Altrincham Grammar School for Girls
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Altrincham Grammar School for Girls Sixth Form Prospectus

Welcome to The Sixth Form

With over 350 students, the Sixth Form at AGGS offers an excellent environment for purposeful study. A balance is struck between independent and directed learning, which is ideal preparation for university or employment. Students enjoy a more informal atmosphere but are also expected to maintain high standards of attendance, punctuality, behaviour and work.

Each year we welcome a mixture of students who are already at AGGS as well as students who join us from other schools. For students already at AGGS, staying on to study at the Sixth Form allows them to benefit from continuity of approach, and all students who join Year 12 enjoy the high quality teaching and support for which Altrincham Grammar School for Girls is recognised nationally.

AGGS is very proud of the excellent standards achieved by Sixth Form students in A level examinations. In 2021 the pass rate from A*-E was 100% and 96.3% of all grades awarded were at A*-B, with 84.9% at A* or A. Our students also achieved stunning success with university entry, with 87% of university placements being at a prestigious Russell Group university. In recent years, a number of students have successfully begun higher level apprenticeships with prominent companies, an increasingly attractive option for some of our students.

The Sixth Form Centre is located at the Devisdale and provides a number of spaces exclusively for the use of students in Year 12 and 13. The spacious, well stocked library offers a quiet working environment for use during study periods and after school, and the office deals with Sixth Form specific enquiries. The bright and modern Common Room, funded by the PTA, is a space sixth form students only, to use in their free time.

Guidance and Support

A team of experienced staff are available to help with issues of well-being and they will regularly monitor students' progress. Students are given guidance about the minimum grades they should be aiming for and encouraged to set targets for themselves. Tutors are the first point of contact for any concerns, both pastoral and academic. The Sixth Form Senior Tutors work closely with tutors to provide support for students on a daily basis, along with Mrs Galvin, Head of Sixth Form. Subject Tutors and Heads of Department are always willing to discuss subject specific matters.

Our Post 18 Co-ordinator works with students to prepare them for making their choices beyond AGGS. Careers Guidance appointments in school are also offered by Mrs Parkins, our Connexions Personal Adviser, and students can use the Careers' Libraries at the Sixth Form Centre and Main School. Considerable guidance and support is offered to students completing application forms for university, apprenticeships or employment.

Opportunities for initiative and leadership

Within the Sixth Form and as part of the much larger school community, there are opportunities for everyone. Students are encouraged to take advantage of them or establish new opportunities for others to share. Examples include:

Working with younger pupils as a peer mentor or subject mentor

Being on the Charity Committee or School Council

Taking part in competitions such as Young Enterprise and the Bar Mock Trial

Completing awards such as the Duke of Edinburgh Award or National Citizenship Service

Attending in school clubs such as debate society and feminist society

Helping out with Front of House at school events

Volunteering in the local community

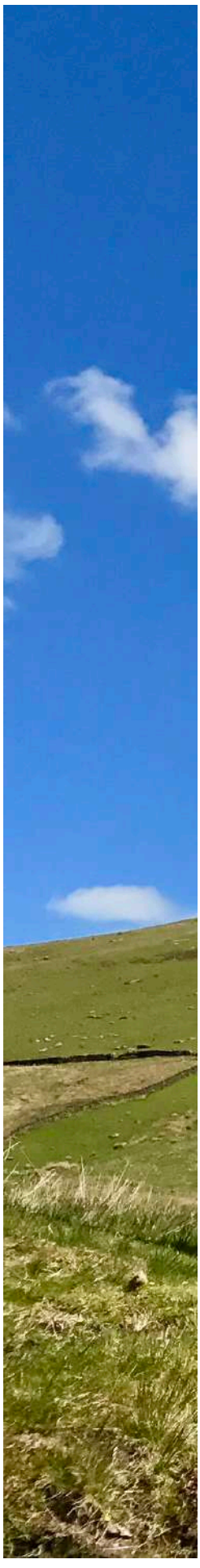
Attending conferences, lectures and university open days

Note:

All students in Year 12 are required to help at our Open School events including the Sixth Form Open Evening in November.

Work Experience

All students must participate in some extended period of work experience or community service in the North West region. It is essential for some university courses, especially vocational courses such as physiotherapy, teaching and medicine. It will also help the student to develop a broader range of skills. The opportunity, guidance and time to do this is offered at the end of Year 12.



Entry to The Sixth Form

Open Evening: Thursday 11 November, 2021 6.00pm - 8.15pm

The main presentation led by Ms Gill, Principal, Mrs Galvin, Head of Sixth Form, and Mr Copestake, Assistant Vice Principal, will be held in the Dining Room. The timetable for presentations is included on the inside cover of this prospectus. **There is no requirement to sign in at reception; AGGS students should go straight to the location of their first presentation for 6.00pm. External students should come to reception to get a paper copy of the prospectus and timetable.**

Due to increasing rates of COVID, we are asking that students attend with ONE parent only; parents and students MUST wear face coverings throughout the visit.

Application and entry requirements

Students should have a minimum of four GCSEs at grade 7 or above and two at grade 6 in order to enter the Sixth Form. A minimum of grade 6 is also required in English language and mathematics GCSE. Further information can be found in our admissions policy available on the school website.

Grades 7, 8 or 9, are required in the relevant GCSE subject to be studied at A Level. (please see the next page for detailed requirements)

All applications to the sixth form, including students currently at AGGS, must be made through our on-line application system. This can be accessed on the website at http://www.aggs.trafford.sch.uk/sixth-form/

You will be required to complete information about your personal details and your subject choices. Students are also required to provide details of their predicted GCSE grades and submit a short personal statement. External applicants to the school will be required to submit evidence of their predicted GCSE grades.

NB (for external applicants) Predicted GCSE grades must be provided on school letter headed paper at the time of application. AGGS will not request these from your current school on your behalf.

The deadline for all applications is 3.30pm on Wednesday 12 January, 2022.

A level qualifications

Students entering the Sixth Form in 2022 will choose three subjects to study at A level. We do not offer AS courses and as such, every subject is taught as a two-year linear programme. Some students may choose to take four subjects for A level; however, this must be agreed in advance with Mr Copestake or Mrs Galvin; students will be expected to continue all four subjects to the end of Year 13.

The timetable is constructed to meet the greatest number of student preferences and certain subjects and combinations are dependent on student demand and the availability of staff. Details of each subject can be found in this booklet.

Subject Entry Requirements

Subject	Minimum study requirements
Art	7 in GCSE art, or design technology and an English
Biology	7 in GCSE biology or 7-7 in trilogy science
Business	7 in GCSE business, an English or mathematics
Chemistry	7 in GCSE chemistry or 7-7 in trilogy science
Computing	7 in GCSE computing or mathematics
Drama	7 in GCSE drama or an English
Economics	7 in GCSE mathematics or an English
English language	7 in GCSE English language, literature, drama or humanity subject
English literature	7 in GCSE English language, literature, drama or history
Geography	7 in GCSE geography, an English or humanity subject
History	7 in GCSE history, an English or a humanity subject
Mathematics	7 in GCSE mathematics
MFL	7 in GCSE MFL subject
Music	7 in GCSE music, or ABRSM Grade 6 and a 7 in either English
Physics	7 in GCSE physics or 7-7 in trilogy science
Psychology	7 in a GCSE science or mathematics
RS	7 in GCSE RS, an English or humanity subject.

Making the Right Choices

Choosing your subjects

It is very important that students make the correct subject choices. They will have to study these subjects for two years and will want to get the best grades that they can in them. It is therefore important that they select subjects that they are good at but also subjects that they enjoy. The following questions should be considered when making subject choices:

Strengths and Weaknesses

- Have you discussed your preferred choice of subjects with your subject teachers?
- Do you feel comfortable with your chosen subjects at GCSE and able to continue with them to a higher level?
- Are you likely to get the subject specific grades required to progress to A level?

Interest and Enjoyment

- Have you demonstrated a genuine interest in a proposed subject?
- Can you think of ways you have shown your interest outside your lessons?

New Subjects

- If you are considering a subject completely new to you, what are your reasons for wanting to take it?
- Do you know what the subject involves?
- Do you have any skills relevant to that subject?
- Have you spoken to the staff who teach that subject?

Career or Higher Education Course Requirements

- If you have a career or higher education course in mind, does your choice of A levels comply with entry requirements to your chosen course?
- Have you researched current requirements first hand from, for example, the universities' publications, admissions officers and careers literature?

Skills

- Do you know what sort of study the course contains, e.g. does it involve practical work, numeracy, problem solving, essay writing, out-of-school activities?
- Do the skills you will practise reinforce or complement those in your other subjects?

