

SOUTHEND HIGH SCHOOL FOR BOYS



SIXTH FORM PROSPECTUS

2017 - 2019

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THE SIXTH FORM

There are approximately 370 students in the Sixth Form at Southend High School for Boys. Each year the majority of our own Year 11 pupils enter Year 12, together with a varying number of newcomers – usually between 70-80. Those joining us from elsewhere come from a wide variety of schools in South East Essex, and include both boys and girls.

THE SIXTH FORM CENTRE

Sixth Formers have access to a purpose-built Sixth Form Centre which is located to the west of the site, adjacent to the Languages Centre and overlooking Hopleythick Lane. Facilities include a large comfortable common room, a dedicated sixth-form computer room, a number of sixth-form private study rooms, several classrooms and smaller seminar rooms that are used exclusively for sixth-form teaching.

INVOLVEMENT IN SCHOOL

The Sixth Form at SHSB is fully integrated into the life of the school. Sixth Formers belong to Houses, take part in games, join clubs and societies, serve as prefects or area prefects (and as temporary prefects during Year 12) and are expected to act as role models for younger pupils – i.e. to take the lead in setting the standards, tone and reputation of the school. There is a wide range of activities to choose from in the Sixth Form, including a wealth of sports and games, music, drama, debating, enrichment opportunities and voluntary work both in and out of school. Those who join the Sixth Form determined to set themselves high standards will have an enjoyable and successful two years.

UNIFORM AND RULES

All Sixth Formers, including girls, wear school uniform and observe similar rules to the rest of the school. They are expected to set a good example to more junior pupils in matters of courtesy, appearance and behaviour.

THE BROADER CURRICULUM

All students are given the opportunity to develop skills and attitudes that will enhance chances of success in their future lives. This academic extension, personal development and independence is achieved through a programme of volunteering, extra-curricular study such as the Extended Project Qualification, working with local schools, health and wellbeing activities and timetabled study periods.

STUDENT SUPPORT

In the Sixth Form you will join a tutor group of approximately 25 Year 12 students, with a tutor who will advise you individually at regular intervals. Tutors and subject teachers regularly assess your work and progress, and compare it with predicted grades derived from your performance at GCSE level. Midway through Year 12 you will discuss with your teachers how well you are doing and agree targets for your future development.

If you experience difficulties in self-motivation or in working to your potential, your tutor and your Year Leader will help you examine your problems and seek a solution. You will learn to take responsibility for your work and progress, not wait to be asked to do something. You will be encouraged to maintain high standards. If you are not motivated to work hard you will have wasted two valuable years of your life in an academic Sixth Form such as ours; however, if you show the determination to do your best, we will support you every step of the way.

HIGHER EDUCATION AND CAREERS

Throughout the Sixth Form, tutors and careers staff will be helping you look forward to the next stage in your life, either in higher education or employment. You will have access to a professional careers adviser, and you will take part in structured career guidance programmes that will help you focus on your goals and on the need to work to your full potential. At the start of Year 13 we will guide you carefully through the university application process.

PAID EMPLOYMENT

As a Sixth Former, you may wish to take on some paid employment outside school hours. The school will support you in this provided your commitment does not exceed **nine hours per week**. Independent research has shown that an out-of-hours commitment in excess of nine hours harms academic performance, so we insist that this limit is respected.

SHSB CHARGING POLICY

SHSB will pay for each student's examination entry in all school AS/A Level subjects. This is conditional on the student meeting the course requirements, which include being consistently reliable in terms of:

- attendance
- punctuality (school & lessons)
- meeting deadlines

Students whose candidature is withdrawn by the school will need to register as private entrants in order to sit an exam in a subject in which they have defaulted. Similarly, the school will charge for a public examination entry where the candidate has not been prepared by the school, or where the student has failed, for no good reason, to complete the requirements of an examination.

The Governors' charging policy permits charges to be made for board and lodging costs on residential visits and for individual music tuition. The school may also request voluntary contributions for extra activities in or out of school time. In certain cases, a remission of fees will be possible for parents who are in receipt of payments such as income support and child tax credit. The Head of Sixth form may be contacted in confidence in any instance where financial hardship is a factor.

BURSARY FUND

The Government has delegated a calculated sum of money to each school and entrusted us with the task of awarding bursaries to our students. The level of bursary available will be dependent upon the number of applications approved and the amount of funding allocated to the school. To apply or find out if you are eligible please contact the Sixth Form office. Please note that the school is tasked with granting or withholding payment to registered students, and in doing so we have to consider such factors as attendance, punctuality, conduct and work rate. Receipt of the bursary is not automatic, and participation in the scheme brings with it an expectation of professional conduct similar to that of a normal workplace.

EFFORT AND ENJOYMENT

If you throw yourself enthusiastically into your work – and involve yourself in a range of other activities – you will find the next two years enjoyable and fulfilling. Sixth form life requires considerable time and effort, and it is your attitude and commitment that will allow you to achieve your goals.

GCE A LEVELS – THE CURRENT SITUATION

September 2015 saw the introduction of the revised GCE A-Level courses. The course is now linear, with examinations only at the end of the course in each of the subjects studied. SHSB will continue to offer AS exams at the end of Year 12 but these will not contribute to final A2 grades. Full details are yet to be confirmed for all the courses. Please be aware that specifications are changing at different times.

For *this* school, with its highly academic Sixth Form, prospective students will be reassured that following a course of *four* A level subjects to completion remains available, and is **recommended** for the most academically able.

CHOOSING YOUR SUBJECTS

The subjects shown below are those the school intends offering to AS & A Level during 2017-19. Please note it is not possible to guarantee that a particular subject will run. The viability or otherwise of a subject can depend on such issues as low uptake, unforeseen staffing difficulties or unexpected changes to the curriculum.

Art & Design	English Language & Literature	Further Mathematics
Biology	English Literature	Music
Business Studies	French	Music Technology
Chemistry	German	Physical Education
Computing	Geography	Physics
Design & Technology	Government & Politics	Psychology
- Product Design	History	Religious Studies
Drama & Theatre Studies	Mathematics	Spanish
Economics		

The following structure is an **example** of a column structure for Year 12. It is based on three considerations: (1) to give every student the opportunity to choose a balanced, academically rigorous timetable; (2) to reflect our past experience of students' favoured combinations; and (3) to offer combinations that are possible within timetabling and staffing constraints. Remember, therefore, that what follows is not set in stone. **The final structure will be adjusted according to the needs of the majority.** It is very important you consider your choices very carefully and tell us what you want to do in **priority order**. You do not need to pick from these columns, it is just an example of what it may look like:

This is just an example – please do not choose from this table

V	W	X	Y
Biology	Biology	Art	Biology
Drama	Business Studies	Biology	Business Studies
Economics	Chemistry	Chemistry	Chemistry
History	Computing	English Language & Lit	Economics
Mathematics	English Language & Lit	English Literature	French
Music Technology	English Literature	Further Mathematics	Geography
Physics	Government & Politics	German	Mathematics
Psychology	Mathematics	Geography	Music
Spanish	Music	History	Physics
	Physics	Mathematics	Religious Studies
	Psychology	Physical Education	Technology – Product Design

If we are obliged to cancel a subject at a late stage, the students affected will be informed at the earliest opportunity.

CHOICE OF SUBJECTS

The choice of Advanced Level subjects is a personal one and should be based on

- your likely ability to succeed in the subject;
- your interest in the subject;
- the demands of an intended career or degree course.

Where subjects have significant cost implications, these are included on the relevant page of this handbook. Financial support is available on application in cases of hardship and for families dependent on benefits.

