leadership skills in a range of roles available only to Sixth Form students;
- opportunities to prepare for the transition from school to Higher Education, and individual study periods to develop your independent learning.
- the NHVS programme which supports the social and moral development of students.

Details of all of these features can be found in this booklet. Whether you have been at New Hall for a number of years, or will be joining the school for the first time, all Sixth Form students are afforded the same support and opportunities during their time in the Sixth Form. You will be assigned a tutor who, as a Sixth Form specialist, will oversee your academic and pastoral progress; s/he will also be very important when you begin the UCAS process. Your tutor will also work closely with me and the Head of Year 12, as well as the Deputy Heads of Sixth Form, Mrs McMillan and Mrs Walker. If you are a boarder, then you will also benefit from the support of Mrs Bennett, Dennett Housemistress or Mr Sidwell, Campion Housemaster.

The A Level years are ones which require hard work, but ultimately lead to great personal fulfilment. Life in the Sixth Form will allow you to recognise your specific talents, in each field of expertise, as well as developing a strong sense of service to others.

I look forward to welcoming you next September.

With best wishes



Mr J Alderson
HEAD OF SIXTH FORM

ACADEMIC MATTERS

Entry Requirements

Students in the Sixth Form usually study 4 AS Levels in Year 12 and then continue with 3 subjects to A Level. In some cases, students will choose 5 AS Levels.

Every student who is made an offer of a place in Year 12 will need to achieve at least 2 A grades and 4 B grades at GCSE. An A*/A grade is desirable for the subjects wishing to be studied at A Level; a minimum of a B grade is required. Please also note that an A*/A grade at GCSE is required to study A Level Mathematics and an A*/A grade is required in the GCSE writing paper for those wishing to study French/Spanish at A Level. For new subjects offered only at A Level, we will consider the relevant GCSEs, such as your History/English grade for Government & Politics. The specific entry requirements for each subject are outlined later in this booklet. Any Sixth Form offer of a place will be dependent on interview, personal statement, a copy of the student's most recent school report and a reference from the student's current Headteacher, in addition to meeting the GCSE grade requirement. Students must show good effort and application to their studies during the GCSE courses (or their equivalent) and be able to demonstrate their commitment to high standards of conduct. In order to move into Year 13, students will need to achieve at least a C grade in each of the 3 AS Level subjects that they plan to continue to study. This policy applies to all students who join New Hall Sixth Form.

A Level Course Structure

In September 2008, the A Level course structure changed. The A Level is still divided into two parts with **AS modules** studied in Year 12 and **A2 modules** studied in Year 13. However, these now comprise **two units** in most subjects (some subjects have additional modules). To achieve a full A Level, you will usually need to complete **four modules**.

If English is not your first language, you will be expected to attend EAL lessons until you have achieved an IELTS score of at least 6.5. Usually you will only be expected to study 3 subjects at AS Level in addition to an A Level in your native language.

Subject	Lessons
A Level subject	4 double lessons per week
IELTS (if applicable)	3 double lessons per week
Critical Thinking (optional)	2 double lessons per week
Physical Education/Games	1 afternoon per week
Human and Spiritual Development Course (Religious Education Department)	1 full day per term
LAMDA (optional)	1 double lesson per week
Menu for Life (Year 13 only)	1 double lesson per week
Horizons	1 double lecture per week

The subjects currently available at A Level are:

Ancient Greek	Geography
Art	Government & Politics
Biology	History
Business Studies	Information and Communication Technology
Chemistry	Latin
Classical Civilisation	Mathematics
Critical Thinking	Music
Dance (AS Level only – off timetable, including Saturday teaching)*	Physical Education
Drama & Theatre Studies	Physics
Economics	Religious Studies
English Literature	Spanish
French	
Further Mathematics	

Independent Learning

In addition to your A Level lessons, you will be expected to spend **at least 6 hours per subject** on study outside lesson time. In order to help support you in this, you have dedicated study areas and study bedrooms for boarders. The Library and ICT rooms are also available when lessons are not taking place. Developing independent learning skills is a key part of a successful Sixth Form experience and is consolidated within the tutorial programme. Mentoring is available to students with individual Learning Needs.

Students have access to the Library throughout the working day. Boarders can arrange access in the evenings until 10.00pm. Loan limits are very generous. Library resources include computers and a photocopier, national and local newspapers and specialist periodicals. Miss Tait is available to assist you in finding and using information, for example in researching your Extended Project. You are strongly encouraged to discuss your information needs with her, and to make suggestions for collection development.

There are a number of other tasks that you can undertake that will enhance your academic progress and develop your understanding of the wider world. These will help you to develop your analytical skills and make links between your academic studies and issues that are current in society. A sample is listed below:

- Daily reading of a quality newspaper
- Weekly reading of a news journal (e.g. *The Economist* or *The Tablet*)
- Regular reading of quality novels (Miss Tait, the School Librarian, is happy to make recommendations)
- Reading of subject specialist journals (e.g. *New Scientist*)

Gifted & Talented Students

For those students who are academically gifted, or talented in sport, performing and creative arts, additional provision is made to ensure that you reach your full potential. This is provided in a range of ways:

1. **Critical thinking:** this has taken place for the last 6 years in the Sixth Form and is run by Mr Yates.
2. **Oxbridge** group: meet every week and involves 10-15 students including some from St. John Payne's. Interview and application techniques are discussed and practised.
3. **Philosophy Club** has been running for a couple of years now and is run by Mr Shah in the Preparatory School Science Lab at lunchtimes on Wednesdays and Thursdays.
4. **OMEGA (the ultimate letter)** is an umbrella term used for the **Oxbridge** programme, **UCAS** applications, guest speakers, **LNAT** and **BMAT** provision. Mr Burbidge leads the OMEGA programme.
5. The English Department have an initiative called **QUERCUS (oak tree)** which extends the most able in English Literature and prepares them for Literature at university.
6. Various departments have **MASTERCLASSES** to provide for the most able.
7. The **Extended Project:** each year a number of Year 13 students complete this by November at Level 3 (equivalent to first year university standard). The Extended Project is compulsory for our Oxbridge candidates. Mr Yates oversees this.
8. **Delta (the symbol for change) Club** is run on Monday and Tuesday lunchtimes for students to learn more about New Hall School's Scholarly Habits, the Gift-Create model. The Learning Pit model, Bloom's higher levels of thinking and the Icons of Depth and Complexity. This is run by Mr Shah in the Preparatory School Science Lab.
9. All departments **differentiate** in lessons to provide for the most able.
10. We have a **mentoring programme** involving 30 students and 15 teachers to support the able under-achievers. This is run by Mr Shah's G and T working party.
11. **LAMDA** lessons and exams are available to develop public speaking and individual acting skills.
12. The **House** system, the **Prefect** system, the **NHVS** Programme, the **Duke of Edinburgh** Programme all nurture **leadership** skills.
13. There is a **Debating** Club whose programme is organised by Miss Garside. The school has registered for the English Speaking Union Competition as well as the Oxford and Cambridge Union Competitions. Training for the squad takes place every week.
14. Mr Higgins runs **Model United Nations** which is ideal for those who are keen to develop their Politics, History, Economics and Geography.
15. Dr Thomas runs **Science** and **Astronomy** clubs for the more able.
16. Mr Fardell runs choirs, orchestras and academies in **Music** to an outstanding level.
17. There are two upper school (Year 10-13) Drama productions every year, and a G&T drama young performance company which prepares work with the aim to perform in festivals or in the wider community. The Drama department also foster and encourage students to put on self-directed work.

As can be seen above, New Hall has a strong record of recognising and supporting students who display achievements in all areas of school life.

Choosing your Subjects

There are three key questions you should consider as you make your A Level subject choices. These are:

1. **Do you have a chosen career?** If so, you need to be sure that the subjects you have chosen, both individually and in combination with each other, fulfil the university requirements for the course of your choice. A summary of key requirements is given below. You should initially seek advice from your tutor, but Mr Kiddell and Mr Levey (Heads of Year), Ms Haddrell, Head of Careers, or Mr Alderson, Head of Sixth Form, are also available for guidance.
2. **Which subjects are your strongest?** University offers will be made on condition that you achieve certain grades. You therefore need to choose subjects in which your chances of achieving the best possible result are increased. In addition, you will need to achieve a C grade at AS Level in order to progress to A2 in that subject. This is to ensure that you have acquired sufficient knowledge and understanding of the subject to complete successfully the full A Level.
3. **Which subjects do you enjoy?** Academic success comes from interest and enjoyment as well as ability. You need to choose subjects that suit your aptitude and interests, rather than those which you deem to be 'best' based on other people's recommendations.