Safety Net

- Do you need to have a reserve subject or other "safety net" in mind?
- Do you have a reserve school/college in mind in case you do not meet the entry requirements for AGGS?
- If you are not confident about taking A levels, have you also investigated alternative courses in other schools or colleges?

Choosing AGGS Sixth Form from another school

Each year we are delighted to welcome a number of students from other schools and we value the contributions they make to enrich our school community. There are many reasons to move to AGGS, including the opportunity to be in a new environment and make new friends. However, the move to a new school can be daunting and it may well take students a while to settle in. In making the decision, students may wish to consider the following:

- Settling into a new school can be difficult when lots of the students will already know each other. We have an induction programme in place and students are extremely welcoming, but you may need to persevere to find your friendship group. As well as this, many of your current friends may choose to study elsewhere and so you may miss them when you start at AGGS.
- The teachers will be new to you and the style of teaching may be different from what you are used to. However, all staff are very approachable and willing to help if you have any problems.

Disability Equality and Inclusivity

The school promotes a positive attitude towards disabled pupils and students at all times; this includes the equality of opportunity between disabled and other students. This duty of care is extended to any disabled parents and to the carers of the students who attend Altrincham Grammar School for Girls. It is also an inclusive establishment, which welcomes students from different ethnic origins, cultures and religions.

Sixth Form Dress Code

The Governing Body of this school has decided that a dress code should apply in the Sixth Form, so that the students set a good example to the more junior pupils. It will prepare students for a possible future career where many may be obliged to wear smart business attire.

The students at Altrincham Grammar School for Girls Sixth Form must wear **smart, conventional business attire** consisting of:

A plain navy business suit purchased form our supplier, Monkhouse.

- Both skirt and trouser options are available and include an option of a modesty skirt.
- Jackets must be worn at all times, unless the weather is exceptionally hot when it must be carried.

Shirt or blouse

- This shirt can be of the student's choice as long as it is smart and not made from **denim, casual checked material or displaying a slogan or a large logo.**
- Shirt or blouse can be in any colour.
- This shirt or blouse must not be low cut.
- It must not hang below the suit jacket.
- A plain fitted top may be worn.
- Headscarves can be any colour and must be securely fastened.

Jumper or cardigan

- These garments may be worn but they must not show below the hem of the black jacket. No other warm tops are acceptable.
- A cardigan or jumper is not an acceptable alternative to the suit jacket, but can be worn in addition, so long as they do not show below the hem of the jacket.

Shoes and tights

- Smart shoes or smart boots may be worn.
- Tights should be suitable for business dress.
- Any type of leggings or 'over the knee socks' are not regarded suitable for business dress.

Coats

- Coats may be worn between sites.
- Please note coats must not be worn in Tutor time, in lessons, in the library or in assembly.
- Denim, leather and hoodies are not acceptable as coats.

Make up, jewellery, miscellaneous

- Make up should be suitable for business attire.
- No visible piercings except in the ears. Earrings should be discreet. Students who have visible piercings elsewhere will be requested to remove the stud or hoop and give to their Tutor. The studs or hoops will be kept in the Sixth Form Office until the end of term.
- No visible tattoos are allowed.

The Assistant Vice Principal, Head of Sixth Form, has the final decision upon what is and is not suitable attire for the Sixth Form. School reserves the right to send home any student who is not properly dressed where she should change into the proper business dress and then return to school the same day to resume her studies. Variations will not be permitted unless the Governing Body has given its approval.

Home / School Agreement

The home / school agreement underpins the success of the Sixth Form at Altrincham Grammar Schools for Girls. Students and staff work together to ensure that every student has the best opportunity to reach their potential. The home / school agreement lays out what students can expect from Altrincham Grammar School for Girls and, in turn, what schools them. In accepting your place at the Sixth Form, you are committing to keeping up your part of the agreement.

The role of the school

The school undertakes to:

(a) provide initial and continuing guidance about courses, together with appropriate teaching, setting and marking of homework;

(b) encourage each student in their work and assess progress by regular monitoring, reviews and reports to parents on this progress;

(c) provide facilities and resources for study and encourage the acquisition of sound learning skills for independent study; the Sixth Form Library is open from 8.15am to 5pm on Tuesday, Wednesday and Thursday. Monday 8.15 am to 4.15 pm and Friday 8.15 am to 3.00 pm.

(d) provide careful, comprehensive advice and guidance about careers in employment, apprenticeships and for applications for further/higher education;

(e) provide an opportunity for parents and students to discuss progress in the Sixth Form on Parents' Evenings and, if necessary, by appointment;

(f) prepare each student to sit public examinations appropriate to the progress made on each course;

(g) provide the opportunity for broadening the student's educational experience to include topics relevant to becoming a good citizen, well-being and health issues. Also to provide advice on work experience to support intended "Post 18" courses/careers and to create an awareness of the economic, industrial and social environment;

(h) be available for consultation, help and advice whenever necessary on request and to solicit the help of outside agencies when needed. No student should ever feel that there is no-one on the staff to turn to.

NB If a student feels that the school is not fulfilling its side of the agreement she should bring it to the attention of the Head of Sixth Form

Home / School Agreement

The role of the student at Altrincham Grammar School for Girls

Your part of the agreement means that you, and your parents or carers, undertake that you:

(a) attend school on all days other than when absence is unavoidable i.e. because of illness, interviews, etc. You must not take days or part of a day off, except where it has been agreed in advance. Students may be allowed home on free afternoons for personal study, as long as parental permission has been given;

(b) register your attendance punctually with your tutor in the morning and in the library in study periods. If you are absent for any reason, your parent or carer should call the Sixth Form office first thing on the morning of absence and everyday thereafter that you will not be attending school. If you are late you will be marked accordingly. It is your responsibility to make yourself known to your Form Tutor on days of assembly. Attendance and punctuality will be monitored regularly and procedures are in place if either become a concern.

(c) explain any absence from school in writing to your tutor on your return to school. Discuss with subject teachers the work missed and catch up as soon as possible;

(d) request permission for any planned absence e.g. university/apprenticeship open days, interviews etc by completing a green form 2 weeks in advance;

(e) attend all lessons, work placements and projects, field trips, all enrichment studies, activities and student roles associated with your Sixth Form studies and responsibilities;

(f) attend and helps at school events, such as Open Days and Evening and Year 6 Entrance Test;

(g) complete all set work by agreed times and maintain good standards of work and meet course requirements. Be prepared to spend a substantial amount of time (at least 10 hours per subject per 10 day cycle) completing extra study outside of your lesson. <u>It should be stressed that non-contact periods for private study at school will not provide enough time for you to undertake all the independent study needed for your courses.</u> Ensure that any part-time work does not hinder your academic progress. Your tutor, subject teachers or Senior Tutor should be seen if there are any problems;

(h) have respect for the working environment in the designated silent, private study areas and maintain a high standard of behaviour as a Sixth Form student;

(i) adhere to the Sixth Form dress code and other Sixth Form rules at all times, including the use of mobile phones and crossing the road at the zebra crossing;

(j) recognise the example that you set to the rest of the school.

Art and Design

AQA: Specification code 7201

Grades required for study

7 in GCSE art, OR 7 in GCSE design technology AND a 7 in a GCSE English

Subjects that compliment art

Art is a very individual subject and can work very well with many subjects. If a student wishes to study architecture, art is excellent when combined with maths and physics. English supports the written elements well. Art can also work with the sciences if a student wishes to do dentistry.

Course structure

Component One (7201/C) A personal investigation	Before the students begin their component one they will be introduced to the course through an initial project where they will gain understanding of the expectations and the assessment objectives through a series of workshops and complete an outcome. This will take place from September to February in Year 12. They will then start their Component One which is a practical investigation into an idea, concept or theme of the student's choice, which will be supported by written material of 1000 – 3000 of continuous prose. It must lead to a finished work and be a coherent in-depth study. This study will demonstrate an ability to construct and develop a sustained line of reasoning through practical practice from an initial starting point to a final realisation.	**Assessment:** All work is assessed internally at the end of the course (in May of year 13) by subject staff and then assessed by an external moderator from the AQA.	**Weighting** 60%
Component Two (7201/X) Externally set assignment	Set by the exam board. The paper consists of approximately eight questions which are to be used as starting points. Students will be provided with the examination papers on 1st February, or as soon as possible after that. Following the preparatory period students will complete 15 hours of supervised time when they will produce a finished outcome or series of related final outcomes informed by their preparatory work. This will take place in early May.	All work is assessed internally at the end of the course (in May of year 13) by subject staff and then assessed by an external moderator from the AQA.	40%

For further course details, please see the specification website.