GCSE GRADES – MINIMUM REQUIREMENTS FOR ENTRY TO THE SIXTH FORM

Minimum entry criteria* for admission to the Sixth Form at SHSB are as follows:

- **You will need to accrue at least 52 points from your eight best GCSE grades (where numerical grades are scored at face value and A*=9, A=7, B=6). Short course GCSEs may be included within this calculation.**
- **You must achieve at least GCSE Grade 5 in English and Mathematics.**
- **You must achieve at least GCSE Grade B or 6 in subjects you have chosen (or, in the case of new subjects, in related subject areas). (N.B. Further Maths candidates must achieve A* or 9 at GCSE.)**

Students should only consider joining the Sixth Form at SHSB if they are likely to cope with the rigorous demands of A Level study. Experience has taught us that students who fall below these realistic entry thresholds do not thrive in our academically challenging environment. SHSB is a grammar school with a traditional curriculum, and our approaches to teaching and learning are geared towards preparing students for entry into higher education.

***N.B. the attainment of our minimum threshold allows applicants to be considered for admission to the Sixth Form. Constraints on school numbers mean that this alone does not guarantee admission to incoming candidates. For details, see p.10 ('How to Join the Sixth Form') paragraph 1.**

NEW SUBJECTS AT THIS LEVEL

Some subjects at this level will be new to most students. Anyone wishing to select one of these subjects will be expected to achieve Grade B or 6, or above in a closely related area at GCSE, e.g. English (for Government & Politics), Music (for Music **Technology**) or Mathematics (for Computing/Psychology).

Less academic students must not choose new subjects on the grounds that these are something they have 'not yet failed at'! If you have difficulty choosing at least three of your four subjects from among those you already study, this may be a sign that A Level at SHSB is not the best choice for you.

MINIMUM REQUIREMENTS FOR CONTINUATION TO YEAR 13

Students must demonstrate a consistently satisfactory level of attainment during Year 12. It is unrealistic to imagine you will cope with the Year 13 if you are unable to achieve this satisfactory level in Year 12.

Only the Sixth Form Year Leaders may give permission to drop any subject, and the request may be refused. Experience has shown that little or no improvement comes to those who drop a subject; it is more likely that they would have been better fitted to a different type of course.

THE INDUCTION COURSE

Every effort should be made to find out as much as possible about each subject before entering Year 12 in order to avoid the need to make changes. **There will be a short Induction Course late in the Summer Term (3rd-5th July 2017) at which prospective Sixth Formers may sample lessons in the subjects they wish to study. Attendance at the Induction Course is expected of every student who wishes to join the Sixth Form.**

LIMITATIONS ON CHANGING SUBJECT CHOICES

Be certain about your subject options as early as possible. Once you have registered your initial choices with us, it will not be possible for you to switch to a different, fully-subscribed subject unless a place becomes vacant. The maximum size for Sixth Form classes is 24 (18 in practical subjects) and this figure will not normally be exceeded. In rare cases, where demand is substantially above this figure *and* staff are available, an additional set may be created.

Certain subjects fill all their places more quickly than others, but those applying early can be relatively confident that places will be available. On the other hand, if you delay your application you may find yourself placed on a waiting list.

A CAREFUL DECISION

The move into the Sixth Form is a decision that needs to be taken very carefully, after a lot of thought and discussion. If you wish to study A Levels at SHSB you should find out as much detail as possible about the nature of your specific subject courses, the life of a Sixth Former and the school's expectations of you.

HOW TO JOIN THE SIXTH FORM

APPLICATION PROCEDURE FOR NEWCOMERS

At the Open Evening and thereafter, prospective students who wish to be considered for admission to the school in September 2017 may complete an Application for Entry online (www.shsb.org.uk). All applications received by the school before **2nd December** will be given equal consideration. We will consult your current school for information on your likely progress, then early in the new year we will make offers subject to the constraints of numbers within subjects and within the Sixth Form as a whole. **N.B. Space in our Sixth Form is limited, so we cannot guarantee a place to every student who achieves or is predicted to achieve the minimum entry threshold.**

We always welcome applications from students who are serious about wishing to join us, but do bear in mind that the frivolous acceptance of offers (i.e. one not subsequently honoured in the uptake) prevents us from making a place available to another student.

APPLICATION PROCEDURE FOR SHSB YEAR 11 STUDENTS

Members of SHSB's own Year 11 who wish to continue into the Sixth Form will be asked to fill in an **internal** application form to indicate their A Level subject preferences. They do not need to do anything just now.

WHEN THE RESULTS ARE IN

It will not be assumed that existing SHSB students will take up their places as a matter of course, and they will be expected to confirm their intention to take up a place on results day according to their registered subject choices. Where there are unresolved issues with these choices (e.g. if the student fails to attain the qualifying score in a subject) the Leader of Year 12 will interview candidates in the days immediately following the publication of results and explore possible alternatives. The students concerned will be contacted individually by the school.

External applicants are asked to present their GCSE result slips in person at the school office by end of results day. A new student who fails to contact the school by the end of results day to confirm acceptance of their offer will be deemed to have withdrawn his or her application. That place will then be offered to the next candidate on our waiting list. Confirmation can be made by telephone.

GETTING IT RIGHT – TAKE TIME TO RESEARCH

If you are thinking of joining the Sixth Form you should use all possible means to ensure that you choose the right courses and know just what you are taking on. Not only should you look at books, pamphlets and website entries*, you should also talk to teachers both here at Southend High School for Boys and, in the case of external applicants, in your own schools as well. Above all, **read this handbook carefully**. Study the content and requirements of the subjects, then follow up your reading by discussions with subject teachers, tutors and, where possible, Sixth Formers themselves. The more research you do, the clearer your way ahead becomes and the more likely it is that your Sixth form career will be a successful one.

*Examination board web pages are as follows. AQA: www.aqa.org.uk; EdExcel: www.edexcel.com; OCR: www.ocr.org.uk. The SHSB website can be found at www.shsb.org.uk.

FOR FURTHER INFORMATION CONTACT:

Mrs Christine Brookes
Sixth Form Administrator
Southend High School for Boys
Prittlewell Chase
Southend-on-Sea
Essex SS0 0RG

E-mail enquiries@shsb.org.uk

Alternatively, contact the appropriate Department Leader directly. The email and postal address is the same.

ART & DESIGN

Awarding Body: **EdExcel**

Specification numbers: **8FA0/01, 8FA0/02 (AS), 9FA0/01, 9FA0/02 (A2)**

COURSE REQUIREMENTS

The GCSE Art course will have been good preparation for this A Level. Project areas will include experimentation and Theme & Figure work. Course entry requirements: Minimum GCSE grade B in Art is needed to study the course at AS Level.

We produce excellent portfolios for interview at colleges.

COURSE CONTENT

Acceptance onto the course requires each student to keep a journal (specifically for artwork and the recording of cultural interests) with written and visual notes and a sketch book and folder for weekly observational drawing; to read the books, articles and to do internet research. Students will produce a portfolio of work. Examples of journals, sketchbooks and folders are available for students to learn from and pick up tips for good practice.

There is a need for students to further their knowledge about the background to Art, Design and Culture. With this in mind, students will be invited to attend trips to museums and galleries. The student must try to develop his or her ability to speak and write about personal work as well as the work of others.

A LEVEL FORMAT

	Assessment	% of qualification
AS		
Element 1: Coursework	teacher/moderator	50%
Element 2: Externally Set Assignment	teacher/moderator	50%
A2		
Element 1: Coursework	teacher/moderator	60%
Element 2: Externally Set Assignment	teacher/moderator	40%

STUDY METHODS

Sessions are essentially practical with a need for artist research. Self-directed study along with directed lessons will run alongside ongoing individual assessment.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

Approximately 4 hours extra time to be given in addition to lesson commitment. Visits to galleries and museums are an exciting and important activity for students in their spare time. Life drawing, if possible, will run as an extra provision.