Undergraduate Degree Courses - Subject Specific Requirements

	A Level	Work Experience
Accountancy	Mathematics (some)	
Architecture	Ideally a mixture of art and sciences *	Yes
Art	Foundation art (not through UCAS)	
Biology	Biology and Chemistry important	
Business	Mathematics (some)	Yes
Chemistry	Chemistry + 1 science	
Computer Science	A Level Mathematics + Physics	
Dentistry	Chemistry + 1 science (usually Biology)	Yes
Drama	English, Drama, Theatre Studies preferred	
Economics	Economics + Mathematics (some)	
Engineering	Mathematics and/or Physics + 1 science	
English	English	
French	French + 1 language (some)	
Geography	Geography	
History of Art	History preferred (some)	
History	History + modern language (some)	
ICT	A Level ICT or Mathematics or Physics (Depending on Course)	
Law	Any	Yes
Mathematics	Maths and Further Mathematics (some)	
Medicine	A Level Biology and Chemistry (for many) GCSE Science Double/Triple Award	Yes
Physics	Physics and Mathematics (most)	
Physiotherapy	1 or 2 sciences	Yes
Psychology	1 science	
Veterinary Science	Chemistry + 1 science (very university specific) GCSE Science Double/Triple award	Yes (6 weeks)

* Many subjects studied at school are relevant to Architecture, giving you the flexibility to choose the subjects you are strongest in and enjoy. Ideally, you should have gained a broad secondary education encompassing a mixture of arts and sciences. Although it is not always necessary to study art, you should enjoy drawing freehand and have an interest in design and making 3D work; most Architecture courses will require you to present a portfolio at interview.

In the Lent Term of Year 11, you will have the opportunity to discuss with the Head of Year 11 and Head of Sixth Form your A Level subject choices, which combinations of subjects are suitable and how these fit in with any career ideas you may have. You should also discuss choices with your tutor and relevant Curriculum Leaders, since the difference in content and approach between GCSE and A Level can often be great. It is very important that you do not 'close any doors' at this stage. If you will be joining New Hall Sixth Form from another school, your subject choices will be discussed as part of the application process.

Making Changes to Your A Level Subject Choices

Subject choices are made from pre-designed AS level option blocks. Subject to the blocks and the class size, we will do all that we can to meet your requirements, however changes cannot be guaranteed.

After you receive your GCSE results, you might wish to change your choice of AS Level subjects; notification of this should be made directly to Mr Alderson as soon as possible. Although there is some flexibility in the system, it cannot be guaranteed that changes can be accommodated and any such change must meet the minimum entry criteria for that subject. It is important to consider that your performance throughout the GCSE course is usually a better indication of your true ability than an 'unexpected' result. If you have enjoyed a subject at GCSE and done well, the chances are you will continue to do so at A Level, whatever your examination result. Similarly, if you have not really liked a subject, and have not been particularly successful during the course, then a surprisingly good GCSE result is not necessarily a reason to embark on an A Level course. It is a good idea to discuss any changes with your teachers and Mr Alderson.

Examination Board Contact Details

All A Levels offered at New Hall follow the specification from one of the following 3 boards. Specification details can be downloaded from the following websites:

www.aqa.org.uk

www.edexcel.com

www.ocr.org.uk

Details of the specification followed for each individual subject can be found on the subject specific pages later in this booklet.

Sixth Form Scholarships

There are a range of scholarships and awards available to both internal and external candidates for the Sixth Form:

Year 12 Academic Scholarship (internal candidates)

Academic Scholarships (normally 3) may be awarded by the Principal following the results of the mock GCSE examinations.

Year 12 GCSE Achievement Scholarship (internal candidates)

This is awarded by the Principal at the beginning of the Michaelmas Term. The award is made to the Year 12 entrant with the highest GCSE results. Only internal candidates and those not in receipt of other scholarships are eligible for consideration.

Year 12 Academic Scholarship (external candidates)

The Principal has the discretion to award scholarships based on academic merit to entrants to the school at Year 12. These scholarships are awarded in the Lent Term preceding entry and are based on interview and GCSE mock results and/or supporting school report and/or entrance examinations.

Year 12 Open Scholarship (all rounder) (internal or external candidates)

This award is to a student who is likely to contribute exceptionally to the overall life of the Sixth Form. The recipient is likely to be good academically, with major extra-curricular strengths. Students will be selected from the scholarship assessments and the current Headteacher's reference will be given careful consideration. Students will also attend an interview with a member of the Senior Leadership Team.

Year 12 Academic Boarding Scholarship (internal or external candidates)

The Principal has the discretion to award scholarships, e.g. based on outstanding GCSE results, to students who are joining the Sixth Form as full or weekly boarders. These are only awarded if there is sufficient space in the boarding houses.

Year 12 Awards (internal candidates)

There are a number of subject specific awards each worth £500 per annum. The Principal has the discretion to offer to an external candidate any Year 12 award that has not been won by an internal candidate.

Year 12 Special Talent Award (internal or external candidates)

This award will be presented to a student who excels in one area (linked to drama, music or sport) to a high level i.e. competing at county, national or international level. This award will provide the student with a financial contribution toward lessons or equipment in the area of special talent. This award will be reviewed at the end of each academic year. Students will be asked to provide ongoing evidence in their Special Talent.

CORE CURRICULUM

General Religious Studies

General Religious Studies: Human and Spiritual Development

In a Catholic School, the person of Christ and the values of the Gospel are at the centre of the educational process. As educators, we aim to develop the potential of each person, morally, socially, spiritually, intellectually and psychologically. The Human and Spiritual Development Programme is an integral part of this process. The course is based on the recognition that the students are young adults who are engaged in a search for meaning in their lives.

The aims of this programme are:

- to enable you to reflect critically on the ultimate questions of life
- to enable you to develop and articulate your own faith
- to enable you to appreciate the relationship between religious belief, personal faith and lived experience
- to enable you to explore and respect different faiths
- to enable you to develop the skills and attitudes to respond to the opportunities, responsibilities and experiences of adult life
- to reflect on ethical questions confronting young people in the modern world

The programme is scheduled to run as a one-day event each term and will be delivered through a mixture of lectures, workshops, discussion groups and liturgies. The topics include:

- A history of the School and the Religious Community
- The work of the Religious Community today
- 'Islamophobia'
- Bioethics
- The Arms Trade
- Religion in the Media
- Interfaith dialogue

Information and Communication Technology

Skills in Information Technology are now a useful advantage in almost any walk of life, so we encourage all Year 12 students that do not hold a level 2 qualification in ICT/computing to take a course in Information Technology. We want you to build on the skills you already have and to gain useful qualifications, which will enhance your university applications and your employment prospects. This opportunity is provided by the ECDL (European Computer Driving Licence) which is an internationally recognised certificate of competence in ICT.

To obtain the full ECDL certification, candidates must take and pass seven modules within a three year period. This is very achievable within the two years in the sixth form. Six modules are practical computer-based tests and the others are multiple choice theory tests. Lessons are available one night per week after school for those who would like to prepare for the tests. The practical modules require students to demonstrate their ability to use common office applications such as word processing, spreadsheets, databases, presentation graphics, email and the Internet.

London Academy of Music and Dramatic Art (LAMDA)

In Year 12, you will follow the programmes for Spoken English and Public Speaking, devised by LAMDA. In these disciplines you will develop your oral language skills, technical skills and knowledge of the presentation process. This will in turn prepare you to make the transition from school to university or the workplace with confidence. A further benefit of the LAMDA qualification is that it provides an acknowledgement of levels of achievement.

The examination itself provides candidates with an opportunity to:

- Measure progress against an internationally applied standard
- Make contact with expert assessors outside the immediate teaching environment
- Receive critical appraisal and guidance for future development
- Build self-confidence and self-esteem
- Acquire skill certification
- Receive a record of personal achievement.

The examination requires the student to prepare and deliver two speeches and an additional impromptu speech. The candidate will also discuss the specific techniques involved in public speaking. LAMDA Examinations are accredited as an Awarding Body by the Qualifications and Curriculum Authority (QCA). The examinations are part of the National Qualifications Framework and equate with other qualifications within the sector. UCAS points are also awarded as follows:

Grade 6	Pass	20
	Merit	35
	Distinction	40 (equivalent to grade C at AS Level)
Grade 7	Pass	35
	Merit	50 (equivalent to grade B at AS Level)
	Distinction	55
Grade 8	Pass	45
	Merit	60 (equivalent to grade A at AS Level)
	Distinction	65

Horizons - Personal, Social, Health and Economic Education (PSHE)

The Horizons programme in the Sixth Form runs over two years, in conjunction with Human and Spiritual Development Days, aiming to develop the potential of each person, morally, socially, spiritually, intellectually and psychologically. You will be encouraged to think about yourselves and your future in the context of the wider community.

You will cover a variety of topics, through both lectures and tutorial sessions, including:

- Careers
- University applications
- Substance abuse
- Personal relationships and sexual health
- Healthy lifestyle and stress management
- Justice and Peace
- Environmental and cultural issues
- Economic well-being
- Personal safety/e-safety
- Politics
- Media

Physical Education

All students participate in physical exercise on a regular basis every week. This involves a variety of different sports during the year. The aim of the course is to encourage students to make appropriate choices and to learn to use their leisure time in a positive and healthy manner.

The variety of activities include: athletics, badminton, basketball, football, hockey, rounders, rugby, softball, squash, step aerobics, swimming, table tennis, tennis, trampolining, volleyball. In addition to these are stamina fitness activities including circuit training, aerobics, pilates, step and weight training. Students will be made aware of the benefits of physical exercise for a healthy body, which in turn develops co-ordination, balance, adaptability and awareness.