Why study art & design?

This is such an exciting A level subject, and one where a student's creative, intellectual and intuitive talents will be nurtured. Students will be introduced to a variety of experiences, processes and techniques. Successful practice does require real commitment and will be highly rewarding as students enjoy producing their own work. The study of art and design helps to develop imagination, sensitivity, powers of observation, conceptual thinking and analytical and practical skills. Practical work includes draughtsmanship skills, painting techniques, experimentation using a wide variety of mixed media including creative textiles.

Where can art & design take you?

Art and design at A level offers many career opportunities. It is essential for university and college courses in art, design, and related subjects at foundation and degree level. It is useful for teaching and can be combined with the sciences or mathematics for civil engineering, architecture, landscape and garden design, textile and product design and management. Art and design combines well with history, English and drama as well as work in the media (e.g. publishing, advertising, television and the theatre) and in museums where exhibition design and restoration are important. Past students have gone onto foundation courses in Manchester, Leeds and Central St. Martin's, and degree courses in fashion, textiles, graphic design, architecture, animation, fine art and interactive arts.

Extra-Curricular Opportunities

As critical studies of major movements and artists are essential to the course we organise several gallery visits. A visit to the London Galleries takes place each December and each February half term we endeavour to plan trips abroad and have most recently visited, Madrid and Amsterdam.

Biology

AQA: Specification code 7402

Grades required for study

A minimum of a grade 7 is required in separate science biology OR a 7-7 if trilogy was studied.

The syllabus studied is designed to follow on from the GCSE biology course (for students who have taken the separate sciences). Students wishing to take biology after taking trilogy sciences will be offered an access course following their GCSE examinations in summer 2020: this will help to make sure that they are not at a disadvantage when the A level course begins. Students will be required to come into school and undertake a day and a half of lessons and practical work with a biology teacher to cover the extra topics included in the separate science course.

Students wishing to take the course must have achieved **at least** a grade 7 in GCSE biology or two grade 7 GCSEs in trilogy science (including grade 7 in the biology components). All pupils must have studied chemistry at GCSE to at least grade 7 or above standard, either as part of the trilogy course or as separate sciences. Students must have studied maths at the higher tier and achieved at least a grade 6 although grade 7 is preferred.

Subjects that complement biology

Biology is often taken either with chemistry and physics or mathematics for medicine or science careers, or with arts subjects such as English and history. Biology and geography complement each other well for those considering studying ecology, geology or earth sciences at university. Similarly, biology can complement psychology as there are a few areas of overlap. Approximately 10% of the marks in A level biology relate to mathematical skills or data interpretation, so we strongly recommend that students who do not take A level mathematics opt into taking the core maths course on offer in Year 12.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Biological molecules	Paper 1 2 hours	35% of marks
2	Cells		
3	Organisms exchange substances with their environment		
4	Genetic information, variation and relationships between organisms		
5	Energy transfers in and between organisms	Paper 2 2 hours	35% of marks
6	Organisms respond to changes in their internal and external environments		
7	Genetics, populations, evolution and ecosystems		
8	The control of gene expression		
		Paper 3 Synoptic assessment on all 8 units 2 hours	30% of marks

For further course details, please see the specification website.

Why study biology?

Biology A level allows much greater exploration of topics taught at GCSE. The biochemistry of the processes that maintain life, the diversity of living things and how they interact and how DNA controls so much of who we are and how we function are explored through a mix of topics that challenge and fascinate our students. Most of what students will learn will be contextualised in real-life examples and links between other subjects allow students to appreciate how the development of scientific understanding is multi-disciplinary. Practical skills are developed and students will work in groups on a range of problem-solving tasks. Even if students do not wish to take science further than A level, there are key literacy and numeracy skills that are developed throughout the course, as well as a sharp eye for analysing data and evidence, that can be applied in a wide variety of subjects at university.

Where can biology take you?

There are many different careers that use biology and many of these require students to achieve top grades. Some careers using biology often require A level chemistry, which is essential for medicine, dentistry or veterinary science. Nursing and paramedical careers can be entered with just biology, whereas a career in optometry requires biology and physics. Environmental careers are increasingly common and with research in genetics and biotechnology currently making almost weekly news headlines, these are areas of growth with the potential for research and employment.

Students are encouraged to consider a range of courses at university through extra-curricular activities and talks from a variety of speakers throughout Sixth Form, giving them the chance to explore different areas of research and develop their own interests. We actively encourage students not to come with a very fixed career goal but to explore the range of scientific careers available and to consider how well suited they are to the courses and careers they may be considering.

Extra-Curricular Opportunities

- Biology Live conference for all Year 12.
- Biology in Action conference for all Year 13.
- Biology Week in October every year; a range of talks and activities that in previous years have included a human post mortem study day, dissection masterclasses, lectures from eminent research scientists, genetics fly labs, photography and animation competitions.
- Biology Olympiad competition for Year 13.
- Sixth form Science Society.
- Medical Society.
- One day field trip to Formby to carry out field work.

Business

AQA: Specification code 8132

Grades required for study

7 in GCSE business, OR 7 in GCSE mathematics, OR a 7 in a GCSE English

Subjects that complement business

Economics, geography, psychology and all other humanities

Course structure

Units	Content of Units	Assessment	Weighting
1,2 and 3	1. What is business? 2. Managers, leadership and decision making 3. Decision making to improve marketing performance 4. Decision making to improve operational performance 5. Decision making to improve financial performance 6. Decision making to improve human resource performance 7. Analysing the strategic position of a business 8. Choosing strategic direction 9. Strategic methods: how to pursue strategies 10. Managing strategic change	Each unit has a written exam of 2 hours • 100 marks each unit • 300 marks in total	• 33.3% of A-level for each unit

For further course details, please see the specification website.

Why study business?

Do you imagine your future running your own business or in a managerial position for a famous multi-national company? Or do you simply wonder how businesses grow from a local level to become as big as Coca-Cola or Apple then A level business might be the subject for you! A level business can give students the tools and information required to understand how businesses are created, managed and become successful. If you enjoy programmes like Dragons' Den and Current Affairs programmes such as The Money Programme or Newsnight or wonder how and why shares in a company rise and fall, then business A level has the answers.

Where can business take you?

Business and related subjects (such as the FAME group – finance, accounting, management and economics) are among the most popular fields of study at universities worldwide, particularly at graduate level. You might have some vague ideas about why this is the case – business graduates are in high demand worldwide, business touches on pretty much every aspect of modern human society, careers with a business degree are diverse and often highly paid – and these assumptions are likely to be largely true.

Possible career choices with A level business include management, marketing, finance, accounting, banking, retailing, manufacturing and local government.

Extra-Curricular Opportunities

A level business will give students the opportunity to take part in a variety of competitions where they can apply their knowledge and gain experience as well as prizes. We run trips to local businesses such as Jaguar Land Rover and Coca-Cola and undertook our first European business trip to Prague in February 2020 which we are aiming to repeat in 2023.

Chemistry

AQA: Specification code 7405

Grades required for study

A minimum of a grade 7 is required in separate science chemistry or a 7-7 if trilogy was studied. Students wishing to take A-level chemistry ideally would also have achieved at least a grade 7 in GCSE maths. All pupils should have studied biology and physics at GCSE either as part of separate science or trilogy science.

The syllabus studied is designed to follow on from the GCSE chemistry course. Those students wishing to take chemistry after taking trilogy science will be required to work through an online access course following their GCSE examinations in summer 2022. This is to ensure that they have covered the GCSE "chemistry only" content and so suffer no disadvantage when beginning the A-level course. Students may also be required to come into school and undertake supervised study and practical lessons with a chemistry teacher.

Subjects that complement chemistry

Maths goes hand in hand with A-level chemistry; students not taking maths as one of their options would benefit greatly from taking core maths, this will ensure their numeracy skills stay sharp, and they can readily access the chemistry course.

Biology and physics also compliment chemistry well, with some similar themes and concepts running through both.

Course structure

Paper	Content of Unit	Assessment	Weighting
1	- Relevant physical chemistry topics - All Inorganic chemistry topics - Relevant practical skills	2 hour written examination	35% of A Level
2	- Relevant physical chemistry topics - All organic chemistry topics - Relevant practical skills	2 hour written examination	35% of A Level
3	- Any content - Any practical	2 hour written examination	30% of A Level

For further course details, please see the specification website.

https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/specification-at-a-glance

Why study chemistry?

Chemistry helps us to understand the world in which we live and underpins a wide range of science-based degree courses and careers.