CAREERS AND FURTHER POTENTIAL

Some students will want to take Art and Design because it provides them with a portfolio of work which can gain them entry to a foundation course and a range of careers in the Arts, in Architecture, Illustration, Computer assisted animation, Advertising, Industry, TV, Theatre, Illustration, Graphic Design, Textiles, Fashion Design, Jewellery, Interior Design, Printmaking areas and many more. Everything around us has been designed by somebody. They have to start somewhere and it begins with a good portfolio.

BIOLOGY

Awarding Body: **AQA**

Specification numbers: **7401 (AS)** and **7402 (A2)**

COURSE REQUIREMENTS

Minimum B grade GCSE Biology or in the B1 and B2 components of the GCSE Science and GCSE Additional Science awards. An ability to process quantitative data is required.

ALLIED SUBJECTS

It is recommended that students study AS/A-level Chemistry in addition to AS/A-level Biology, as this will enhance their understanding of the biochemical aspects of the course. Many degree courses in pure and applied Biological Sciences require A2 level Chemistry.

COURSE CONTENT FOR AS AND FIRST YEAR OF A-LEVEL

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

COURSE CONTENT FOR SECOND YEAR OF A-LEVEL

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

PRACTICAL SKILLS

Twelve required practical tasks will be completed during the A-level course (six in the AS/first year of A-level and six in the second year of A-level). These practical skills are taken from across fields of biology and include enzymology, microscopy, cell biology, dissection, aseptic technique (microbiology) and using calibration curves.

ASSESSMENT FOR AS

Paper 1	Paper 2
Content: Any content from topics 1-4, including relevant practical skills	Content: Any content from topics 1-4, including relevant practical skills
Assessment: Written exam: 1 hour 30 minutes 75 marks 50% of AS	Assessment: Written exam: 1 hour 30 minutes 75 marks 50% AS
Questions: 65 marks: short answer questions 10 marks: comprehension question	Questions: 65 marks: short answer questions 10 marks: extended response questions

ASSESSMENT FOR A-LEVEL

A-level candidates sit papers 1 and 2 above (at A-level papers 1 and 2 are each 35% of the A-level) and paper 3 at the end of the second year.

Paper 3
Content: Any content from topics 5-8, including relevant practical skills
Assessment: Written exam: 2 hours 78 marks 30% of A-level
Questions: 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles

CAREERS AND FURTHER STUDY

Careers in Biological Sciences are varied and exciting. The field of Biological Studies encompasses Biochemistry, Molecular Biology, Genetics, Immunology, Pharmacology, Microbiology, Ecology and Environmental Science, Physiology, Neurology, Developmental Biology, Biophysics, Marine Biology, Agriculture and the Plant Sciences. Biology graduates are employed in industry, research, medicine, education, law, management and finance. Students intending to study medicine, dentistry or veterinary medicine choose to study Biology at A-level.

BUSINESS STUDIES

Awarding Body: **AQA**

Specification number: **7132**

COURSE REQUIREMENTS

It is not essential to have taken Business at GCSE. Above all, students must have a genuine interest in the operation of the business world. Clearly, those students who have taken the subject (or a related one) at GCSE should have achieved a **grade B or 6** in order to study it further. It is essential that students can express themselves clearly in written work and join the course prepared to appreciate and challenge business objectives and the changing economy. To summarise: grade B or 6 in English Language, Business (if taken) and Mathematics would all be advisable.

There are opportunities to take part in competitions e.g. IFS share game and BASE, the ICAEW's national Business, Accounting and Skills Education competition for students aged 16-19. This is a unique and exciting experience where students are able to engage in a challenging business game that enables them to develop key employability skills and understand what it's like to be an ICAEW Chartered Accountant.

Business Studies may not be taken alongside Economics at A Level.

ALLIED SUBJECTS

Business combines well with a variety of subjects, including the sciences and Mathematics as well as languages, arts and humanities.

A LEVEL FORMAT

<p>1 What is business?</p> <p>2 Managers, leadership and decision making</p> <p>3 Decision-making to improve marketing performance</p> <p>4 Decision-making to improve operational performance</p> <p>5 Decision-making to improve financial performance</p> <p>6 Decision-making to improve human resource performance</p> <p>7 Analysing the strategic position of a business (A-level only)</p> <p>8 Choosing strategic direction (A-level only)</p> <p>9 Strategic methods: how to pursue strategies (A-level only)</p> <p>10 Managing strategic change (A-level only)</p>	<p><u>AS Assessed</u> (Separate qualification from A Level)</p> <ul style="list-style-type: none">• Two written exams:• 1 hour 30 minutes each• 80 marks in total for each paper• 100% of AS <p><u>A Level Assessed:</u></p> <ul style="list-style-type: none">• Three written exams: 2 hours each• 100 marks in total• 33.3% of A-level weighting for each paper• 100% of A2
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CAREERS AND FURTHER POTENTIAL

Occupational files of the Careers Information Room or by visiting the **Prospects website** www.prospects.ac.uk

Distribution/Logistics Manager
Human Resources Manager
Recruitment Consultant
Management Consultant
Marketing Executive
Retail Manager
Company Secretary
Accountant
Banker: Investment/Commercial
Buyer (Industrial or Retail)

Market Research Executive
PR Account Executive
Insurance Underwriter
Market Research Executive
Human Resources Manager
Sales Executive
Stockbroker
Advertising Account Executive
Banking Manager

CHEMISTRY

Awarding Body: **EdExcel**

Specification numbers: **8CHO (AS), 9CHO (A2)**

COURSE REQUIREMENTS

The minimum prerequisite for entry is a grade B or 6 in GCSE Chemistry, Physics (or Science and Additional Science) and Maths. Most students starting this course have achieved at least an A grade at GCSE.

Students who have studied Additional Science may have to make a special effort for the first few weeks, as they will not have such a solid background knowledge as those who studied Chemistry as a separate science.

ALLIED SUBJECTS

The subject combines well with studies in Biology, Physics and Maths.

COURSE CONTENT

EdExcel Chemistry Advanced Level consists of 19 topics, arranged into FOUR units. The AS Level consists of the first topics arranged into TWO units. Exam papers may include multiple-choice, short open, open-response, calculations and extended writing questions. 20% of the marks awarded for all papers will be for students' application of mathematics in Chemistry.

The specification has been designed to build on the knowledge and skills acquired in GCSE Science, and provide opportunities for students to consider the applications and implications of chemistry and the development of scientific ideas. In addition to the traditional areas of chemistry described below, students will study aspects of chemistry that are often in the media and affect their lives. It is important that students have the necessary knowledge and understanding to explain many different aspects of contemporary chemistry.

The main areas of study are:

- *Physical*: atomic structure, bonding, thermochemistry, equilibria, reaction rates;
- *Inorganic*: periodicity, s-block, transition metals, redox, groups 2 & 7, and analysis; with the emphasis upon patterns and trends rather than on detail;
- *Organic*: the chemistry, synthesis and analysis of the important series of carbon compounds, with an emphasis upon reaction mechanisms linked to the nature of the bonding in the compounds involved.
- *Laboratory chemistry and experimental skills*.

There will be periodic testing so that students can make regular assessments of their progress. Students are expected to develop their personal study skills so that the principles encountered in class are reinforced through the use of other resources.

A LEVEL FORMAT

Level	Assessment	% of AS	% of A2
AS			
Unit 1: Core Inorganic and Physical Chemistry	Written exam	50%	
Unit 2: Core Organic and Physical Chemistry	Written exam	50%	
A2			
Unit 1: Advanced Inorganic and Physical Chemistry	Written exam		30%
Unit 2: Advanced Organic and Physical Chemistry	Written exam		30%
Unit 3: General and Practical Principles in Chemistry	Written exam		40%
Unit 4: Science Practical Endorsement	Internally Assessed		(Pass/fail)

STUDY METHODS

Large number of short-term tasks. Practical work and demonstrations.