There are opportunities to compete in school teams as well as local club sides and area leagues. The most able students also enjoy representation at National and County level.

CAREERS & HIGHER EDUCATION PREPARATION

Life in the Sixth Form, from the very first day, focuses on preparation for your future career, either

- straight after A Levels, or
- via a course in Higher Education

In preparing you for your place in the working world, the Sixth Form offers you opportunities to develop and to give expression to various talents and aspects of your personality, to discover your strengths and to demonstrate them in the school community.

For many of you, Work Experience revealed competencies of which you were unaware. You can build on these and increase your self-awareness, in order that you may feel confident in 'selling yourself' when completing application forms and attending interviews. Work shadowing will also help with this.

Your responsibilities are:

- To give of your best to your academic work, and use your study time wisely, in order to achieve your personal best A Level results, and to give yourself a head start in an increasingly competitive world
- To seize every opportunity to make maximum use of non-lesson time, by involving yourself in school activities, thereby developing your wider capabilities
- To carry out thorough research into opportunities available after A Levels and to match them carefully with your personal preferences, academic ability and personal strengths
- To make good use of tutorial time to speak to your tutor and colleagues, in order to help you towards a realistic self-assessment

The careers programme is comprised of a number of elements designed to help prepare you for life after New Hall. These include:

- Support from your tutor and the Sixth Form management team
- The opportunity to take the centigrade psychometric careers test designed to match students to appropriate higher education courses, including an individual careers interview.
- The provision of work experience using HCS for students wishing to participate
- Exploration of career paths
- Exploration of Higher Education opportunities (including visits to Higher Education and GAP fairs, Centigrade course-finder)
- UCAS preparation programme (including information from Admissions Tutors)
- Omega (Oxbridge) programme
- Interview practice
- Updating of CVs
- Support with work shadowing arrangements

The Careers Library is situated in the main inner Library and is open all day. Please feel free to use it, but remember that most of the material is for reference only and must not be removed. The usual Library courtesies should be observed. Copies of all prospectuses from British universities are held in the Careers Library (and in the St Thomas More Sixth Form Centre) together with many from private and specialist colleges, at home and abroad. The library also includes a wide range of publications concerning university courses and choices.

Ms Haddrell, the Head of Careers can be located in the Portal Office; the entrance to which is at the entrance to the main building via the Dennett/Business Studies courtyard.

Applying for Higher Education Courses

A separate guide for this will be issued to you in the early part of the Trinity Term in Year 12. An information evening for you and your parents/guardians will also be held to discuss the key elements of making a successful application and the decisions that need to be made in choosing appropriate courses and institutions.

After your AS Level modules have finished in June 2012, there will be a range of activities and events arranged to help prepare you to make a good application, including a seminar led by an Admissions Officer from a leading university. There will also be sessions on finance, personal statement writing and leadership and management.

Oxbridge - The OMEGA Programme

The OMEGA programme has already commenced and prospective applicants have met with Mr Alderson to discuss how GCSE performance can affect applications. As you move into the Sixth Form, the programme will continue with opportunities to visit Oxbridge colleges and advice regarding the courses that are available. Further information is provided to students regarding Oxbridge preparation in the Lent Term of Year 12.

Support during the application process, as well as subject specific preparation and interview practice, is offered to all Oxbridge candidates.

University Admissions Tests

A number of undergraduate degree courses now require students to sit tests in addition to submitting a UCAS form. These are for the over-subscribed courses such as Medicine, Veterinary Medicine and Law. You will need to check carefully the test that is required by each institution and the manner in which this needs to be completed.

In brief, the tests are as follows:

BMAT: BioMedical Admissions Test (Medicine)
UKCAT: UK Clinical Aptitude Test (Medicine or Dentistry)
LNAT: National Admissions Test for Law

Support and guidance to help to prepare you for these tests, where appropriate, will be provided from the Trinity Term of Year 12.

LIFE OUTSIDE THE CLASSROOM

Sixth Form life is not simply about academic achievement. We feel it is very important for all students to continue to develop their interests and skills by making the most of the wide range of extra-curricular opportunities that are available.

You will already be familiar with the varied activities on offer to students at New Hall. These include: Art, Badminton, Chess, Choir, Cookery, Creative Writing Magazine, Dance, Debating, Design & Technology, Engineering Cub, Film Society, Netball, Orchestra, Readers' Circle, String Ensembles, Swimming, Tennis.

New Hall Voluntary Service (NHVS)

As Year 12 students, you will have the opportunity to be leaders of the many NHVS groups that are available. You will be invited to apply for the position that is of most interest and, if you are successful, then you will be expected to show superb leadership, organisational and motivational skills in this very important role. The work of NHVS is recognised as being of great value and it has received recognition as the winner of national and local awards.

Lourdes Pilgrimage

As members of the Sixth Form at New Hall, you will have the opportunity to join the Ampleforth Pilgrimage to Lourdes (APL) which takes place in July each year. The APL group is made up of about 370 pilgrims - 70 of those staying in the hospital and the rest either: Brancardiers (male helpers), Handmaidens (female helpers), Doctors or Nurses. Your role is to work with those staying in the hospital. For many of the sick pilgrims this is their only opportunity for a holiday, and for some it is the only time in the year that they leave their homes or hospices. Working in smaller groups you help in any way that you can, getting pilgrims up in the morning, going to services, and taking them out shopping or to cafes. Some hospital pilgrims require more help than others but the most valuable experience for all is being there for each other - making cups of tea, helping to write postcards and just talking. Thousands of young people travel to Lourdes every year and the experience is very challenging but also extremely rewarding. Further details can be obtained from Miss Brown.

Duke of Edinburgh Award Scheme

Many of you will have already started working towards your Bronze Duke of Edinburgh Award. As you move into the Sixth Form, there will be continued opportunities to progress to further awards where appropriate. Participation in the Duke of Edinburgh Award scheme is widely recognised as very worthwhile since it requires both maturity and responsibility in order for successful completion.

Entertainment Society

The Entertainment Society offers trips and activities at weekends, open to all New Hall students. Recent trips have included theatre visits, paint-balling and go-karting. In addition, there are a number of additional visits on offer exclusively to Sixth Form students, such as trips to the GAP show as well as further opportunities to participate in cultural trips to art galleries and museums.

Leadership Opportunities

A key feature of Sixth Form life is the opportunity to undertake leadership roles in a number of areas. The most high-profile are the senior prefect positions, such as Head Girl, Head Boy and House Captains. The selection process begins in the second half of the Lent Term with student voting, staff voting and, after short-listing the applicants, an interview by Mrs Jeffrey, Principal.

In addition to these roles, there are also opportunities to edit the School Magazine, work as subject prefects, participate in 'Willow', the peer mentoring scheme, and represent your peers on the School Council.

BOARDING IN THE SIXTH FORM

Boarding in the Sixth Form provides you with an opportunity to have more independence in your academic and day-to-day life and is a great stepping stone from home to university life. Those students who have boarded in the past have found it easier to settle into life at university, where they have found independent living to be less of a culture shock.

When and where?

The Boarding choices are flexible - whilst many students choose to board every night, others board from Monday to Friday and a minority choose to board for just two or three nights, particularly when involved with the many extra-curricular and social activities at New Hall.

Responsibility

Of course, independence in life does have its drawbacks. No parents to nag and cramp your style also means taking responsibility for your own cooking and cleaning, washing your own clothes, making your own travel arrangements (without a parental taxi service) and having more responsibility for your own money. Many students find it better to learn the skills of independence gradually, in a supportive atmosphere, so that they are prepared for university or work life after school. That way you can concentrate on the exciting parts of life beyond school - making new friends and developing your interests in study or work.

Organising your time

Living as a boarder in the Sixth Form gives you the freedom to organise your own busy schedule. You can decide when and where you want to work (within reason!). There is always help and guidance for those who find it more difficult to balance work, social and extra-curricular commitments. Many students also find they benefit from the opportunity to spend more time with members of staff who are able to support them in their work and University applications.

Activities

Boarding gives you the opportunity to lead and to be involved in a wider range of activities. The best students find that there is not enough time in the day to fit in everything they want to do. Trips for Sixth Form boarders are organised to the theatre, opera, and ballet as well as to sporting events - not to mention, of course, shopping sprees.

New friends

Whether you have been at New Hall for some time, or are joining in the Sixth Form, boarding will enable you to make new friends and to develop your social skills. Living as part of a community helps integrate you more fully into the life of the school. It also increases your tolerance and versatility!

All Sixth Form full boarders and most weekly boarders have an individual bedroom, equipped for private study. Facilities in Dennett House and Campion House include: Common Rooms each with digital television, a DVD player and video, and one with a pool table and a kitchen, and there is access to computer facilities for students. Boarders in Dennett House and Campion House also have the opportunity of taking advantage of the internet (wireless or hard-wired) connection in their rooms.

In the Sixth Form you are encouraged to take responsibility for yourself and your own actions, within a supportive framework. Boarding in the Sixth Form is excellent preparation for university life.