This course is designed to be stimulating, enjoyable and challenging. We want students to develop a passion for the subject, understand its practical relevance and appreciate the impact chemistry and chemists have on society.

The chemical sciences and those that work within it are at the heart of addressing many of the global challenges facing the world today and will be instrumental in tackling the issues of tomorrow. From climate change and sustainable/energy to new medicines and advances in materials, chemists will be at the forefront of defining future innovation.

For more information go to https://www.rsc.org/campaigning-outreach/global-challenges/ to discover more about the Royal Society of Chemistry's five global challenges.

Where can chemistry take you?

The study of chemistry prepares students for many different careers since it develops problem solving skills and numeracy alongside conceptual and analytical thinking.

Chemists are employed in areas such as research and development, finance, marketing, personnel and general management within industries such as pharmaceuticals, electronics, research, agriculture and petrochemicals. Chemistry is also a vital subject for those wishing to pursue a career in medicine, dentistry or veterinary science/medicine.

Students can find out more about the exciting range of careers on offer to those that study chemistry at https://edu.rsc.org/future-in-chemistry. The web site provides information on the various career paths open to chemical scientists and the qualifications needed.

Information for parents/guardians is available at https://edu.rsc.org/future-in-chemistry/parents

Extra-Curricular Opportunities

The department is active in promoting extra-curricular opportunities, in particular we offer students the chance to take part in the RSC Chemistry Olympiad & Cambridge Chemistry Challenge. We have entered a teams in the Schools Analyst competition in previous years, as well as running trips to see external speakers at events such as A-level Chemistry Live & Chemistry in Action.

Computer Science

OCR: Specification code H446

Grades required for study

7 in GCSE computer science, OR 7 in GCSE mathematics

Subjects that complement computer science

Maths and physics.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Computer systems: - Processors, input, output and storage - Software and software development - Exchanging Data - Data types, data structures and algorithms - Legal, moral, ethical	2 hours 30 minutes written assessment	40% of A Level
2	Algorithms and programming: - Computational thinking - Problem solving and programming - Algorithms	2 hours 30 minutes written assessment	40% of A Level
3	Programming project: - Analysis of the problem - Design the solution - Developing the solution - Evaluation	Non exam assessment	20% of A Level

For further course details, please see the specification website.

Why study computer science?

With technology progressing so rapidly, computer science will give students the skills to enter one of the most diverse and exciting workforces out there. Computer science at A level teaches problem solving at its core; a fundamental skill needed to excel in today's modern world. Students will learn how computers work at a microscopic level, program software for real life situations and scenarios, and gain the knowledge and skills which may one day lead to changing the technological world as we know it.

Where can computer science take you?

Computer science can lead down a variety of career paths. It links with industries in business, education, medicine, creative media, AI, innovation and many more. It is not simply limited to becoming a programmer; although that is a very underpopulated workforce currently. In previous years, many of our A-level students were offered places at universities to study some aspect of computer science, with other pupils being offered sponsored degrees at some of the world's leading banking and accounting firms. Computer science could lead you to your dream job.

Extra-Curricular Opportunities

Computer science is not a subject simply limited to the classroom. We run a trip to Bletchley Park and the computer science museum and have in the past been to San Francisco to see the beating heart of technology.

Drama and Theatre

AQA: Specification code 7262

Grades required for study

7 in GCSE drama, OR 7 in a GCSE English

There is no prescribed recommended prior knowledge for students embarking on this course; however, students should have demonstrated a level of practical and critical awareness of theatre, equivalent to that required for GCSE drama. Therefore, interested students who have not studied drama at GCSE will need to be aware that they will be required to catch up on terminology and skills at an intense level.

Subjects that complement drama and theatre studies:

History, English literature, English language, modern languages, psychology and as a contrast to sciences.

Course structure

Unit	Content of Unit	Assessment	Weighting
Component 1	Written Examination: • Section A: one question (from a choice) on one of the set plays from List A (25 marks) • Section B: one three part question on a given extract from one of the set plays from List B (30 marks) • Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)	3 hour written examination	40% of A Level
Component 2	Creating original drama (practical): • Process of creating devised drama • Performance of devised drama (students may contribute as performer, designer or director) Devised piece must be influenced by the work and methodologies of one prescribed practitioner	Working notebook (40 marks) Devised performance (20 marks)	30% of A Level
Component 3	Making theatre (practical): • Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play Methodology of a prescribed practitioner must be applied to Extract 3 • Reflective report analysing and evaluating theatrical interpretation of all three extracts	Performance of Extract 3 (40 marks) Reflective report (20 marks)	30% of A Level

For further course details, please see the specification website.

Why study drama and theatre studies?

Studying drama at A Level will advance your ability to form judgements about live theatre based on your understanding of drama and theatre and to analyse the ways in which different performance and production elements are brought together to create theatre. Students will also further develop your own performance skills and gain a deeper understanding of practitioners and playwright and their impact on the theatre. Students will collaborate with others and gain the confidence to pursue their own ideas as well as the resilience to reflect and refine their efforts. Whatever the future holds, students of drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Where can drama and theatre studies take you?

Drama helps students to understand people and the world around them as well as how the arts reflect the society from which they emerge. They will be spontaneous and keen to explore new ideas. It will, therefore, support future careers in research, business, history, psychology and law. It develops student confidence, people skills and can help to refine presentation skills, interview skills and creativity; supporting business, PR and even medicine. Drama directly links to careers in the media and arts, such as, performance, journalism, design, stage management and production.

Extra-Curricular Opportunities

Students will attend regular trips to the theatre as well as work with professional theatre companies in developing their own work. There will be opportunities to be involved in school performances as well as supporting the department in whole school productions, lower school productions and drama clubs.

Economics

AQA: Specification code 7136

Grades required for study

7 in GCSE mathematics, OR 7 in a GCSE English

Subjects that complement economics

Business, geography, maths, psychology and any other humanities

Course structure

Unit	Content of Unit	Assessment	Weighting
1	**Individuals, firms, markets and market failure** 1 Economic methodology and the economic problem 2 Individual economic decision making 3 Price determination in a competitive market 4 Production, costs and revenue 5 Perfect competition, imperfectly competitive markets and monopoly 6 The labour market 7 The distribution of income and wealth: poverty and inequality 8 The market mechanism, market failure and government intervention in markets	2 hour written examination 80 marks	33.3% of A Level
2	**The national and international economy** 9 The measurement of macroeconomic performance 10 How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts 11 Economic performance 12 Financial markets and monetary policy 13 Fiscal policy and supply-side policies 14 The international economy	2 hour written examination 80 marks	33.3% of A Level
3	**Economic Principles and Issues** Synoptic paper covering all of the above	2 hour written examination 80 marks	33.3% of A Level

For further course details, please see the specification website.

Why study economics?

If you thought that economics was all about maths, then think again. If you're a naturally curious person and love to find out how things work, then studying economics could be a good move for you. If you're interested in how the effects of certain actions can be felt nationally and globally, economics could be a great A level for you to study! For example, how does a drought in Kenya affect the price of your cappuccino? Why does a rise in average incomes cause a problem for a government? How much should you charge to babysit is a simple example of labour market economics

A level economics builds the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions.

Economics is about studying the world around us from a social, financial and cultural perspective. The subject looks at all the different factors that affect wealth and well-being. At A level, some of the topics that students might come across could include:

The allocations of resources within an economy
How do we decide where a country should spend its money?

Government intervention
Learning about the policies that governments put in place that affects businesses and the economy in general

The financial marketplace
Learning about how finances are processed over a range of different industries

Where can economics take you?

As a subject, economics lends itself to a wide variety of careers and not necessarily those in finance. Some of the career options students will have include:

- Economist
- Investment analyst
- Financial risk analyst
- Management consultant
- Government officer
- With an economics qualification, students can find work in both the public and private sectors for a range of different companies over many different industries. Some people find work in areas including:
- Blue-chip companies
- Charities and voluntary organisations
- Banks and building societies
- Consultancies
- Estate Agencies

Extra-Curricular Opportunities

A level economics will give students the opportunity to take part in a variety of competitions where they can apply their knowledge and gain experience as well as prizes. Student Investor gives students a chance to invest £100,000 in the stock-market and this year we had a highly commended essay submitted to the Royal Economics Society prestigious essay competition. We run a trip to a local business such as Jaguar Land Rover to examine the principle of economies of scale in action and undertook our first European trip to Prague in February 2020 which we are aiming to repeat in 2023.