CAREERS AND FURTHER POTENTIAL

There is a shortage of good Chemistry and Chemical Engineering graduates in research and industry. Chemistry graduates enter a wide variety of professions including accountancy, law and politics. High grades in A Level Chemistry are required for entry to medical, dental and veterinary courses. The study of A Level Chemistry is desirable for a wide variety of scientific and technological careers.

COMPUTER SCIENCE

Awarding Body: **OCR**

Specification numbers: **H046 (AS) and H446 (A2)**

COURSE REQUIREMENTS

A keen interest in the use and application of computers in general, and in computer programming in particular. Students will need a grade 7 or 6 in Mathematics and 5 in English. The previous study of Information Technology is not a prerequisite, but if taken to GCSE you will be expected to have achieved Grade B or above.

APPLIED SUBJECTS

The course and syllabus for this subject do not have an advanced mathematical background, and therefore it is suitable for science and non-science students. However, do note that students wishing to take certain computing degrees may also need to take Mathematics at A Level.

A LEVEL FORMAT

AS - OCR	Assessment	% of AS	% of A2
Computing Principles (01): The Characteristics Of Contemporary Processors, Input, Output and Storage Devices, Software and Software. Development, Programming, Exchanging Data, Data Types, Data Structures and Algorithms, Legal, Moral, Ethical and Cultural Issues.	Linear qualification 100% terminal external assessment written paper 1 hour and 15 minutes 70 marks	50%	0%
Algorithms and problem solving (02): Elements of computational thinking, Algorithms, Problem solving and programming.	written paper 1 hour and 15 minutes 70 marks	50%	0%
A Level - OCR			
Computing systems (01): The Characteristics Of Contemporary Processors, Input, Output and Storage Devices, Software and Software. Development, Programming, Exchanging Data, Data Types, Data Structures and Algorithms, Legal, Moral, Ethical and Cultural Issues.	written paper 2 hours and 30 minutes 140 marks	0%	40%
Algorithms and problem solving (02): Elements of computational thinking, Algorithms, Problem solving and programming.	written paper 2 hours and 30 minutes 140 marks	0%	40%
Programming project (03) The learner will choose a computing problem to work through according to the guidance in the specification. • Analysis of the problem • Design of the solution • Developing the solution • Evaluation	Non-exam assessment 70 marks	0%	20%

STUDY METHODS

Lesson time is split 50% theory, 50% practical. The new computing specification focuses a great deal on problem solving and ultimately computer programming. The practical unit involves a good deal of individual work. The A2 project spans 24 weeks so students must be prepared to manage their time effectively in order to meet necessary deadlines.

CAREERS AND FURTHER POTENTIAL

Increasingly, computer science is being considered a desirable subject by many universities. For those students intending to study computer science further, it provides a sound foundation, but is also useful for a wide range of other courses, scientific and otherwise. Prospective employers will count the A Level as a suitable qualification for a wide variety of careers.

N.B. Do not confuse this subject with the A Level in INFORMATION TECHNOLOGY which is NOT available at this school.

DESIGN & TECHNOLOGY (Product Design)

Awarding Body: **AQA**

Specification numbers: **7551 (AS) and 7552 (A2)**

COURSE REQUIREMENTS

This course develops the student's knowledge and understanding of three dimensional product design and is very much practical-based. Although a B grade at GCSE should be considered the minimum entry requirement, greater success than this indicates that a potential candidate has been able to maintain an appropriate level of motivation enabling the production of high-quality coursework. Students following this course must possess a strong interest in designing, modelling, manufacturing and evaluating products and systems; they should also show a keen interest in the processes and products of design & technology activity. An ability and willingness to work independently is also considered to be essential. Although this course could be considered to be more closely associated with GCSE Product Design, it is equally appropriate for students who have followed courses in Resistant Materials Technology, Graphic Products or Electronic Products.

ALLIED SUBJECTS

This subject complements science-based courses or, alternatively, a balance to language and humanities-based courses.

A LEVEL FORMAT

	Assessment	% of AS	% of A Level
AS			
Paper 1	Written exam	50%	
Non Exam Component	Internal assessment	50%	
A2			
Paper 1 Core technical principles and core designing and making principles	Written exam		25%
Paper 2 Specialist knowledge, technical and designing and making principles	Written exam		25%
Non-Exam Assessment	Internal assessment		50%

Non-exam component will take the form of a number of design activities, with the highest quality material being submitted for assessment. Students will select one of these activities as the basis for their manufacturing assignment.

All material that is internally assessed is subject to external moderation.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

Students should be willing to continue to develop their technological awareness beyond the classroom.

CAREERS AND FURTHER POTENTIAL

A wide range of Product Design and Industrial Design courses are offered by universities leading to honours degrees. Students who are seriously thinking of a career in the field of 3D design would find this subject appropriate.

DRAMA & THEATRE STUDIES

Awarding Body: **Edexcel**

Specification numbers: **8DR01 (AS) and 9DR01 (A2)**

COURSE REQUIREMENTS

Any suitable candidate will find A Level Drama and Theatre Studies consistently enjoyable and rewarding, but you must be aware of its challenging academic and practical demands and of the need for extensive commitment beyond the classroom. A willingness to attend theatre visits out of school hours and to become involved in production work, also out of hours, is essential.

A good pass (grade B/6 or above) at GCSE Drama and/or English (the latter where GCSE Drama has not been available) is expected of every student. Previous experience is not essential, but an open mind, a strong sense of team spirit and a real commitment to the course, plus a genuine, proven interest in the theatre, are vital qualities for success at this subject.

ALLIED SUBJECTS

English Literature and Music are excellent complementary subjects, but there are no essential combinations.

A LEVEL FORMAT

	Assessment	% of AS
AS		
Component 1: Exploration and Performance	Internally Assessed	60%
Component 2: Theatre Makers in Practice	Written Exam	40%
A2		
Component 1: Devising	Internally Assessed	40%
Component 2: Text in Performance	External examination	20%
Component 3: Theatre Makers in Practice	Written examination	40%

STUDY METHODS

There is a substantial emphasis on directing and understanding performance text and work of practitioners; all written assessments are based on the work completed in class. Play texts are studied purely as theatre, through performance and workshop activities, and are not an extension of English Literature.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

Students need to develop their experience of live theatre both independently and via regular attendance on organised theatre visits and workshops. Students are expected to attend all of our theatre visits during the year, both locally and to London or other south-east venues. We travel by coach or train immediately after school. Preparation of the practical examination at both AS and A2 Levels is the responsibility of the students themselves and will require substantial commitments of time.

N.B. The balance of other homework assignments will reflect the weight of these commitments.

CAREERS AND FURTHER POTENTIAL

Some students will decide to take Drama and Theatre Studies with a view to embarking on a theatre/drama degree course. Many find Drama and Theatre Studies a significant adjunct to English Literature. Two great strengths of Drama and Theatre Studies are its qualities as a broadening subject and as a route to personal development. The subject is useful in any career, for it teaches valuable skills of self-confidence, communication, self-awareness, imagination, innovation, independent thinking, problem-solving, teamwork, public presentation, eloquence and aesthetic sensitivity.

ECONOMICS

Awarding Body: **AQA**

NEW SPECIFICATION (2015)

COURSE REQUIREMENTS

Those who have taken Economics or Business Studies at GCSE will have an advantage in the first few months of the course when basic principles are introduced. However, it is more important to have an interest in economic matters and problems supported by the ability to express oneself clearly and coherently in written work. Often, those with a grade 7 in Mathematics do well in Economics, because a logical mind is required, not because there is any sophisticated level of mathematical ability required: there isn't!

It is important that you have a genuine interest in economic matters and follow the news regularly.

You cannot take this subject without at least a B in Economics if you took that subject at GCSE. Economics may not be taken alongside Business Studies at A Level.