YEAR 11 TO SIXTH FORM TRANSITION

Timing	Procedure
October 2011	Year 11 Sixth Form Experience <ul style="list-style-type: none">• Opportunity to visit Sixth Form lessons• Insight into Sixth Form life
October 2011	Sixth Form Admissions Evening
November 2011	Interview with a member of the Senior Leadership Team
November 2011	Mock examinations Provisional A Level subject choices made
January 2012	Confirmation of A Level Subject Choices <ul style="list-style-type: none">• Discussion of mock examination results and subject choices with Head of Year 11 and Head of Sixth Form• Year 11 Parents' Meeting• Confirmation of choices• Return of subject choice forms to Head of Year 11
May/June 2012	GCSE examinations
August 2012	GCSE results and confirmation of A Level subject choices

If there are any queries about this procedure, please do not hesitate to contact the Head of Year 11 or Mr Alderson, Head of Sixth Form.

Completed A Level Choice Forms should be returned to:

Head of Year 11
New Hall School
The Avenue
Boreham
Chelmsford
Essex
CM3 3HS

Telephone: 01245 467 588

Please return forms by the advertised date in the latter part January 2012.

AS AND A2 LEVEL SUBJECTS

ART & DESIGN (FINE ART)

Why Choose Art and Design?

When working in the open specification you will be studying a subject which encourages students to develop confidence in their own ideas. You will be encouraged to work creatively and to explore a range of media incorporating Fine Art and/or photographic and new media approaches. The skills you learn are transferable skills, such as critical thinking, time management, and communication. You will also be encouraged to develop your IT literacy, by using digital means of developing your ideas and presenting your work. During the course you will develop your ability to see structures and relationships and your ability to form and articulate opinions. These are the skills which will equip you with the flexible approach to study and work needed for the fast changing world of the future.

Entry Requirements

At least a grade B in GCSE Art/Photography, where applicable, and portfolio assessments.

Are you creative? Do you like developing your own ideas and experimenting with materials? Then studying Art and Design at A Level could be for you. Enjoyment in Art is the most important ingredient for you to be a successful artist. You do need to be interested in Art, be willing to try out new ideas and be excited by the prospect of creating your own work. However, you must be able to express your ideas visually, that is, through drawing and/or approaches in newer technologies such as Photoshop.

The course builds on the skills, knowledge and understanding acquired by studying at GCSE level. The specification combines breadth and depth of study with sufficient freedom of choice to accommodate a wide range of abilities and interests. Enthusiasm and commitment are essential, plus a portfolio of work which demonstrates the above.

Course Details

Edexcel: Advanced GCE in Art & Design; Units: 6AD01, 6AD02, 6AD03, 6AD04 and 8AD01

Art & Design covers a wide range of media and methods of working. Students may specialise in at least a couple of areas, such as painting and drawing, print-making or photography. The student may choose an area of focus or prefer to specialise. Multi-media such as video and animation may also be included.

Assessment Details

- AS: coursework portfolio and externally set assignment (8 hours)
- A2: coursework portfolio, personal study and externally set assignment (12 hours)
- The coursework portfolios are worth 60% of the marks and the controlled assignment is worth 40%.

For further information, contact Mr G Hughes, Head of Art

BIOLOGY

Why Choose Biology?

Biology is the study of life. Biologists study the function of biological molecules, cells, whole organisms and environments. Biologists are pioneers in a large number of fields that affect our lives each day, including genetic engineering and medicine.

Biology is an ever-expanding field that offers a large number of opportunities in a wide range of occupations. For careers in the health sector, including medicine, physiotherapy and nursing, employers put a high priority on the study of Biology at A Level. Other applications of the subject are found in fields such as environment, microbiology, marine biology, veterinary science and the sports and leisure industries. The skills you will develop whilst studying Biology are highly regarded by employers.

Entry Requirements

At least a grade B in GCSE Biology/Double Award Science

Course Details

AQA: Advanced GCE in Biology (AS Award 1411; A2 Award 2411)

AS Unit 1 BIOL 1: Biology and disease

AS Unit 2 BIOL 2: The variety of living organisms

AS Unit 3 Internal Assessment: Investigative and Practical Skills in AS Biology

A2 Unit 4 BIOL 4: Populations and Environment

A2 Unit 5 BIOL 5: Control in cells and organisms

A2 Unit 6 Internal Assessment: Investigative and Practical Skills in A2 Biology

Please note that, to support A2 Units 4 and 6, a 4 day residential field trip is run in the Michaelmas Term of Year 13. This forms a compulsory component to the A2 course.

Assessment details

AS Unit 1 BIOL 1: external examination; 33% of total AS mark; 16.7% of the total A Level mark

AS Unit 2 BIOL 2: external examination; 46.7% of total AS mark; 23.3% of the total A Level mark

AS Unit 3: Internally Assessment; 20% of total AS mark; 10% of the total A Level mark

A2 Unit F214: external examination; 16.7% of total A2 mark

A2 Unit F215: external examination; 23.3% of total A2 mark

A2 Unit F216: internally assessed activities; 10% of total A2 mark

For further information, contact Dr K Thacker, Head of Biology

Why Choose Business Studies?

There is little doubt about the relevance of Business Studies to real life; business news is all about us. In addition, every student is a consumer and will, one day, be an employee or perhaps an owner of a business of their own. The study of Business Studies will give students a valuable insight into the business world which will add value to them as potential employees.

There are many university courses on offer that include a direct business element. Careers in management, accounting, economics and marketing are some of the possibilities. Business Studies also leads indirectly to careers in law, journalism, media and in the City.

Entry Requirements

At least a grade B in GCSE Business Studies (where applicable) and/or grade B in GCSE English.

Students do not have to have studied Business Studies at GCSE in order to study it at AS or A2 Level. They do need, however, to be able to use basic numeracy skills and a calculator, and it is essential that they are able to construct a coherent written argument. Emphasis is placed on encouraging students to develop their ability to recognise, define, analyse and evaluate problems.

Course Details

OCR: Advanced GCE in Business Studies (H430)

AS Unit F291: Introduction to Business

This module considers the external business environment which affects the way in which businesses operate. In particular, there is an awareness of how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives.

AS Unit F292: Business Functions

This module builds upon the knowledge and skills acquired in the first module. The module emphasises the interrelationship between each of the core main behavioural functional of business: Accounting and Finance, Marketing, Operations Management and Human Resource Management.

A2 Unit F295: People in Organisations

Candidates are expected to show critical awareness of issues related to the human resources aspects of business and to use them in solving problems and/or making decisions.

A2 Unit F297: Strategic Management

The focus of this module is on strategy, its nature, development, implementation and a critical evaluation in the context of specific organisational and business situations in order to solve problems and/or make decisions. Candidates are required to demonstrate their integrative understanding of the subject and to be able to approach situations from the perspective of different stakeholders.

Assessment Details

AS Unit F291: The module is examined in June 2013 by means of a 1 hour paper. The question paper consists of short answer questions and a data response question.

AS Unit F292: The module is examined in June 2013 by means of a 2 hour paper. This question paper has two sections: Section A requires candidates to answer one six-part question whilst Section B requires candidates to answer all four questions based on a pre-released case study.

A2 Unit F295: The module is examined in January 2014 and consists of a 2 hour examination paper requiring candidates to answer six questions on case study stimulus material.

A2 Unit F297: The module is examined in June 2014 and consists of a 2 hour written paper based on pre-released case study stimulus material.

For further information, contact Mr S Levey, Head of Business Studies and Economics

CHEMISTRY

Why Choose Chemistry?

Chemistry is a fundamental science that has a profound effect on our planet and is involved in nearly every facet of everyday life. Chemists study materials: what they are made of, how they react and the role they play in the world around us. Almost every new technological change and important discovery has its foundations in Chemistry. Chemists have a key role in influencing life and making the world a better place in which to live.

Chemistry is a practically based subject. As well as having academic rigour, it is stimulating and challenging! Having Chemistry A Level is rather like having an open ticket to any destination in the world - it gives you great choice from a wide range of career opportunities. Studying Chemistry will enhance and develop skills which are specifically important for scientific work, but are also valuable in a more general way for careers such as in computer science, business, economics, finance and law. A study of A Level Chemistry will develop your practical skills, your ability to use logical and critical argument and your ability to weigh up alternative ideas to support observations.

Entry Requirements

At least a grade B in GCSE Chemistry/Chemistry Unit of Additional Science and a minimum of Grade B in GCSE Mathematics.

Course Details

Edexcel: Advanced GCE in Chemistry (9CH01)

AS Unit 1: The Core Principles of Chemistry I

AS Unit 2: Application of Core Principles of Chemistry

AS Unit 3: Chemistry Laboratory Skills I

A2 Unit 4: General Principles of Chemistry I

A2 Unit 5: General Principles of Chemistry II

A2 Unit 6: Chemistry Laboratory skills II

Assessment Details

AS Unit 1: Externally assessed; 1 ¼ hour; 20% of total A Level mark

AS Unit 2: Externally assessed; 1 ¼ hour; 20% of total A Level mark

AS Unit 3: Internally assessed; 10% of total A Level mark

A2 Unit 4: Externally assessed; 1 hour 40 minutes; 20% of total A Level mark

A2 Unit 5: Externally assessed; 1 hour 40 minutes; 20% of total A Level mark

A2 Unit 6: Internally assessed; 10% of total A Level mark

For further information, contact Dr A Wheadon, Head of Chemistry

CLASSICAL CIVILISATION

Why Choose Classical Civilisation?