English Language

AQA: Specification code 7702

Grades required for study

7 in GCSE English language, OR 7 in GCSE English literature, OR 7 in GCSE drama, OR 7 in GCSE humanity subject

Subjects that complement English language

English literature; psychology; history; geography; science.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	**Language, the Individual and Society** **Section A: Texts in Context**. Analysing texts written from 1600 to the present day to uncover how language changes over time. **Section B: Child Language Acquisition**. Looking in detail at how language develops from birth.	1 examination of 2 hours and 30 minutes.	40%
2	**Language, Diversity and Change** **Section A: Diversity and Change.** A synoptic paper which allows pupils to explore how language changes depending on factors such as: time, location, age, social group, environment and gender. **Section B: Language Discourses.** A. Comparing how language issues are presented in the media and analysing the attitudes people have towards the way language is used by different social groups. B. Responding in a creative way to current language issues, often through the creation of a newspaper article aimed at informing a non-specialist audience about current research in linguistics.	1 examination of 2 hours and 30 minutes	40%
3	**None Exam Assessment** Creative piece of 750 words Independent Language Investigation of 2000 words		 10% 10%

For further course details, please see the specification website.

Why study English language?

Students often choose English language if they have an interest in exploring a diverse range of subjects as the texts studied often encompass many social issues and promote an engagement with the wider world. English language involves a multidisciplinary approach to studying as pupils engage with language as a quantifiable science as well as its discursive function as a method of representing us as individuals and as a society. Those who study English language engage with the fundamental building blocks of meaning and are able to uncover how texts manipulate and shape audiences. We track the evolution of language and how it acts as a filter through which we are able to express our ideas. English language allows us to study all texts from Milton's *Paradise Lost* to celebrity tweets: language from the sublime to the ridiculous.

Where can English language take you?

Every year, pupils are inspired by their study of English language to further their understanding through degree courses such as linguistics, English language and language in education. Many of our students go on to study at Russell group universities and a number of students have also pursued linguistics at Oxford and Cambridge.

Students who study English language go on to have careers in a wide range of fields including, but not exclusively:

- Law
- Advertising
- Events management
- Speech and language therapy
- Teaching
- Journalism
- Accounting and finance

Extra-Curricular Opportunities

There are a range of activities students can become involved in within the English department:

- English Society – students meet to discuss English related events and activities, current texts they are enjoying, programmes and adaptations they are watching. A committee of students also meet to organise activities for younger students such as book clubs and 'poetry slams'.
- Creative Writing – 'The Green Light' Literary Magazine is run by Sixth Form students who edit and submit pieces of work.
- Sixth Form Book Group - Students from AGGS, AGSB and Sale Grammar School, meet half termly to discuss a piece of fiction.
- Sixth Form Debating.
- Trips to explore 16th, 17th and 18th century texts at libraries in the local area.

Students are always encouraged to become active members of the English department and are welcome to liaise with staff to form clubs and become part of societies.

English Literature

AQA: Specification A code 7712

Grades required for study

7 in GCSE English literature, OR 7 in GCSE English language, OR 7 in GCSE drama, OR 7 in GCSE history

Subjects that complement English literature

History; theatre studies; psychology; MFL.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Component 1: Love through the Ages: Shakespeare and Poetry • Shakespeare • Unseen poetry • Prose and Pre 1900 poetry comparison	• 3 Hour written examination • 75 marks – 25 marks per task • Open book in Section C only	40%
2	Component 2 (Option 1): Texts in Shared Contexts • Poetry Anthology • Unseen prose • Prose and drama comparison	• 2 hours and 30 minutes written examination • 3 tasks • 75 marks – 25 marks per task • Open book	40%
3	Component 3: Independent Critical Study: Texts across Time **NEA**	• One task • 50 marks • Word count:2500 • Moderated by AQA	20%

For further course details, please see the specification website.

Why study English literature?

English literature is not simply the study of texts; English literature is the study of our ever-changing world and the people and places within it. It reflects our changing social and emotional experiences through prose, poetry and drama. The study of English literature offers students the opportunity to study some of the greatest works written by the greatest minds, from Shakespeare to the best 21st century writers. We study an author's methods and the ways in which they present these thoughts and ideas to use, taking in to consideration the time in which they were writing and how these might be reinterpreted by different readers. Students are encourage to be critical and enquiring readers and are asked to challenge and question ideas and interpretations of key texts.

Where can English literature take you?

Through the study of English literature, students will gain excellent written and oral communication skills, build skills of analysis, refine higher order thinking skills such as creativity, demonstrate that they can show empathy, articulate ideas and opinions and show that students can absorb large quantities of information and synthesise this in a cogent and logical manner.

English literature affords students the opportunity to demonstrate a range of skills which are applicable to a wide range of fields and subjects studied at degree level. Students often study subjects such as history, art, drama and modern foreign languages as they feel English literature complements these studies. They also use English literature as a contrasting subject to options such as the sciences and maths, to demonstrate skills not tested in these subjects.

Students who study English literature go on to have careers in a wide range of fields including, but not exclusively:

- Law
- Medicine
- Psychology
- Science
- Teaching
- Journalism
- Media
- Accounting and finance

Extra-Curricular Opportunities

There are a range of activities students can become involved in within the English department

- English Society – students meet to discuss English related events and activities, current texts they are enjoying, programmes and adaptations they are watching. A committee of students also meet to organise activities for younger students such as book clubs and 'poetry slams'.
- Creative Writing – 'The Green Light' Literary Magazine is run by Sixth Form students who edit and submit pieces of work.
- Sixth Form Book Group - Students from AGGS, AGSB and Sale Grammar School, meet half termly to discuss a piece of fiction.
- Sixth Form Debating.
- Trips to see set texts are taken regularly, notably trips to see Othello at the Globe Theatre and A Streetcar Named Desire at the Royal Exchange. Students also attend lectures based on their areas of study.

Students are always encouraged to become active members of the English department and are welcome to liaise with staff to form clubs and become part of societies.

EPQ

AQA 7993

Grades required for study

All Sixth Form students are eligible to take the EPQ qualification.

Subjects that complement EPQ

An EPQ can be taken on any topic at all whether 'academic' or not. It is taken and completed in Year 12 and will be assessed by AQA early in Year 13.

Course structure:

Unit	Content of Unit	Assessment	Weighting
	EPQ consists of a 5,000 word report or an artefact such as a documentary or an artistic endeavour such as composing a piece of music in the style of a certain composer. EPQ is an independent learning project where students will be timetabled twice a cycle but will receive supervision just once a fortnight to ensure that they are taking the correct approach. No further input is given however, such as feedback on a draft version, in order that they develop the ability to undertake genuine independent research which will prepare them for university.	The report is assessed in conjunction with a Log Book which records all the independent research undertaken to produce the report/artefact	100%

For further course details, please see the specification website.

Why study EPQ?

Completing an EPQ demonstrates independent learning skills which can enhance your university application form or prepare you for your post-18 career.

An EPQ is a chance to research a topic of your choosing which is outside of your A Levels and maybe completely unrelated to your career path but is of great interest to you.

An EPQ is acknowledged as good preparation for the style of independent learning required at universities and some institutions will make lower grade offers on successful completion of an EPQ

Where can EPQ take you?

"We welcome the introduction of the EPQ and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/ college to higher education." University of Cambridge

"If you have undertaken the EPQ this may be taken into account if you do not achieve the conditions of your offer." London School of Economics

Geography

Edexcel: specification code 9GEO

Grades required for study

7 in GCSE geography, OR 7 in a GCSE English or 7 in a GCSE humanity subject.

Subjects that complement geography

All subjects compliment geography; the subject involves a wide range of skills, including numeracy, literacy, information technology, source analysis, research, and problem solving.

Course structure

AREA OF STUDY 1: DYNAMIC LANDSCAPES	
Topic 1	**Tectonic Processes and Hazards** Earthquakes and volcanoes - causes, impacts and responses
Topic 2	**Landscape Systems, Processes and Change** Option 2.2: Coastal Landscapes and Change

AREA OF STUDY 3: PHYSICAL SYSTEMS AND SUSTAINABILITY	
Topic 5	**The Water Cycle and Water Insecurity** Physical processes controlling water circulation and the growth, impacts and management of water insecurity
Topic 6	**The Carbon Cycle and Energy Security** Physical processes controlling carbon movements and changes to carbon stores, including reliance on fossil fuels

Paper 1: Written examination
2 hours, 30% of qualification, 90 marks
Examines Areas of study 1 and 3

AREA OF STUDY 2: DYNAMIC PLACES	
Topic 3	**Globalisation** Interdependence, shifting wealth and regional/national inequalities, plus environmental and cultural impacts
Topic 4	**Shaping Places** Option 4.1: Regenerating Places

Paper 2: Written examination
2 hours, 30% of qualification, 90 marks
Examines Areas of study 2 and 4

AREA OF STUDY 4: HUMAN SYSTEMS AND GEOPOLITICS	
Topic 7	**Superpowers** Superpower characteristics, the changing pattern of dominance and geopolitical influence and conflict
Topic 8	**Global Development and Connections** Option 9.2: Migration, Identity and Sovereignty

Paper 3: Written examination - 1 hour 45 minutes, 20% of qualification, 60 marks
Based on a geographical issue within a place-based context that links to synoptic themes and is rooted in two or more of the compulsory content areas

INDEPENDENT INVESTIGATION
An independent investigation relating to the compulsory or optional content, incorporating fieldwork data (collected individually or as part of a group) and own research and/or secondary data.