ALLIED SUBJECTS

As a social science, Economics combines well with many other subjects, but students may find Government & Politics, Physics, Geography and History are subjects which give some overlap. Anyone wishing to pursue Economics at University should have Mathematics as one of their options.

A Level is an intensive course, requiring wide reading and an interest in economic/business matters. Initially, students must become familiar with economic principles and economic jargon. In this respect, the first few months are vital in setting the foundation for success at A Level. Students who revise their choices at a later date, and start the course late, invariably do less well in the subject.

A LEVEL FORMAT

Assessment (all exam)		% of AS	% of A2
AS	AS Units 1 & 2 are examined separately by 20 multiple-choice questions and 1 data-response question.		
Unit 1: Markets and Market Failure		50%	
Unit 2: National Economy		50%	
A Level			
Unit 1: Markets and Market Failure	A-Level Units 1-3 are examined by a combination of multiple-choice, data response and essay-based questions.		33.3%
Unit 2: National Economy			33.3%
Unit 3: Economic Principles and Issues			33.3%

CAREERS AND FURTHER POTENTIAL

Whilst it is not essential, those considering 'City' careers may find the subject a useful insight into the business world and the economy in general. Many candidates have taken Mathematics, Physics and Economics before pursuing business careers and obviously Economics complements language in the light of 21st-century economic development in Europe and beyond.

ENGLISH LANGUAGE & LITERATURE*

(combined course)

Awarding Body: **AQA**

INTRODUCTION

This course combines Language and Literature elements and students engage creatively and independently with a variety of spoken, written and multi-modal texts. It includes the opportunity for students to produce their own writing and critically reflect on the processes of that writing. Students study both literary and non-literary texts, including, for example, texts that are not formally published and marketed such as spoken language and personal letters. Literary texts are varied and include prose fiction, drama and poetry. The course allows for a great deal of variety in the study of English, but the Language element will be pervasive. For example, the approach to the literary texts includes an awareness of linguistic qualities and issues. Students also learn about different methods of language analysis in their approaches.

Students are assessed by both exam components and non-exam components (e.g. a personal investigation that will be assessed by your teacher and then moderated by AQA).

The qualifications are linear. Students will sit examinations at the end of the first year, but will sit them again, in slightly different formats, at the end of the second year. The final A Level grade will be determined entirely by the examinations at the end of the second year, in addition to the coursework element also completed in the second year.

COURSE REQUIREMENTS

Students must gain at least grade 6 in both GCSE English Language and GCSE English Literature.

A willingness to read is of course important. A common determiner of students who achieve the highest grades is also a willingness to discuss and debate. A keen interest in writing, both academic and creative, is also important.

ALLIED SUBJECTS

English Language and Literature sits well with most subjects. It complements foreign languages, Drama & Theatre Studies and History particularly well.

STUDY METHODS

Essay work is regularly required, though writing in this course will vary in length and style. Students are expected to research topics and texts and to give presentations to the other members of their class. Students work collaboratively and independently. Teachers also use study methods that encourage students to develop their own informed responses to texts including, for example, literary debates and different drama activities. Students should also be prepared to compliment the work in the classroom with independent reading and research outside of the classroom.

CAREERS AND FURTHER POTENTIAL

English A Level is a suitable qualification for any Arts degree course and for careers in law, journalism, administration, the Civil Service and business, where a knowledge of or sensitivity to language is required. From the 2016 cohort, for example, we have students who are now studying History and Law Oxford University and Cambridge University respectively.

***Students may not take both English courses.**

ENGLISH LITERATURE*

Awarding Body: **AQA (English Literature Specification A)**

INTRODUCTION

Students study a wide range of literary texts which are drawn from different time periods and from the three main genres of prose fiction, poetry and drama. Students develop the skill of writing well-organised and clear essays which discuss issues raised in set texts, analyse authors' techniques and describe and explain their own response to what they have read. At A Level, English Literature students are generally encouraged to see that meanings of texts are not fixed and that multiple interpretations are possible. Essays often set up a debate and students have to carefully argue a case, challenging the interpretations of other readers and developing their own informed responses. Students are also required to explore links between texts and develop their appreciation of how different contexts 'shape' texts and possible meanings. Independent reading is also a requirement.

In Year 12, students are assessed by exam components only, but in Year 13 they are assessed by both exam and non-exam components (e.g. essays that will be assessed by your teacher and then moderated by AQA).

The qualifications are linear, meaning that students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of the A-level course.

COURSE REQUIREMENTS

Students must gain at least grade 6 in both GCSE English Language and GCSE English Literature. A willingness to read, discuss and write about literature is essential.

ALLIED SUBJECTS

English Literature sits well with most subjects. It complements foreign languages, Drama & Theatre Studies and History particularly well.

STUDY METHODS

Essay work is regularly required, though writing in this course will vary in length and style. Students will also be expected to research topics and to give presentations to the other members of their class. They should be prepared to pursue their own reading interests and to read around the set texts, including reference to critical sources. Students are expected to work collaboratively and independently. Teachers use study methods that encourage students to develop their own informed responses to texts including, for example, literary debates and different drama activities.

CAREERS AND FURTHER POTENTIAL

English A Level is a suitable qualification for any Arts degree course and for careers in law, administration, journalism, the Civil Service and business, where a knowledge of or sensitivity to language is required.

***Students may not take both English courses.**

GEOGRAPHY

Awarding Body: **AQA**

Specification numbers: **7036 (AS) 7037 (Full A level)**

COURSE REQUIREMENTS

A good grade (B or above) at GCSE is needed if A Level is to be a realistic goal, as is at least a grade 6 in Maths, owing to the increased focus on statistical analysis. In order to succeed at A Level students must be prepared to undertake the individual research in the second year of the course. Provided you are willing to work consistently and are prepared for a large volume of work (resulting from the wide coverage of the specification and wider reading for synopticity and critical understanding), then a good A Level grade should be attainable for most students.

ALLIED SUBJECTS

Any – but if you are considering a university course, then Economics, Government and Politics or Maths are useful for Human Geography, and Physics, Chemistry, Biology for Physical Geography.

COURSE CONTENT

Water and Carbon Cycles, Coasts, Hazards, Contemporary Urban Environments, Global Governance and Changing Places.

A LEVEL FORMAT

There has been a de-coupling of the AS and A2 meaning A-level Geography is now linear. AS will be a separate qualification and does not contribute to the final A-Level grade.

AS Geography - 2 examinations papers

Paper 1 Physical geography and people and the environment 1 exam of 80 marks (50% overall AS) 1 hour 30 minutes.

Paper 2 Human geography and geographical fieldwork investigation. 1 exam of 80 marks (50% overall AS) 1 hour 30 minutes. We do two field trips, one to Walton-on-the-Naze to study coastal processes and another to an urban area to study concepts looked at in Changing Places.

Full A Level Geography - 2 examination papers plus teacher assessed (and exam board moderated) individual geographical investigation.

Paper 1: Physical geography 2 hours 30 minutes 96 marks (40%) split into 3 sections with final section containing extended responses.

Paper 2: Human geography 2 hours and 30 minutes 96 marks (40%) split into 3 sections with final section containing extended responses.

Paper 3: Teacher assessed geographical investigation 35 marks (20%) – 4,000 word report on an individual research question (it can link to any area of the geography curriculum we study). The exam board is strict in its requirement for students to establish an enquiry of their own. To facilitate this a residential fieldtrip is currently being planned where students will be guided and taught the necessary skills. Students will then undertake the research, write up the report and submit. No draft forms are allowed.

STUDY METHODS

A level Geography seeks to examine geographical skills and understanding in a variety of ways. There will be an opportunity for extended response questions, discussion and research.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

The full A Level requires four days of fieldwork, spanning both the physical and human elements of the subject. Students will write up their findings in a 3000-4000 word report to be teacher assessed initially then moderated by AQA. AS requires 2 days of fieldwork, covering both physical and human geography. Assessment is in the form of examination questions in section B (Paper 2) of the AS course.