Classical Civilisation is the study of ancient Greek and Roman societies. It is a subject that offers great breadth of experience and diversity of content. Studying Classics will allow you to read, appreciate and make a personal response to some of the world's greatest works of art and literature. It will also introduce you to ancient history, politics and social organisations. This course does not require any knowledge of Greek or Latin and can be enjoyed by those who have studied and enjoyed a wide range of GCSEs.

The worlds of ancient Greece and Rome laid the foundations for many of the intellectual and artistic activities that we enjoy today. An understanding of ancient cultures gives us an insight into the workings of modern society through the similarities and differences to be discovered. The aim of Classics is to fire the imagination and to deepen and develop experience, by considering a wide range of issues, often of an ethical, political, religious or social nature.

Entry Requirements

At least a grade B in GCSE English and English Literature; no previous knowledge of Classics is required.

Course Details

AQA: GCE Advanced Classical Civilisation (2020)

AS Unit 1: Women in Greece and Rome

AS Unit 2: Homer's *Odyssey*

A2 Unit 3: Greek Tragedy

A2 Unit 4: Roman epic (focussing on Virgil's *Aeneid*)

Assessment Details

The AS Level will consist of two equally weighted units to be studied in Year 12. Each unit is worth 65 marks and is assessed by an examination paper 1 ½ hours in length, consisting of one source based question and one short essay.

The A2 course is structured with two equally weighted units. Each unit is worth 75 marks and assessed by an examination paper 1 ½ hours in length, consisting of a structured, source-based question and one essay. The longer 40 mark essays for A2 contain an element of synoptic assessment.

For more information, contact Mrs S Marshall, Head of Classics

CRITICAL THINKING

Why Choose Critical Thinking?

Students can take Critical Thinking as an additional A/AS Level subject.

There is very little subject content and no coursework in this subject. The focus is on developing skills of critical analysis, which are beneficial to any student following A Level courses.

Critical Thinking is particularly recommended as preparation for the admissions tests that are increasingly being used by the top universities to select applicants for over-subscribed courses.

Entry Requirements

The AS Level is available to students in Year 12 at New Hall who are following four other AS Level courses. Candidates should have an A/B grade in GCSE English Language. They should be comfortable with the requirement to read and comprehend complex passages.

Critical Thinking is open to all but it is an expectation that academic scholars and prospective Oxbridge applicants should take Critical Thinking unless they are already taking an extra AS level.

Course Details

OCR: Advanced GCE Critical Thinking (H452)

AS Unit 1: Introduction to Critical Thinking (25% of final A Level mark)

AS Unit 2: Assessing and Developing Argument (25% of final A Level mark)

A2 Unit 3: Ethical Reasoning and Decision-making (25% of final A Level mark)

A2 Unit 4: Critical Reasoning (25% of final A Level mark)

Assessment Details

All Critical Thinking examinations are 1 ½ hours.

For further information, contact Mr D Yates, Head of Critical Thinking

DANCE AS LEVEL

Why Study Dance

This course and specification is designed to meet the needs of students who wish to study dance in depth. On this course, you will gain experience of choreography and performance and you will be encouraged to think critically about dance. The course promotes progression in depth and complexity of study through AS and A level examinations.

Entry Requirements

The general entry requirements for studying at Advanced level apply, in addition you must have either a grade C in Dance at GCSE, or grade 5 Ballet, or entry can be after an audition.

Course Content

For AS you will study the dancer as a performer, the process and craft of choreography and the significance of dances. You will create a solo choreography and perform in a duet/trio. Throughout AS you will take part in workshops with visiting artists and see live performances of current dance repertoire in theatres in London. You will receive weekly dance technique classes as part of the enrichment programme. This is a lively and exciting course which aims to develop your knowledge, skills and personal expression through dance.

Assessments

Unit 1 Written paper: Understanding Dance

40% of total AS Level mark

20% of total A Level mark

Unit 2 Practical Coursework: Choreography and Performance

60% of total AS Level mark

30% of total A Level mark

For further information please contact Mrs S Molina, Head of Dance

Why Choose Drama & Theatre Studies?

The course offers an opportunity to combine traditional skills associated with the theatre with the academic discipline of analysis and research. You will explore a variety of play texts from a practical perspective as an actor, a director, a designer and an informed audience member. You will be encouraged to value your own interpretation of how to stage the written word, working in a variety of mediums including physical theatre, site-specific, promenade, verbatim, symbolism and naturalism. You will study three theatre practitioners' styles and evaluate how their work has informed modern theatre. During the course you will develop your ability to structure an effective dramatic performance and culminate your practical work with creating your own performance based on a variety of stimuli. The written exam requires you to fully understand two different eras in theatrical history and analyse the impact of the classical works on both a modern and contemporary audience. You will also be exposed to a variety of styles of professional performance both in the West End and fringe venues.

Entry Requirements

At least a grade B in GCSE Drama (where applicable) and/or in GCSE English Language.

Course and Assessment Details

Edexcel: Advanced GCE in Drama and Theatre Studies (9DR01)

AS Unit 6DR01: Exploration of Drama and Theatre

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance. Students will study two contrasting play texts in a practical and active way. Students are also required to experience a live theatre performance and submit an evaluation.

AS Unit 6DR02: Theatre Text in Performance

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer. Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

A2 Unit 6DR03: Exploration of Dramatic Performance

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

A2 Unit 6DR04: Theatre Text in Context

This written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development. Sections A and B require students to explore one play from the point of view of a director in both an academic and practical way. In Section C a live performance from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

Assessment Details:

AS Unit 6DR01: Exploration of Drama and Theatre

- 40% of AS; internally assessed exploration of two plays; a practical session is recorded and exploration notes (3000 words) to be completed by December 2011; live theatre evaluation (1000 words) to be completed by May 2012.

AS Unit 6DR02: Theatre Text in Performance

- 60% of AS; externally assessed between February-May 2012

A2 Unit 6DR03: Exploration of Dramatic Performance

- 40% of A2; internally assessed performance of student devised drama and an evaluation of the process and performance (3500 words); to be completed by December 2012

A2 Unit 6DR04: Theatre Text in Context

- 60% of A2; externally assessed written examination; 2 hours and 30 minutes

For further information, contact Miss L Nurse, Head of Drama

ECONOMICS

Why Choose Economics?

The study of Economics emphasises the importance of economic issues in a modern industrial society and seeks to encourage the development of a basic economic competence which will help to prepare the student to play a full part in that society. Economics is a good subject for developing personal transferable skills. It is intellectually robust and of contemporary relevance. Employers and higher education value the content, questioning attitudes and methods which are acquired through studying Economics. Many students go on to careers in financial services, accountancy and management whilst for others it provides a valuable background to any degree or career.

Entry Requirements

At least a grade B in GCSE English and Mathematics.

The course does not demand advanced mathematical skills but requires a basic competence in arithmetic to interpret numerical data and the ability to write clear, accurate essays. The subject content is largely topical and this makes it necessary for students to consult a wide variety of media sources such as newspapers, television and the internet. No prior knowledge of Economics is assumed.

Students intending to pursue a pure Economics degree at university are strongly advised to take A Level Mathematics as it is an entry requirement for many universities.

Course Details

OCR: Advanced GCE Economics (H461)

AS Unit F581: Markets in Action

This module investigates the reasons for individuals, organisations, and societies having to make choices. It examines competitive markets, how they can be efficient and also how they can fail.

AS Unit F582: The National and International Economy

This module provides an introduction to how the level of macroeconomic activity is determined and to key macroeconomic indicators, problems and policies.

AS Unit F583: Economics of Work and Leisure

This module focuses principally on the economic concepts and theories that help economists to understand and analyse labour market issues. It considers leisure industries in terms of models of market structure and the ways in which leisure needs have a bearing upon the demand and supply of labour.

AS Unit F585: The Global Economy

This module considers the causes and consequences of economic growth in: developed economies, such as the UK; regional blocs such as the EU; developing economies; and the wider global economy. It emphasises the ways in which individual economies and regional blocs are interdependent through trade, the process of economic integration and the increasing globalisation that characterises current economic activity.

Assessment Details

AS Unit F581 - Markets in Action: June 2012 examination; 1 ½ hours

AS Unit F582 - The National and International Economy: June 2012 examination; 1 ½ hours

A2 Unit F583 - The Economics of Work and Leisure: January 2013 examination; 2 hours

A2 Unit F585 - The Global Economy: June 2013 examination; 2 hours

For further information, contact Mr S Levey, Head of Business Studies and Economics

ENGLISH LITERATURE

Why Choose English Literature?