Coursework:
3000 – 4000 word written report
20% of qualification
60 marks

Why study geography?

Geography supports students in understanding diversity and change in the world today. Geographers aim to make sense of many of the world's contemporary issues, such as climate change, geopolitical conflict, population growth, degradation of natural environments, water insecurity and poverty. Geographers develop an understanding of these issues on a range of scales from local to global, critically assess their significance and consider future actions to address them. Geographers are decision makers of the future.

"The study of geography is about… understanding the complexity of our world" Barack Obama

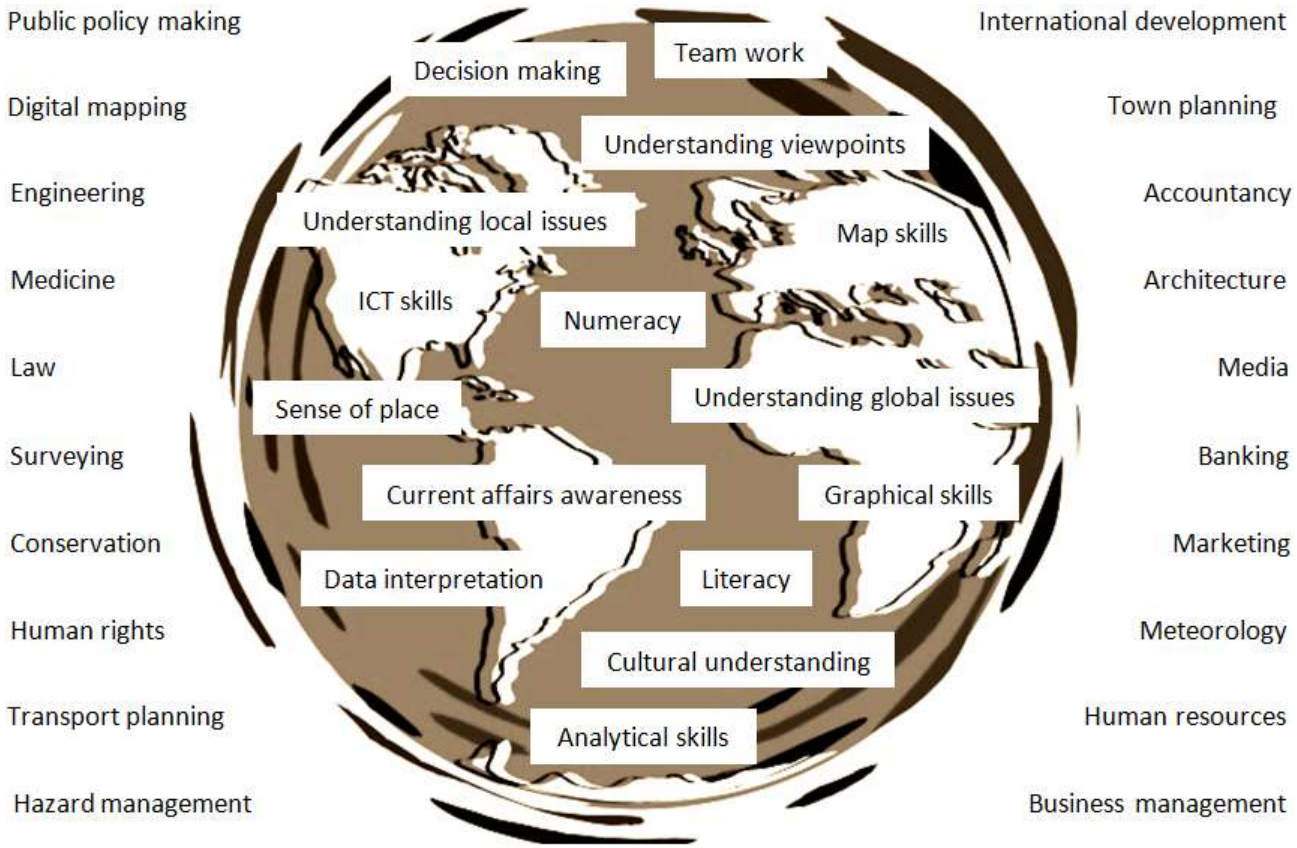
"It's the must-have A level... in a world that increasingly values people who can work across the physical and social sciences, geography's all the rage" The Guardian

"Geography is the subject which holds the key to our future" Michael Palin

Where can geography take you?

Geography is recognised by the Russell Group of universities as a "facilitating subject". These are subjects that are required more often than others for entry onto degree courses. Choosing facilitating subjects leaves open a wide range of courses to students for study at university. Geography encourages ways of seeing and thinking that make geographers eminently employable. Many growth areas of employment are geography related, such as digital mapping (GIS), green jobs, energy and sustainable development. Studying geography at A level supports applications for a wide range of university courses and entry into a wide range of professions.

Geography A Level – skills and career opportunities:



Extra-Curricular Opportunities

The geography course investigates contemporary issues on a range of scales, so there is ample opportunity for extra-curricular reading. The department provides opportunity for A level students to attend university-style lectures, for example through the local branch of the Geographical Association. Opportunities also exist for A level students to organise extra-curricular opportunities for younger students, such as Key Stage 3 Geography Club. The department also organises extra-curricular foreign fieldtrips from time to time.

History course 1

Russia, English Revolution and Women's Suffrage

AQA: specification code 7042

Grades required for study

7 in GCSE history, OR 7 in a GCSE English or 7 in a GCSE humanity subject.

Subjects that complement history

History is an arts subject and complements the work of subjects such as English, modern languages, religious studies and geography. It is also useful for those studying science as admissions tutors for medicine and other disciplines recognise that it is a subject of academic rigour, and they value the way it develops skills of empathy, research and communication.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Tsarist and Communist Russia 1855-1964	2 hours 30 minutes written examination	40% of the final grade
2	The English Revolution 1625-1660	2 hours 30 minutes written examination	40% of the final grade
3	The British Women's Suffrage Campaign 1832-1928	Completion of a 4,500 words NEA (non-examined assessment)	20% of the final grade

For further course details, please see the specification website.

Why study history?

As well as being a fascinating and engaging subject in terms of content, the mental training from history at A-Level is an asset which will benefit the student in any profession, and indeed throughout life. The skills to be developed on the course are the ability to analyse and comment on evidence, the writing of fluent, well-structured answers and the recall and selection of relevant factual material. They will thus be able to reach reasoned judgements.

Where can history take you?

History is a gateway into many and varied jobs. Clearly it is the basis of careers in museums and archives, as well as leading to the teaching profession at all levels. However, most history students enter occupations such as the civil service, accountancy, and business, particularly in personnel or management. History at degree level is also well regarded for those hoping to enter the Law. Skills such as research and critical analysis are highly valued in all careers.

Extra-Curricular Opportunities

- 6th form History Film Club
- Lectures at the University of Manchester
- Opportunity to participate in the Lessons from Auschwitz Project.

History course 2

The Tudors, The American Dream, and Women's Suffrage

AQA: specification code 7042

Grades required for study

7 in GCSE history, OR 7 in a GCSE English or 7 in a GCSE humanity subject.

Subjects that complement history

History is an arts subject and complements the work of subjects such as English, modern languages, religious studies and geography. It is also useful for those studying science as admissions tutors for medicine and other disciplines recognise that it is a subject of academic rigour, and they value the way it develops skills of empathy, research and communication.

Course structure:

Unit	Content of Unit	Assessment	Weighting
1	The Tudors 1485-1603	2 hours 30 minutes written examination	40% of the final grade
2	The American Dream reality and illusion 1945-1980	2 hours 30 minutes written examination	40% of the final grade
3	The British Women's Suffrage Campaign 1832-1928	Completion of a 4,500 words NEA (non-examined assessment)	20% of the final grade

For further course details, please see the specification website.