CAREERS AND FURTHER POTENTIAL

Geography is a useful and acceptable qualification in a wide variety of careers. Geography specialists can work in particular areas such as planning, landscape architecture, surveying and education; generally, any career in industry and commerce is available to a student with a geography qualification. Geography graduates are considered amongst the most employable due to their skillset.

GOVERNMENT & POLITICS

Awarding Body: **Edexcel** Specification numbers **TBC**

INTRODUCTION

In an increasingly globalised world the politics department wants to equip students with skills for life. You will be offered critical insights into the changing British political landscape. You will acquire an understanding of different ideological approaches to forming solutions to challenging world problems such as terrorism and the environment.

COURSE REQUIREMENTS

Vital to the successful study of Government and Politics is a genuine interest in politics and current affairs. Students must become regular readers of the newspaper and keen watchers of in-depth news coverage. Students should be able to express themselves clearly in written work and be prepared to listen, reflect and refine arguments in essays.

It is a requirement that students taking AS Government and Politics have achieved a level 6 in GCSE English Language and a level 6 in at least one of the Humanities group of GCSE subjects.

ALLIED SUBJECTS

Economics, Business Studies, History, Geography, English, Modern Foreign Languages, Psychology and Religious studies are natural counterparts. There are no essential combinations.

A LEVEL FORMAT

At the time of going to print this information is provisional until the specification has been agreed by OFQUAL.

Paper 1 UK Politics 33% of final grade. There are four content areas:

1. Democracy and participation 2. Political parties 3. Electoral systems 4. Voting behaviour and the media. Ideas of liberalism, conservatism and socialism

Paper 2 UK Government 33% of final grade. There are four content areas:

1. The constitution 2. Parliament 3. Prime Minister and executive 4. Relationships between the branches. Ideas of nationalism, feminism, multiculturalism, anarchism and ecologism.

Paper 3 Comparative Politics including Global theories 33% of final grade. There are six content areas:

1. Theories of global politics 2. Sovereignty and globalisation 3. Global governance: political and economic 4. Global governance: human rights and environmental 5. Power and developments 6. Regionalism and the European Union.

CAREERS AND FURTHER POTENTIAL

Politics forms an excellent basis for the following degrees: political science, international relations, law, history, European studies, sociology, business studies, media studies, philosophy, economics and languages. The subject can also lead to a variety of careers: journalism, the legal profession, banking, commerce, employment with multinational corporations, teaching/lecturing, the diplomatic corps, the civil service, the military, careers within the European Union, United Nations or other international organisations and, of course, professional politics itself!

HISTORY

Awarding Body: **EdExcel** Specification numbers: **9H10, Exam options 1E, 2E.1, 36.1 and a coursework unit**

COURSE REQUIREMENTS

A sound GCSE pass in History (at least grade B or above*) and a high standard of written English that will allow you to present logical, independent analyses of historical problems and descriptions of events and courses of events. You should genuinely be interested in and enthusiastic about studying the periods of History covered by the course. You need to be prepared to take part in class, not merely listen to others. Above all, you must be willing to read a wide range of books and articles throughout the two years of the course.

*To take A Level History at SHSB, it is a non-negotiable requirement to have taken GCSE History first.

ALLIED SUBJECTS

Most combinations work academically with Modern History. English is a particularly useful partner subject, since the skill of writing essays is common to both A Levels. History is excellent support for Economics and for Government & Political Studies. These subjects help one another along at A Level, and contain many overlapping concepts. Those studying History often develop good general knowledge and therefore History can match up with many subjects.

A LEVEL FORMAT

Section code	Section title	Assessment	% of A Level
1E	Russia, 1917-91: from Lenin to Yeltsin	Exam	30%
2E.1	Mao's China, 1949-76	Exam	20%
36.1	Protest, agitation and parliamentary reform in Britain, c.1780-1928	Exam	30%
None presently available	Start of the Cold War c.1850-2000	Coursework	20%

STUDY METHODS

Presentations, discussions, individual and pair/group work, use of DVDs, TV documentaries and internet research. Various extended writing tasks and source work. Students are also advised that there is a lot of exam practice work, exam practice feedback and basic facts tests.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

An overall A*/A grade, and possibly B, depends on a student's readiness to read as widely as possible around the subject content. History is not an easy option, though it is rewarding and enjoyable. The more you put in, the more likely it is that you will do well.

CAREERS AND FURTHER POTENTIAL

History is a sound A Level on its own or it can fit in with many groups of subjects in preparation for higher education. It is a 'preferred subject' in a number of fields from architecture to law, even computer science. Careers for which History prepares you directly are for example teaching and museum/archive work, yet the majority of those who study it in the Sixth Form and in higher education (and it is a well-subscribed subject) go into other professions such as law, the Police and business. It is accepted, therefore, as a training which prepares people for a wide range of opportunities. If you wish to go into this more closely, please ask the History Department. There is also a History display board featuring this topic.

MATHEMATICS

Awarding Body: **EdExcel**

Specification numbers: **8MA0 (AS), 9MA0 (A2)**

COURSE REQUIREMENTS

GCSE grade 7/8/9 in Mathematics is desirable. A higher level GCSE qualification and a good grasp of Algebra are essential.

ALLIED SUBJECTS

Any of the Mathematics courses may be effectively combined with other AS and A Level subjects including the Physical Sciences, Biology, Economics, Computing and Geography.

AS and A LEVEL FORMAT

	Assessment (all exam)	% of AS	% of A Level
AS			
Unit 1: Pure Mathematics	Written exam	66.6%	
Unit 2: Statistics and Mechanics	Written exam	33.3%	
A2			
Unit 1: Pure Mathematics 1	Written exam		33.3%
Unit 2: Pure Mathematics 2	Written exam		33.3%
Unit 3: Statistics and Mechanics	Written exam		33.3%

STUDY METHODS

The subject material covered must be consolidated at home by further practice of suitable questions from exercises started in class. In addition to these, weekly worksheets covering topics being covered will be issued and the expectation is that these will be attempted; support from teachers will be available to help achieve this. Short topic tests every half term are used to assess progress towards AS and A level grades as appropriate. Students are prepared fully for the module examinations but they will need to prepare for the examinations by working through past papers on their own which will then be discussed in lessons.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

Regular perusal of the online Plus Magazine, which gives insight into practical applications of mathematics in a variety of fields, will benefit all mathematics students. Extra practice of topics may be required to strengthen understanding.

CAREERS AND FURTHER POTENTIAL

An AS in Mathematics is very valuable as a supporting subject to many courses at A Level and degree level, especially in science, economics, business studies, geography, psychology, sociology and medical courses. A Level Mathematics provides a compelling, highly-valued qualification for many higher education courses and for entry into a wide range of professions. There are also many areas of employment that regard an A Level in Mathematics as an important qualification. A Level Mathematics is strongly recommended for higher education courses in economics, medicine, architecture, engineering, accountancy, teaching, psychology and computing.

MATHS & FURTHER MATHEMATICS

Awarding Body: **EdExcel**

Specification numbers: **8FMO (AS), 9FMO (A2)**

STUDENTS STUDY THE DOUBLE AWARD: MATHEMATICS AND FURTHER MATHEMATICS.

COURSE REQUIREMENTS

GCSE grade 8/9 in Mathematics. In addition, students need to achieve the required pass-mark in the Further Maths suitability test during Year 12 induction.

ALLIED SUBJECTS

These A Levels may be effectively combined with other AS and A Level subjects, especially the sciences and computing.