English Literature is one of the five most valuable A Level subjects, according to recent information from Oxbridge and the Russell Group universities. This is by virtue of its content: a celebration of all that distinguishes us from “brutish beasts”; and the application of critical skills to the study of great writers. This is a subject that combines analysis with sensory delight; reading and going to the theatre are pleasurable activities which form an important part of the intelligent student’s recreation. Why not convert this pleasure into UCAS points? Many of our literature students develop their subject knowledge by means of extended projects. Those currently being undertaken by English Literature students include a focus on First World War literature; Feminist criticism of the nineteenth century novel and a discussion of the influence of the supernatural on writers of the Aesthetic Movement. Guidance on projects and extension classes for those hoping to study English at university is provided on a weekly basis in our Quercus meetings.

If you aspire to a career in Law, Journalism, Medicine, Politics, the Social Sciences; or hope to demonstrate subtlety, perception, eloquence, the ability to make connections and to acknowledge the power of the English language, you should take this subject at A Level. Whatever the future holds for you, English Literature will equip you and inspire you.

We recommend that you have an B in both English Language and English Literature at GCSE.

Entry Requirements

At least a strong grade B in GCSE English Literature and English and a love of reading.

Course Details

AQA: Advanced GCE in English Literature B (AS 1746; A2 2746)

There are two AS modules which comprise aspects of narrative and the genre of tragedy. Students will read one pre-1990 and a modern novel and two poetry texts written between 1880-1845. They will also study two works of drama, including a Shakespeare tragedy and a modern tragedy.

Assessment Details

AS Unit LITB1: Aspects of Narrative - 60% of the total AS marks; 30% of the total A Level marks. There will be a two-hour written paper (open book) to be taken in June of Year 12. Candidates must answer two questions: one from each section. The first section will examine close reading and analysis of one text; the second section will examine an inter-related study of the three remaining texts.

AS Unit LITB2: Coursework - 40% of the total AS marks; 20% of the total A Level marks. A coursework portfolio comprising two tasks: one on a Shakespeare text and one on the modern tragedy. The texts do not have to be compared. One essay may be re-creative but must include a commentary, demonstrating how the ideas and techniques of the original have been reflected in the student’s creative response. The tasks should each be approximately 1200-1500 words and will be submitted in May of Year 12.

A2 Unit LITB3: Texts and Genres - 30% of the total A Level marks. This unit is examined by a

two hour written paper (closed book) to be taken in June of Year 13. Candidates choose one topic area for study: Elements of the Gothic, or Elements of the Pastoral. For each topic there will be two sections. Candidates answer one question from each section.

A2 Unit LITB4: Extended Essay and Shakespeare Study - 20% of the total A Level marks. A minimum of three texts will be studied, including one pre-released anthology of critical material. A portfolio of two pieces of written coursework will be produced: a comparative study of an aspect of two texts of between 1500-2000 words; an application of an aspect of the pre-released critical anthology to a literary text of between 1200-1500 words. This portfolio will be submitted in June of Year 13.

For further information, contact Mrs A Harris, Head of English

EXTENDED PROJECT

Why Choose The Extended Project?

Students can significantly enhance their university applications by undertaking an Extended Project alongside their A Levels. This can take the form of either an extended 5000 word essay or of a more practical assignment such as a model or a performance.

Although the Extended Project is available to all, it is an expectation that prospective Oxbridge applicants should write an extended essay in a topic related to the subject they intend to study at university.

In undertaking such a project, students can study a single topic in much greater depth than would normally be the case in an A Level course. This could be excellent evidence of having a capacity for university study.

A project will also provide useful evidence of having the necessary skills for university courses such as those of planning, independent study, use of resources, presentation and evaluation.

Entry Requirements

This qualification is available to all students who meet the entry requirements for New Hall Sixth Form.

Course Details

Most students will begin their project in February of Year 12 and complete it by November of Year 13.

The responsibility for managing the project lies very much with the students but regular meetings will be held with a project supervisor.

Assessment Details

The project is internally assessed and externally moderated.

For further information, contact Mr D Yates, Director of Academic Projects

GEOGRAPHY

Why Choose Geography?

Geography is the integrated study of the earth's places, peoples, environments and societies. At its core lies the understanding of the relationships and impacts between people and the environment. It is unique in bridging the social sciences (Human Geography) with its understanding of the dynamics of societies, cultures and behaviour, and the earth sciences (Physical Geography) in the understanding of physical landscapes and the dynamics of environmental processes. Geography puts this understanding of social and physical processes within the essential context of places and regions – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them.

Entry Requirements

At least a grade B in GCSE Geography.

Course and Assessment Details

Edexcel: Advanced GCE in Geography (8GEO1/9GEO1)

Field trips

All Year 12 students will attend a 4 day residential fieldtrip somewhere within the UK. Here students will carry out fieldwork techniques relating to the investigation of coastal change and the rebranding of urban and rural areas. This is a compulsory section of the Unit 2 AS course and is always a valuable and rewarding experience.

AS Unit 1: Global Challenges

This unit poses questions which seek to explore the meaning, causes and impacts of a number of headline global issues. The first topic, World at Risk, studies a range of global natural hazards and then focuses on climate change and global warming, seen by many as our greatest environmental challenge. The second topic, Going Global, brings together today's rapid economic changes which are impacting unfairly on people across the globe, and the related international issues of population change and migration. This unit gives students the opportunity to evaluate existing attempts to manage the problems and challenges us to find solutions for the 21st century. The assessment for this section is a written 1½ hour paper consisting of data response, short-answer and longer/guided essay questions. This represents 60% of the total AS marks and 30% of the total A Level marks.

AS Unit 2: Geographical Investigations

Students will study one physical and one human topic using a range of fieldwork and research techniques, supported through a 4 day residential fieldtrip in the Lent Term. The Crowded Coasts topic enables us to explore how we might best manage some of the challenges we face from the natural world, while Rebranding Places focuses on our need to better manage rural and urban places in the 21st century. Each topic will give students the opportunity to look at local issues, relating these to their own lives and experiences as well as comparing their research to a wider world context. The assessment for this section is a written 1¼ hour paper in which students answer one question on each topic. This represents 40% of the total AS marks and 20% of the total A Level marks.

A2 Unit 3: Contested Planet

The use and management of resources is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently. Students will study six topics; Energy Security, Water Conflicts, Biodiversity Under Threat, Superpower Geographies, Bridging the Development Gap and The Technological Fix? The assessment is a written 2½ hour paper. Students select two short essay questions from five in section A and answer all questions in section B. This represents 30% of the total A Level marks.

A2 Unit 4: Geographical Research

In this unit, students will carry out research linked to the topic of 'Tectonic Activity and Hazards.' Research will concentrate on the causes and impacts of various tectonic hazards. The assessment is a written 1½ hour paper. Students write one report relating to the option they studied. This represents 20% of the total A Level marks.

For further information, contact Miss J Coates, Head of Geography

GOVERNMENT & POLITICS

Why Choose Politics?

"Politics is the art of the possible" Otto von Bismarck

Politics arises as a result of disagreement and conflict. Unsurprisingly people have a wide range of beliefs and ideologies and through Politics we try to find ways of living together despite having these conflicting views. If you enjoy lively analytical debate then this subject is for you. After all, *"Politics is far too serious a matter to be left to the politicians"*, as famously said by Charles De Gaulle.

Entry Requirements

At least a grade B in GCSE History and/or English

Course and Assessment Details

Edexcel: Advanced GCE in Government and Politics (8GP01)

AS Unit 6GP01: People and Politics

50% of the total AS marks; externally assessed; written examination 1 hour 20 minutes

- Pressure Groups
- Party Policies and Ideas
- Democracy and Political Participation
- Elections

AS Unit 6GP02: Governing the UK

50% of the total AS marks; externally assessed; written examination 1 hour 20 minutes

- Parliament
- The Constitution
- The Prime Minister and Cabinet
- Judges and Civil Liberties

A2 Unit 6GP03: Key Themes in Political Analysis (Representative Processes in the USA)

50% of the total A2 marks; externally assessed; written examination 1 hour 30 minutes

- Elections and Voting
- Political Parties
- Pressure Groups
- Racial and Ethnic Politics

A2 Unit 6GP04: Extended Themes in Political Analysis (Governing the USA)

50% of the total A2 marks; externally assessed; written examination 1 hour 30 minutes

- The Constitution
- Congress
- The Presidency
- The Supreme Court

For more information, contact Mr R Higgins, Head of Politics

HISTORY

Why Choose History?

The aim in History is to stimulate a lively, interesting, and well-informed knowledge of the past, which is essential in coming to terms with the present and for providing a good preparation for life. History teaches that there are rarely clear cut or simple answers to questions and therefore helps students to develop independent thinking and to express considered judgements. This subject will suit those with lively, analytical minds, who are prepared to read widely and critically and can express themselves cogently on paper.