Why study history?

As well as being a fascinating and engaging subject in terms of content, the mental training from history at A-Level is an asset which will benefit the student in any profession, and indeed throughout life. The skills to be developed on the course are the ability to analyse and comment on evidence, the writing of fluent, well-structured answers and the recall and selection of relevant factual material. They will thus be able to reach reasoned judgements.

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Extra-Curricular Opportunities

- 6th form History Film Club
- Lectures at the University of Manchester
- Opportunity to participate in the Lessons from Auschwitz Project.

Mathematics

OCR A: Specification code H240

Grades required for study

7 in GCSE mathematics.
We expect students who study mathematics for A level to have a thorough grasp of the concepts and techniques covered at the higher tier of GCSE and students will ideally have gained a GCSE grade 8 or 9. To help students to be fully prepared for the start of Year 12, they may be asked to attend 'Transition to Mathematics' sessions in the summer term after GCSE examinations have finished.

Subjects that complement mathematics

Mathematics, having such wide application and being a highly respected qualification, is a very useful part of any combination of A levels but it provides particular support for studies in the sciences, geography or economics.

Course structure

Unit	Content of Unit	Assessment	Weighting
Pure Maths	Problem solving, Surds and indices, Quadratic functions, Equations and inequalities, Coordinate geometry, Trigonometry, Polynomials, Graphs and transformations, The binomial expansion, Differentiation, Integration, Vectors, Exponentials and logarithms, Proof, Sequences and Series, Parametric Equations, Differential Equations, Numerical Methods.	2 hour written examination	33⅓% of A Level
Pure Maths and Statistics	All the content of Pure Maths plus: Data collection, Data processing, presentation and interpretation, Probability, The binomial and normal distributions, Statistical hypothesis testing using the binomial and normal distributions.	2 hour written examination	33⅓% of A Level
Pure Maths and Mechanics	All the content of Pure Maths plus: Kinematics, Forces and Newton's laws of motion, Variable acceleration, Forces and motion, Moments, Friction.	2 hour written examination	33⅓% of A Level

There are also three overarching themes that will be tested across all three papers, namely:
Mathematical argument, language and proof
Mathematical problem solving
Mathematical modelling

For further course details, please see the specification website.

Why study mathematics?

The study of mathematics can satisfy a wide range of interests and abilities. It trains the mind in clear and logical thought. It is a challenge, which offers a variety of difficult ideas and unsolved problems, because it deals with questions arising from complicated structures. Yet it also has a continuing drive towards simplification, to finding the right concepts and methods to make difficult things easy, to explaining why a situation must be as it is. In so doing, it develops a range of language and insights. These can then be applied to increase our understanding and appreciation of the world, and our ability to find and make our way in it.

Where can mathematics take you?

An A level qualification in mathematics is a preferred and an essential pre-requisite to many higher education courses and the subject plays a role in an increasing number of other courses. Mathematics is much in demand in many careers, especially in the world of business and commerce. It is a good foundation for accountancy and economics, for scientific work and for medicine. An advanced level qualification in mathematics is an undoubted asset in today's employment situation.

Extra-Curricular Opportunities

UKMT individual and team competitions and On-Line competitions such as the MathsBombe. Attending an annual lecture organised by the Institute of Maths and its Applications. Helping run maths clubs and mentoring lower school pupils.

Further Mathematics

OCR A: specification code H245

Grades required for study

As this is a demanding course further mathematics can only be taken by those recommended by the mathematics department. Students who expect to achieve a strong grade at GCSE and are considering applying for a place on this course should discuss the matter with their mathematics teacher and the Head of Department.

Subjects that complement further mathematics

Mathematics (mandatory), physics, chemistry, computer science

Course structure

Unit	Content of Unit	Assessment	Weighting
Pure Core 1	Proof by Induction, Complex Numbers, Matrices, Vectors, Series, Polar Coordinates, Further Algebra and Calculus, Differential Equations	1hr 30 mins	25% of A Level
Pure Core 2	As for Pure Core 1	1hr 30 mins	25% of A Level
Statistcs	Permutations and Combinations, Discrete Random Variables, Continuous Random Variables, Linear Combinations of Random Variables, Hypothesis Tests and Confidence Intervals, Chi-squared Tests, Non-parametric Tests, Correlation and Linear Regression.	1hr 30 mins	25% of A Level
Mechanics	Dimensional Analysis, Work, Energy and Power, Impulse and Momentum, Centre of Mass, Motion in a circle, Further Dynamics and Kinematics.	1hr 30 mins	25% of A Level

For further course details, please see the specification website.

Why study further mathematics?

Students will study further maths because they love the subject and have already shown considerable mathematical ability; students must also be studying A level mathematics. Further mathematics is a very interesting course giving the opportunity to study a wide range of mathematical techniques and their applications and provides further challenge for the most able mathematicians.

Where can further mathematics take you?

A qualification in further mathematics, besides being very highly respected, is particularly useful to those going on to take a degree in mathematics, physics, engineering or chemistry but can also be useful in a wide range of other courses, for example, in a degree courses which combine mathematics with another subject such as a modern language.

Core Maths

OCR Quantitative Problem solving (MEI) Level 3 Certificate H867

Grades required for study

All sixth form students who do not choose to take A Level mathematics are eligible to take the core maths qualification.

Core maths is a Level 3 qualification which merits the same UCAS points tariff as an AS level.

Subjects that complement core maths

Core maths will support any A level with mathematical content – e.g. physics, chemistry, biology, geography, computing, business, economics, psychology.

(Not to be taken with A level mathematics)

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Introduction to quantitative reasoning	2 hour written examination	50% of qualification
2	Statistical problem solving	2 hour written examination	50% of qualification

For further course details, please see the specification website.

Why study Core Maths?

Core maths is a level 3 qualification aimed at students who need transferable mathematical skills to support their A level studies. It builds upon and extends skills covered at GCSE with a sharper focus on problem solving skills by considering and tackling mathematics in meaningful contexts. This includes the financial applications of mathematics as well as further statistical ideas that can support work in other subjects such as psychology, sciences, geography and even history.

Where can Core Maths take you?

Mathematical and statistical problem solving, data analysis and interpretation skills can be useful for a wide variety of undergraduate degrees, and a core maths qualification may help students to improve and maintain these skills, especially if they are not taking A level maths/ further maths.

Students will study core maths for 2 years alongside 3 A levels. There will be 3/4 taught lessons a cycle, students will be expected study independently outside lessons and the course will be examined at the end of Y13.

Extra-Curricular Opportunities

UKMT individual and team competitions and On-Line competitions such as the MathsBombe. Attending an annual lecture organised by the Institute of Maths and its applications. Helping run maths clubs and mentoring lower school pupils.

Modern Foreign Languages

AQA: FRENCH (7652), GERMAN (7662), SPANISH (7692)

Grades required for study

7 in GCSE MFL subject

Subjects that complement MFL

Learning a language develops communication skills, problem solving skills and analytical skills and so combines well with any other subject. Students may need languages for all sorts of career destinations- doctors, psychologists and physiotherapists need language skills to communicate effectively with patients whether they work in the UK or overseas; businessmen, bankers and entrepreneurs all need language skills to make deals and sell products on the global market. Learning one language makes it easier to learn another, so we often have students learning two languages at A level. Studying a language at A level will allow students to access research in that language, as well giving them the linguistic skills to study a different subject at a university abroad.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Listening, reading and writing Topics covered include: the changing nature of the family; the digital world; youth culture; immigration; integration; racism.	2 hour 30 minutes written examination	50% of A Level
2	Written paper The study of a film and a play or novel	2 hours written examination	20% of A level
3	Speaking paper Card based discussion of the topics studied for paper 1; discussion of individual research project	21-23 minutes (including 5 minutes preparation time)	30%

For further course details, please see the specification website.

Why study MFL?

Learning a language is a never-ending process; languages are constantly changing, bringing in new words and getting rid of old ones. Studying a foreign language at A level will allow student to improve their literacy, communication and presentation skills. Students will not just learn the vocabulary and grammar of the language, but also discover the cultures and traditions of the people speaking the language they are studying. The individual research project will allow individuals to develop their research skills and investigate an aspect of culture or society that really interests them. It will develop a student's ability to prioritise their workload and enhance presentation skills. We have additional speaking support provided by our language assistants, allowing students to work individually to improve spoken fluency. Students will be given the opportunity to mentor younger students, which our sixth formers find very rewarding. We also have an excellent Oxbridge success rate.

Where can MFL take you?