AS and A LEVEL FORMAT

	Assessment (all exam)	% of AS	% of A Level
AS Level			
Unit 1: Further Pure Mathematics 1	Written exam	50%	
Unit 2: Further Mechanics	Written exam	50%	
A Level			
Unit 1: Further Pure Mathematics 1	Written exam		25%
Unit 2: Further Pure Mathematics 2	Written exam		25%
Unit 3: Further Mechanics 1	Written exam		25%
Unit 3: Further Mechanics 2	Written exam		25%

The study of **Maths & Further Maths** leads to two separate A Level qualifications. They are taught as an integrated pair of A Level subjects, so the topics leading to Further Mathematics follow those for Mathematics. Students progress steadily through the content so that they gradually gain the skills needed for Further Maths once they have succeeded at Mathematics.

STUDY METHODS

The same methods as for Mathematics apply.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

As for Mathematics.

CAREERS AND FURTHER POTENTIAL

If you are hoping to study a Physical Science to degree level, A Levels in Mathematics and Further Mathematics are highly advantageous. Further Mathematics is extremely useful if you are looking to study Mathematics at university which will lead to numerous career choices. It is also relevant to many engineering and economics degree courses.

MODERN FOREIGN LANGUAGES

French, German, Spanish

COURSE REQUIREMENTS

Preferably grade A in GCSE French, German or Spanish, but please consult with staff regarding suitability. The minimum grade is B, in accordance with school policy. Students are encouraged to visit the target language country during the course and are required to attend weekly oral lessons with the Foreign Language Assistants. Students should be genuinely interested in expressing their views in French, German and Spanish on a range of issues. Languages at Sixth Form level suits people who enjoy the opportunity to discuss and debate across a number of different themes and who are prepared to do this accurately and concisely.

ALLIED SUBJECTS

Nowadays, languages form a part of many courses of study. French, German, English and Spanish are interrelated disciplines. Economics, Business Studies and Computing with a language can lead to work in European Business Studies. English, History and a language are an excellent preparation for Law. Many degree courses now include opportunities for a year abroad.

A LEVEL FORMAT

FRENCH/GERMAN/SPANISH (Awarding Body: AQA)

Assessment

AS

Paper 1	Listening, reading and translation exam		
		Written exam	40%
Paper 2	Translation and questions on a set text (film or book)	Written exam	30%
Paper 3	Speaking - discussion on various sub-themes	Oral exam	30%

A2

Paper 1	Listening, reading and translation	Written exam	40%
Paper 2	Questions on set texts (film and book)	Written exam	30%
Paper 3	Speaking - discussion on sub-themes and on a research project chosen by the student	Oral exam	30%

STUDY METHODS

You will be expected to work individually and in groups. You will also have the opportunity to carry out independent research as part of the coursework element. The four skills of Speaking, Listening, Reading and Writing form a major part of the course. Spanish students have the opportunity to take part in a study trip to Spain.

CAREERS AND FURTHER POTENTIAL

Foreign language qualifications can lead to careers in teaching/lecturing, with multinational companies abroad or in this country, with the Government and in public service. Demand for linguists is increasing all the time.

MUSIC

Awarding Body: **EdExcel**

Specification numbers: **8MU0 (AS), 9MU0 (A2)**

COURSE REQUIREMENTS

The course demands a degree of practical skill as well as aural awareness, historical perspective, a sound understanding of harmony and other aspects of music theory, together with composing ability. Students need to have a reasonable background in some of these areas (while not necessarily being conversant with 'musical jargon') before embarking on the A Level course, and we would normally expect an A or B grade in GCSE Music.

ALLIED SUBJECTS

Music may be taken with any other combination of subjects, although the combination of Music and Music Technology may not both normally be carried forward to A2 Level (although in very exceptional circumstances, this may be considered).

A LEVEL FORMAT

		Assessment	%
AS			
8MU0/01	Performing	Internal assessment	30%
8MU0/02	Composing	External assessment	30%
8MU0/03	Appraising	Written exam	40%
A2			
9MU0/01	Performing	Internal assessment	30%
9MU0/02	Composing	External assessment	30%
9MU0/03	Appraising	Written exam	40%

STUDY METHODS

This is a skills- and knowledge-based exam. Students are required to practise the various skills in their own time. To aid this, students are given a set of example CDs that contain much of the music required for the various tasks. Students must of course practise their instrument regularly and often.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

All students are required to become fully involved in extra-curricular music, as well as performing solo and ensemble works regularly in lunchtime and whole-school concerts.

CAREERS AND FUTURE POTENTIAL

The A Level Music course will attract and satisfy students with a keen interest in music, and the necessary aptitude, practically, academically or both. A Level Music carries an academic status and it is, of course, an essential prerequisite for most university and higher education courses in music, musical performance, music technology, acoustics, etc. However, the course is self-contained, and entirely suitable for musically-inclined students who do not intend to continue their formal musical studies beyond Sixth Form level. The potential for enriching future lives, as well as future careers, is great.

MUSIC TECHNOLOGY

Awarding Body: **EdExcel**

Specification numbers: **8MT0 (AS), 9MT0 (A2)**

COURSE REQUIREMENTS

Students wishing to embark on this course must be performing musicians. The course demands a keen aural awareness, an interest in technology and computing, the ability to read music fluently from score and an ability to compose and arrange music. It is expected that students wishing to embark on this course would obtain an A* – B grade in GCSE Music, and an equivalent level in ICT would be an advantage.

ALLIED SUBJECTS

Music Technology may be taken with any other combination of subjects, although the combination of Music and Music Technology may not both normally be carried forward to A2 Level (although in very exceptional circumstances, this may be considered).

A LEVEL FORMAT

	Assessment	%
AS		
8MT0/01 Recording	Externally assessed	20%
8MT0/02 Technology-based Composition	Externally assessed	20%
8MT0/03 Listening and Analysing	Written exam	25%
8MT0/04 Producing and Analysing	Written exam	35%
A2		
9MT0/01 Recording	Externally assessed	20%
9MT0/02 Technology-based Composition	Externally assessed	20%
9MT0/03 Listening and Analysing	Written exam	25%
9MT0/04 Producing and Analysing	Written exam	35%

STUDY METHODS

A thorough working knowledge of all the equipment on the course is essential, so students are encouraged to spend as much time as possible using the facilities. An amount of historical knowledge of both recording practice and the development of music through history is also required, so an academic as well as practical 'skills based' approach is crucial. Students must also maintain their own standard of musician ship through diligent personal practice.

SUBJECT COMMITMENT ADDITIONAL TO NORMAL LESSONS AND HOMEWORK

All students are required to become fully involved in extra-curricular music, as well as performing in lunchtime and whole-school concerts.

CAREERS AND FUTURE POTENTIAL

The use and application of Music Technology is the fastest growing area within the music industry. Many universities now offer highly-respected degree courses in sound recording, studio practice, music computing or courses linked to the above areas. This A Level is beneficial for anyone intending to become involved in the popular music industry, and complements interests in music, the theatre, ICT and technology.

PHYSICAL EDUCATION

Awarding Body: **WJEC**

Specification numbers: **2311(AS), 3311(A2)**

COURSE REQUIREMENTS

Positive attitudes toward physical education; an understanding of the spirit of competition; self-determination and the spirit of co-operation with others. Grade B or above at GCSE PE is normally required. If GCSE PE was not taken, a sound knowledge of human biology is an advantage.

A committed approach to practical sport, both in school and via outside agencies, is expected. The availability to attend school practices is compulsory.

COURSE OUTCOMES

This WJEC AS and A level in physical education will enable learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and Fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. Learners will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport.

PHYSICS

Awarding Body: **AQA**

Specification numbers: **7407 (AS) and 7408 (A2)**

COURSE REQUIREMENTS

GCSE Science + Additional Science, grade B+B or above, **or** Physics grade B or above, **and** (in both cases) Mathematics with Grade 6 or above.

ALLIED SUBJECTS

Mathematics, Chemistry, Computing and/or any other science subject. Whilst studying A Level Mathematics is definitely NOT needed for A Level Physics, it is certainly necessary to have a very sound ability in GCSE Maths, especially algebra and graph work, and to be able to think in a logical, mathematical way.