Entry Requirements

At least a grade B in GCSE History

Course Details

Edexcel: Advanced GCE in History (9H101)

Unit 1: Historical Themes in Breadth

- D5 Pursuing Life, Liberty and Equality in the USA, 1945-68
- D6 Ideology, Conflict and Retreat; The USA in Asia, 1950 - 1973

Unit 2: British History Depth Studies

- A1: Henry VIII Authority, Nation and Religion, 1509-40

Unit 3: Depth Studies and Associated Historical Controversies

- A1: Protest, Crisis and Rebellion in England, 1536-88

Unit 4: Historical Enquiry

- CW40: Twentieth Century International Relations, 1879 - 1980

Assessment Details

Unit 1

- 50% of total AS marks
- Externally assessed; 1 hour 20 minutes
- Two questions from two different topics

Unit 2

- 50% of total AS marks
- Externally assessed; 1 hour 20 minutes
- Source Based Questions

Unit 3

- 60% of total A2 marks
- Externally assessed; 2 hours
- Two questions, one analytically based, one source based

Unit 4

- 40% of total A2 marks
- Internally assessed; two extended essays

For further information, contact Dr L Shaw, Head of History

APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Why Choose ICT?

There are significant employment opportunities in the field of information technology and ICT literacy is an asset in any profession.

This A Level is unusual in having a very high coursework weighting and should be attractive to students who prefer this mode of assessment.

Students will learn how to use appropriate ICT tools and techniques to carry out investigations, capture and handle data, solve problems and plan and manage projects. The qualification has a broad appeal and develops students' communication and decision-making skills.

There is an emphasis on practical use of software applications such as Flash animation, Access databases and Excel spreadsheets. The course would engage students interested in working with multimedia or as a project manager. There is a focus on the use of ICT in business organisations and how ICT affects our lives in society today.

Entry Requirements

At least a grade B in GCSE ICT or an equivalent grade in a recognised Level Two qualification; ECDL, CLAIT, DiDA or OCR Nationals.

Course and Assessment Details

Edexcel: Advanced GCE in Applied Information and Communication Technology (9751) Single award.

6951 - AS Unit 1: The Information Age (coursework - internally assessed)

6952 - AS Unit 2: The Digital Economy (coursework - internally assessed)

6953 - AS Unit 3: The Knowledge Worker (practical examination - externally assessed)

6957 - A2 Unit 7: Using Database Software (practical examination)

6958 - A2 Unit 8: Managing ICT Projects (coursework - externally assessed)

6960 - A2 Unit 10: Using Multimedia Software (coursework - externally assessed)

Each unit has equal weighting towards the final examination. i.e. 33% of the AS award or 16.5% of the A2 award.

For further information, contact Mrs L Fletcher, Head of ICT

Why Choose Latin?

The course aims to develop the candidate's ability to read sophisticated Latin fluently, with understanding and critical appreciation. Candidates in this subject should already have studied Latin to GCSE or equivalent.

If you have enjoyed the study of Latin at GCSE, you will find that studying the subject at A Level will extend the range of skills you have already acquired. These include the comprehension and appreciation of set texts, as well as the setting of the literature in its wider social, cultural and historical context. Studying Latin will allow you to read, appreciate and make a personal response to some of the world's greatest literature in the original language. You will also extend your linguistic knowledge to enable you to attempt unprepared translation of passages set from the works of Roman authors.

Entry Requirements

At least a grade B in GCSE Latin and English/English Literature.

Course and Assessment Details

OCR: Advanced GCE in Latin (H039: AS and H439: A2)

AS Unit: L1: F361: Latin Language examined by a 1.5 hour written paper worth 100 marks

- Section A (70 marks): Translating one passage of Latin prose into English
- Section B (30 marks): Translating **either** a short passage of Latin prose into English **or** five sentences from English into Latin

Candidates answer two questions

This is worth 50% of the total AS Level marks

AS Unit: L2: F362: Latin Verse and Prose Literature examined by a 1.5 hour written paper worth 100 marks. This paper has two sections:

- Section A: Prescribed Prose Literature (50 marks): Translation of a Latin passage or passages with sub-questions including a short essay. The sub-questions are set on the prose author studied.
- Section B: Prescribed Verse Literature (50 marks): Translation of a Latin passage or passages with sub-questions including a short essay. The sub-questions are set on the verse author studied.

Candidates answer two questions

This is worth 50% of total AS Level marks

A2 Unit: L3: F363: Latin Verse written paper examined by a 2 hour written paper worth 100 marks. This paper has two sections:

- Section A: Prescribed Literature (50 marks): Commentary on a Latin passage or passages and Essay on the verse author studied
- Section B: Language: Unprepared Translation and Comprehension (50 marks): Translation of an unseen passage of Latin verse and Comprehension questions on the passage

Candidates answer two questions

This is worth 50% of total A2 Level marks. This unit is synoptic.

A2 Unit: L4: F364: Latin Prose examined by a 2 hour written paper worth 100 marks. This paper has two sections:

- Section A: Prescribed Literature (50 marks): One question on a Latin passage or passages. Candidates answer the two sub-questions set on the prose author studied.
- Section B: Language: Unprepared Translation and Comprehension or Prose Composition (50 marks). Candidates answer one question from a choice of two. They **either** translate 10 lines from an unseen passage of Latin prose and answer comprehension questions on the passage, **or** complete a prose composition translation from English into Latin.

Candidates answer two questions

This is worth 50% of the total A2 Level marks. This unit is synoptic.

For further information contact Mrs S Marshall, Head of Classics

MATHEMATICS AND FURTHER MATHEMATICS

Why Choose Mathematics?

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. It builds on work at GCSE, but also involves new ideas produced by some of the greatest minds in history.

While studying mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
- simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics that you learn to solve problems that are given to you in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology

Entry Requirements

At least a grade A in GCSE Higher Level Mathematics.

Course Details

Edexcel: Advanced GCE in Mathematics (9371)

Pure Mathematics (C1, C2, C3, C4); Mechanics (M1); Statistics (S1)

Edexcel Advanced GCE in Further Mathematics (9372)

Further Pure Mathematics (FP1, FP2, FP3); Mechanics (M2, M3, S2)

C1: Algebra and functions; co-ordinate geometry in the (x,y) plane; sequences and series; differentiation; integration.

C2: Algebra and functions; co-ordinate geometry in the (x,y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.

C3: Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.

C4: Algebra and functions; co-ordinate geometry in the (x,y) plane; sequences and series; differentiation; integration; vectors.

FP1: Series; complex numbers; numerical solution of equations; coordinate systems, matrix algebra, proof.

FP2: Inequalities; series, first order differential equations; second order differential equations; further complex numbers, Maclaurin and Taylor series.

FP3: Further matrix algebra; vectors, hyperbolic functions; differentiation; integration, further co-ordinate systems.

- M1: Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
- M2: Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
- M3: Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.
- M4: Relative motion; elastic collisions in two dimensions; further motion of particles in one dimension; stability.
- S1: Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.
- S2: The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

Assessment Details

Each unit is tested by a 1½ hour written examination and the units are equally weighted.

For further information, contact Mr C Tye, Head of Mathematics

MODERN LANGUAGES: FRENCH AND SPANISH

Why Study Languages?

If you wish to be a languages specialist, of course you should study two modern languages. However, sound knowledge of a language can lend an international dimension to any other qualification. Language qualifications will help you become more competitive in future job applications: where two candidates have similar degrees, the one with an AS or A2 Level in a language will be more attractive to an employer, particularly one of a multi-national company. Speaking another language confidently should help you to compete on equal terms with the new 'euro Elite' who, in addition to their own language, have fluent English and high technical qualifications.

Entry Requirements

At least a grade B in GCSE in the relevant language (NB Grade A or above is required in the writing component).

Course Details

AQA: Advanced GCE in French

AQA: Advanced GCE in Spanish

AS Unit: FREN1, SPAN1

AS Unit: FRE2T/V, SPA2T/V

- AS Topics include media, popular culture, healthy living and family & relationships.

A2 Unit FREN3, SPAN3

A2 Unit FRE4T/V, SPA4T/V

- A2 topics include the environment; a multicultural society and a contemporary social issue.
- Cultural topics include:
 - study of a French/Hispanic region/community
 - study of a French/Hispanic 20th century historical topic
 - study of a French/Hispanic novelist/dramatist/poet
 - study of a French/Hispanic film director/architect/musician/painter

Assessment Details

AS Unit FREN1, SPAN1; 2 hours examination; 35% of total A Level mark

Listening, Reading and Writing: students will answer questions on approximately 5 minutes of audio material, respond to a selection of written stimulus texts and give a written response to a question based on an AS topic.

AS Unit FREN2T/V, SPAN2T/V; 35 minutes (including 20 minutes preparation time) examination; 15% of final A Level mark. Speaking: students have to discuss a stimulus card on one of the AS topics and take part in a conversation on other AS topics.

A2 Unit FREN3, SPAN3; 2 ½ hour examination; 35% of final A Level mark

Listening, Reading and Writing. Students will answer questions on approximately 6 minutes of audio material, respond to a selection of written stimulus texts and give a written response to a

question based on one of four A2 cultural topic areas.

A2 Unit FRE4T/V, SPA4T/V: 35 minutes (including 20 minutes preparation time) examination; 15% of final A Level mark. Speaking: Students will present a point of view based on a stimulus card, take part in a conversation on other A2 topics and also discuss their cultural topic.

For further information contact Mrs N Smart, Head of Modern Languages

MUSIC

Why choose Music?

You will consider A Level Music if you are passionate about listening to and performing music. The course encourages students to consider the historical, social and cultural context of the music that they study. There is great variety and diversity to the course. Additionally, Music can be extremely advantageous in giving breadth to those whose focus is on science and technology subjects.

Entry Requirements

This course is available to all students who have a keen interest in music of all genres and who are prepared to perform as vocalist or instrumentalist. Students who have completed a GCSE course will find this a good foundation for the work covered at A Level but it is not a pre-requisite. Knowledge of music theory to Grade V standard or equivalent is desirable.

Course Details

OCR: Advanced GCE in Music (H542)

- AS Unit G351: A solo recital on instrument or voice, with a brief discussion about performance decisions. Followed by a shorter recital on a second instrument or as an accompanist.
- AS Unit G352: Composition. You are required to undertake harmonisation of a melody in the style of a number of composers. You will also submit an original composition or arrangement.
- AS Unit G353: Introduction to historical studies. There will be 3 classical and 3 jazz set works and questions will be asked about their use of instruments, historical context and there will also be some related listening exercises.
- A2 Unit G543: A longer solo recital on the same instrument/voice or another if preferred, with a brief discussion about comparative performances.
- A2 Unit G355: Composition. You will be required to fulfil a commission for a vocal work and undertake some stylistic exercises or a piece of film music.
- A2 Unit G356: Historical and analytical studies. This will include aural questions, study of a historical period (including social and cultural context), and an essay encouraging the consideration of links between the various music studied.

Assessment Details

- AS Unit G351: 40% of AS mark (assessed by visiting examiner)
- AS Unit G352: 30% of AS mark (internally assessed coursework)
- AS Unit G353: 30% of AS mark (examination)
- A2 Unit G354: 40% of A2 mark (assessed by visiting examiner)
- A2 Unit G355: 30% of A2 mark (internally assessed coursework)
- A2 Unit G356: 30% of A2 mark (examination)

For further information contact Mr A Fardell, Director of Music

PHYSICAL EDUCATION

Why study Physical Education?

Studying PE at AS Level can be a useful 'stepping stone' towards a career in Teaching, Sports Medicine, Physiotherapy, Armed Services the Leisure Industry and Coaching to name but a few. The course will give you a deeper understanding of the factors that influence efficient physical activity and performance. You'll learn more about the theory and practice of physical activity.

Entry Requirements

At least a grade B in GCSE Physical Education (where applicable).

Students must be very capable sports performers in order to fulfil the practical aspects of the course. The activities can place candidates in physically demanding situations, so the student must be medically capable of coping and should not suffer from any medical condition which would be affected by strenuous exercise.

All students must be able to perform to a high level in at least two different activities from different activity profiles and have a genuine interest and willingness to take part in extra-curricular activities in a variety of sports.

Course Details

OCR: Advanced GCE in Physical Education (H554)

AS Unit G451: An introduction to Physical Education

- Anatomy and Physiology
- Acquiring Movement Skills
- Socio-Cultural Studies relating to participation in physical activity

AS Unit G452: Acquiring, developing and evaluating practical skills in Physical Education

- Candidates are assessed in two chosen activities from two different activity profiles.
- The activity profiles are: athletic activities; combat activities; dance activities; invasion game activities; net/wall game activities; striking/fielding games; target game activities; gymnastic activities; outdoor and adventurous activities; swimming activities; safe and effective exercise activities.

A2 Unit G453: Principles and concepts across different areas of Physical Education

- Section A: Socio-Cultural options - Historical Studies.
- Section B: Scientific options - Sports Psychology, Exercise and Sport Physiology.

A2 Unit G454: The improvement of effective performance and the critical evaluation of practical activities in Physical Education

- Candidates are assessed in one chosen activity. This must be one of the activities that they were assessed in at AS Level in Unit G452: acquiring, developing and evaluating practical skills in Physical Education.
- The activity profiles are: athletic activities; combat activities; dance activities; invasion game activities; net/wall game activities; striking/fielding games; target game activities; gymnastic activities; outdoor and adventurous activities; swimming activities; safe and effective exercise activities.

Assessment Details

AS Unit G451: Examination; 2h written paper; 60% of the total AS mark

AS Unit G452: Practical; internally assessed, externally moderated; 40% of the total AS mark

A2 Unit G453: Examination; 2 ½ hour written paper; 35% of the total A Level mark

A2 Unit G454: Practical; internally assessed, externally moderated; 15% of the total A Level mark

For further information, contact Mr S Winsor, Director of Sport

PHYSICS

Why Choose Physics?

“100 years ago physics was considered to be almost complete; then along came Einstein, Curie, Schrodinger and Hubble and now physicists realise that we have only scratched the surface of how the Universe really works”.

To want to understand the workings of the universe is a uniquely human desire. Physics opens up this world of understanding and allows you to fully appreciate why and how: Why is the sky blue? Can you see a black-hole? Is time travel really possible? Why is friction good for you? What is antimatter and dark energy? How do fundamental particles interact to form atoms, the building blocks of all we sense around us? Physics answers the questions from the very small to the very large, from quarks and neutrinos to the origins and scale of the universe itself.

Not only does Physics quench the thirst of those seeking a greater understanding but it will empower you with skills that are desperately sought by universities and employers alike. If you are at all interested in taking any science at university, including engineering, medicine, electronics, astronomy, technology or computer studies then Physics is for you. Physics is an extremely well regarded A Level subject and will set you apart from the crowd even if you intend to study any other subject from Law and Economics to Psychology, Philosophy and Music.

Entry Requirements

At least a grade B in GCSE Physics/Double Award Science and Grade B in GCSE Mathematics. Students will find it beneficial to study AS Level Mathematics with A Level Physics, but this is not essential.

Course Details

OCR: Advanced GCE in Physics (H558)

- AS Unit G481: Mechanics
- AS Unit G482: Electrons, Waves and Photons
- AS Unit G483: Practical Skills in Physics I

- A2 Unit G484: The Newtonian World
- A2 Unit G485: Fields, Particles and Frontiers of Physics
- A2 Unit G486: Practical Skills in Physics 2

In Year 12, you will study classical topics such as: properties of matter, mechanics and dynamics, waves, optics and electricity. New ideas are also introduced such as quantum physics, photons and atomic physics. In Year 13, further topics of study include: nuclear physics, thermodynamics and gravitational and electrical fields, cosmology, medical physics and particle physics.

Assessment Details

- AS Unit G481: written examination; 30% of AS; 15% of full A Level
- AS Unit G482: written examination; 50% of AS; 25% of full A Level
- AS Unit G483: internally assessed practical activity; 20% of AS; 10% of full A Level

- A2 Unit G484: written examination, 15% of full A Level
- A2 Unit G485: written examination; 25% of full A Level
- A2 Unit G486: internally assessed practical activity; 10% of full A Level

In both years there is a large emphasis on practical and experimental work with an internal practical assessment at AS and A2. There is no coursework in Physics at A Level.

For further information, contact Dr P Thomas, Head of Physics

RELIGIOUS STUDIES (PHILOSOPHY & ETHICS)

Why choose Religious Studies?

Philosophy of Religion encompasses a wide range of academic disciplines: logic, epistemology, cosmology, natural theology, psychology, sociology, history and ethics. Students gain an appreciation of major philosophical thinkers and movements and acquire the ability to convey complex ideas clearly in written and oral form. This course fosters skills of critical and literary analysis and essay writing. Communication skills are developed through debate and discussion.

Religious Studies is an academic subject, well respected by universities as an excellent grounding for any arts or social science based degree course. The subject is favoured by employers in a wide range of careers, particularly those requiring precise analytical skills or an understanding of human nature, society and ethical issues, or those involving a high level of communication skills. Popular careers followed by students include teaching, law and politics, journalism and media, human resources, psychology, medicine and social work.

Entry Requirements

At least a grade B in GCSE Religious Studies and/or in GCSE English Literature and Language.

No religious affiliation or belief is necessary.

Course Details

AQA Religious Studies

AS Unit RSS01 Religion and Ethics 1

Students will examine utilitarianism, situation ethics, philosophical views about the value of human life from the perspectives of Christianity and Hinduism, and the ethical issues surrounding abortion and euthanasia.

AS Unit RSS02 Religion and Ethics 2

Students will examine Kantian ethics, natural law theory, philosophical views about the status of the created world and environment from the perspectives of Christianity and Hinduism.

A2 Unit RST3B: Philosophy of Religion

Students will study the ontological argument and the relationship between faith and reason, the meaningfulness of religious language, the body and soul, and the problem of evil.

A2 Unit RST4B: Religion and Contemporary Society

Students will examine the challenges faced by the practise of religion today such as freedom of religion, including wearing of religious dress and symbols, time and space to practise religion, interreligious dialogue, attitudes of religions towards sexual behaviour, marriage and the family. Students will study the contemporary issues facing Christianity and Hinduism posed by secular society.

Assessment Details

Students are assessed in each paper through a written examination of 1 ½ hrs.

For further information, contact Mr P Bray, Head of Religious Education Department and Co-ordinator of A-Level Religious Studies)