AS COURSE CONTENT

Particles – particle types and interactions, quarks and conservation laws

Quantum Phenomena – photoelectric effect, wave-particle duality

Electricity – charge, current, emf and internal resistance, DC circuits, potential divider

Mechanics – scalar and vectors, dynamics, work, energy, power, momentum

Materials – Density, solids under stress

Waves – nature of waves, refraction, superposition, stationary waves, interference, diffraction

ASSESSMENT	CONTENT	STRUCTURE	LENGTH	PROPORTION OF AS
Paper 1	all course content	Written exam	1hr 30mins	50%
Paper 2	all course content including questions on compulsory practicals	Written exam	1hr 30mins	50%

A2 COURSE CONTENT

As AS, plus:

Fields – electric, gravitational and magnetic fields, electromagnetic induction, capacitance, AC

Further mechanics – circular motion, simple harmonic motion, resonance

Nuclear physics – radioactive decay, nuclear energy

Thermal physics – Heat, gas laws, kinetic theory of gases

Options – Astrophysics.

ASSESSMENT	CONTENT	STRUCTURE	LENGTH	PROPORTION OF A-LEVEL
Paper 1	AS content plus further mechanics	Written exam	2hrs	34%
Paper 2	Fields, nuclear physics and thermal physics	Written exam	2hrs	34%
Paper 3	Practical skills (compulsory practicals) and optional module	Written exam	2hrs	32%

STUDY METHODS

Problem-solving, practical work, data analysis, modelling using ICT, topic research, comprehension, short prose description & explanation.

CAREERS AND FURTHER POTENTIAL

A Level Physics teaches you to think in an analytical and logical way. It is therefore a very desirable qualification. It is essential for many careers in Science and Engineering. It is usually recommended for medicine, computing, surveying, etc. In addition, it is also accepted, and often sought, for many careers in Business and Commerce.

PSYCHOLOGY

Awarding Body: **AQA**

Specification numbers: **7181/7182**

INTRODUCTION

Psychology is a varied and fascinating subject that uses many skills developed during mainstream GCSE education. The successful student will need to possess the ability to write essays and comprehend text, along with a sound level of mathematical understanding (minimum: Grade 5 at GCSE) that can, in turn, be used to develop analytical skills.

It will be assumed for the purpose of teaching that most students who undertake the A Level Psychology course will have no previous experience in the subject.

COURSE REQUIREMENTS

Grade 5 (minimum) in GCSE Mathematics; Grade 5 (minimum) in English Language and a humanities subject (History/ Religious Studies). Current SHSB students will also have to attend exemplar sessions and complete a written essay task.

A LEVEL FORMAT

AS	Assessment	% of As Level
Unit 1: Social Influence, Memory and Attachment	Written exam	50%
Unit 2: Approaches in Psychology, Psychopathology and Research Methods	Written exam	50%
	Assessment	% of A Level
A2		
Unit 1: Social Influence, Attachment, Memory and Psychopathology	Written exam	33.3%
Unit 2: Approaches in Psychology, Biopsychology, and Research methods	Written exam	33.3%
Unit 3: Issues and Debates in Psychology, Aggression, Schizophrenia & Relationships	Written exam	33.3%

STUDY METHODS

Note-taking is an essential skill. This includes an ability to précis and structure material. Analytical skills are required to evaluate data. Students will need to show a readiness to read as widely as possible around the subject content.

CAREERS AND FURTHER POTENTIAL

A knowledge of psychology is becoming increasingly important in the fields of education and employment. Since the beginning of the 20th Century, the professional areas of applied psychology have grown dramatically and now incorporate clinical, education, health and environmental psychology. Other applications include sports psychology, forensic psychology, consumer psychology and political psychology.

An A Level in Psychology is now considered essential for acceptance onto the majority of Psychology-based courses at top universities, and is a strong, highly relevant subject in its own right.

RELIGIOUS STUDIES

Awarding Body: OCR

Specification numbers: H173 (AS) H573 (A2)

COURSE REQUIREMENTS

It is advisable that students should have followed the GCSE Religious Studies full course and achieved at least a grade B. Students who studied short-course Religious Studies may also consider this option. Once again, a grade B is advisable. The subject is available to students of any religious persuasion, or of none.

ALLIED SUBJECTS

Religious Studies requires careful reading, analysis and written expression of ideas, so it shares skills with English and History. The ethics and philosophy course content is also useful to those following a science course, and it shares links with Psychology.

STUDY METHODS

Predominantly essay-based. Pupils will be required to undertake regular reading and make notes from the course text books for homework. It is expected that students will undertake a considerable amount of extra reading around the topics studied in lessons.

CAREERS AND FURTHER POTENTIAL

Religious Studies naturally would be a subject for any student wishing to read Philosophy or Theology at university. It is also desirable for any Arts/Humanities degree course or combined degree courses such as PPE. The academic skills and course content are suitable for careers in law, journalism, social services, the Civil Service, the Police, administration and teaching. The ethics paper is very suitable for science/medical students or anyone interested in moral decision-making.

<p>Philosophy of religion Learners will study:</p> <ul style="list-style-type: none"> ancient philosophical influences the nature of the soul, mind and body arguments about the existence or non-existence of God the nature and impact of religious experience the challenge for religious belief of the problem of evil 	<p>Philosophy of religion (01) 60 marks 1 hour 15 minutes written paper</p>	<p>33.3% of total AS level</p>	<p>Philosophy of religion Learners will study:</p> <ul style="list-style-type: none"> ancient philosophical influences the nature of the soul, mind and body arguments about the existence or non-existence of God the nature and impact of religious experience the challenge for religious belief of the problem of evil ideas about the nature of God issues in religious language. 	<p>Philosophy of religion (01) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Religion and ethics Learners will study:</p> <ul style="list-style-type: none"> normative ethical theories the application of ethical theory to two contemporary issues of importance 	<p>Religion and ethics (02) 60 marks 1 hour 15 minutes written paper</p>	<p>33.3% of total AS Level</p>	<p>Religion and ethics Learners will study:</p> <ul style="list-style-type: none"> normative ethical theories the application of ethical theory to two contemporary issues of importance ethical language and thought debates surrounding the significant idea of conscience sexual ethics and the influence on ethical thought of developments in religious beliefs. 	<p>Religion and ethics (02) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Developments in religious thought Learners will study:</p> <ul style="list-style-type: none"> religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world sources of religious wisdom and authority practices which shape and express religious identity, and how these vary within a tradition <p>in the context of one religion chosen from Christianity (03), Islam (04), Judaism (05), Buddhism (06) or Hinduism (07).</p>	<p>Developments in religious thought (03-07) 60 marks 1 hour 15 minutes written paper</p>	<p>33.3% of total AS Level</p>	<p>Developments in religious thought Learners will study:</p> <ul style="list-style-type: none"> religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world sources of religious wisdom and authority practices which shape and express religious identity, and how these vary within a tradition significant social and historical developments in theology and religious thought key themes related to the relationship between religion and society 	<p>Developments in religious thought (03-07) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>

Head of Sixth Form **Mrs L Peek**

Leader of Year 12 **Mr C Foley**
Leader of Year 13 **Mr R Taplin**

Sixth Form Administrator **Mrs C Brookes**
Post-18 Student Adviser **Mrs C Hamilton**

For general enquiries regarding Sixth Form entry
Email Mrs Brookes at enquiries@shsb.org.uk

School website: **www.shsb.org.uk**

SOUTHEND HIGH SCHOOL FOR BOYS ACADEMY TRUST

Headteacher: Dr Robin M Bevan, MA MEd PhD

Prittlewell Chase, Southend-on-Sea, Essex SS0 0RG
Tel 01702 606200 Fax 01702 606257