Languages are an invaluable skill to have. Having a language can increase a salary from 8 to 20% and gives individuals a head start on other potential employees as by speaking another language they are vital to any company who does international business. Studying a foreign language can also lead to work in law, management, marketing, publishing, journalism and living and working abroad. In a recent CBI survey, only one third of UK businesses were happy with the foreign language skills of school leavers. If we are to be successful as a global trading nation, we need to be able to communicate with other countries in their own languages. Employers also recognise that linguists are diligent learners and an A level in a language is recognised as a rigorous academic qualification.

Extra-Curricular Opportunities

There are numerous extra-curricular opportunities for sixth form linguists, including language societies, debating competitions, poetry competitions, university study days and cinema and theatre visits. Residential opportunities are provided through the French study visit to Normandy and the Augsburg work experience exchange programme. Students also independently take part in work experience programmes in France and Spain. These residential stays allow students to experience the society and culture of the language they are studying at first hand.

Music

AQA: Specification code 7272

Grades required for study

7 in GCSE music, OR ABRSM Grade 6 AND grade 7 in a GCSE English subject

Subjects that complement music

Music complements most subjects!

It is often chosen by students of maths/science subjects and would certainly provide a complete contrast in the type of lesson students would experience (listening to, analysing and writing about music/composing and arranging/performing on an instrument)

It complements all arts subjects – we often find students who like languages, history, English, psychology, also have a love of music and enjoy music lessons alongside their other subjects.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	Appraising Music • Core area of study: Western classical tradition 1650- 1910 (Mozart opera: Marriage of Figaro; Romantic piano music: Chopin/Brahms/Grieg) • Music for theatre (to include Sondheim, Bernstein) • Art music since 1910 (Reich, Shostakovich, Macmillan)	2 hours 15 written examination; students have their own CD to operate for the listening section – questions on both familiar and unfamiliar music are set	40% of A Level
2	Performance • Minimum standard grade 5 – performing on one or 2 instruments/voice	10 – 12 minutes of recorded solo pieces in March of Y13	35 % of A level – externally assessed
3	Composition • Composition 1: Set to a brief (2 harmony exercises completed during Y13, or choosing another brief set by AQA) • Composition 2: Free composition	4.30 – 6 minutes of composed music completed/recorded by March of Y13	25 % of A level – externally assessed

For further course details, please see the specification website.

Why study music?

If you love music, play an instrument or sing to at least grade 5, enjoy being creative with sound, and love listening to a wide variety of music, then this A level could be for you. Are you musically curious?!

Universities consider music A level as a strong and rigorous academic choice, which in addition, gives students a wide variety of skill sets, including creativity, the ability to analyse and write concisely, confidence with performance, a rigorous understanding of composition and harmony, and the ability to listen with great focus and draw conclusions about musical styles.

In addition, it is great fun to study music – class sizes are small and you will be studying with other like-minded musicians!

Where can music take you?

Music A level students from AGGS have gone on to study music at university or music college, or have been awarded choral/instrumental scholarships at Oxbridge universities.

Some have gone on to study a wide variety of arts/science degrees and have continued to enjoy making music as a hobby.

Music can also be the pathway to meeting other like-minded students, which often lead to wonderful friendships.

Music careers can include performing, arts administration, music therapy, music teaching (class and instrumental), composing, music technology related careers. Often musicians develop portfolio- type careers, managing several strands of job type, which makes for a really varied career.

Extra-Curricular Opportunities

A level musicians are given the opportunity to attend concerts in Manchester which link to any of the set A level pieces. In addition we are often invited to attend university style workshops/lectures at Chethams' School of Music and the University of Manchester.

At AGGS there are a large number of extracurricular musical groups in which students can enjoy music making to a high level in the sixth form:

1st Orchestra, 2nd Orchestra, String Orchestra, Jazz Band, Chamber Choir, Senior Choir, Saxophone Ensemble

In addition, sixth formers lead the following ensembles: Flute Ensemble, Wind Band, Cello Choir, Guitar Ensemble, Recorder Ensemble, Folk Band. The opportunity to direct an ensemble – to conduct, choose/arrange music, lead rehearsals and work with the younger students is a great skill to hone and is something you can add to your UCAS statement too.

All of the above perform at many concerts throughout the year, both in and out of school.

Physics

AQA: Specification code 7408

Grades required for study

The syllabus studied is designed to follow on from the GCSE physics course (for students who have taken separate sciences). Students wishing to take physics after taking trilogy science are required to take an access course following their GCSE examinations in summer 2020 which will ensure that they suffer no disadvantage when beginning the course. Students will be required to come into school and undertake supervised study and practical lessons with a physics teacher to cover some topics from the separate science course. Students wishing to take A level physics **must** have achieved at **least a grade 7**, in GCSE separate science physics or grade 7-7 in the trilogy examination, a grade 7 or 8 is also preferable in maths. All pupils should have studied biology and chemistry at GCSE either as part of separate science or trilogy science.

Subjects that complement physics

One of the most important requirements is an enquiring mind; to want to know what we understand about the physical universe on the astronomical, atomic and everyday scales, and how we have come to this knowledge. Enjoying problem solving helps.

If students are studying Mathematics A level, then they should be able to cope readily with the mathematics required for A level physics. The mathematics requirement of the course, however, goes slightly beyond that covered at GCSE level and mathematical competence must be maintained.

Physics is usually taken with mathematics and chemistry, (and occasionally further mathematics) or with chemistry and biology. These choices lead to degree and career possibilities in pure and applied sciences, medicine, computing and engineering. If students wish to pursue engineering, then it is essential to study both maths and physics to A level. If students study physics without mathematics then they may still embark on degree courses and careers in the life sciences and medicine, or even materials science.

Course structure

Unit	Content of Unit	Assessment	Weighting
1	1. Measurements and their errors 2. Particles and radiation 3. Waves 4. Mechanics and materials 5. Electricity 6.1 (Periodic motion)	2 hour written exam. 60 marks of short and long answer questions and 25 multiple choice questions on content.	34% of overall A level*%*
2	6.2 Further mechanics and thermal physics 7. Fields and their consequences 8. Nuclear physics	2 hour written exam. Assumed knowledge from sections 1 to 6.1 60 marks of short and long answer questions and 25 multiple choice questions on content.	34% of overall A-level

3	Section A: Compulsory section: Practical skills and data analysis Section B: medical physics	2 hour written exam. 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.	32% of overall A-level

For further course details, please see the specification website.

Why study physics?

For careers in **engineering and technology**, physics is essential. In **other careers,** physics is seen as highly desirable, because of its indication that students have been trained in logical processes and problem solving. Physicists are valued for their training in logical thinking and their ability to apply that reasoning to demanding situations.

Where can physics take you?

There is an increasing opportunity to study physics or engineering to degree level with a language and to include a year in a foreign university with a chosen course. Physics is often taken with geography, where it will provide a good background for studying earth sciences. Science A levels can also lead to non-science degrees, such as law and architecture.

Extra-Curricular Opportunities

The Physics department is proud of its tradition of providing extensive extra-curricular opportunities. These vary from year to year and have included:

- Entering national competitions such as the women in engineering talent 2030 competition.
- Visits to attend lectures at Manchester/Salford university
- CREST awards
- Astronomy club
- Visits from outside speakers
- Visits to external events such as careers days
- Trip to CERN

Psychology

AQA: Specification code 7182

Grades required for study

7 in GCSE mathematics, OR 7 in a GCSE science subject.

Subjects that complement psychology

Mathematics, biology, English (for essay writing), humanities based subjects i.e. religious studies, history, geography (there is some overlap in terms of cultural research and ethics).

Course structure

Paper	Content of Paper	Assessment	Weighting
1	**Introductory topics in psychology** - Developmental psychology – how do childhood attachments affect our adult relationships? What happens if a child fails to form an attachment? - Cognitive psychology – how does our memory work and how has current research been used to improve the accuracy of recall? - Social Influence – this topic looks at the factors involved in conformity and obedience and tries to explain why some individuals may be more likely to obey or conform. - Psychopathology – how can we diagnose OCD, depression and phobias? Are they caused by internal or external factors?	2 hour written examination	33.3% of A Level
2	**Psychology in Context** - Approaches in Psychology – what are the main approaches psychologists take when trying to explain behaviour? - Biopsychology – how does our biology underpin our behaviour and our biological rhythms? - Research methods – how do psychologists investigate human behaviour? How do they design robust scientific research and then analyse the data statistically? (this section is worth 50% of this paper).	2 hour written examination	33.3% of A Level
3	**Issues and Options** - Gender – if someone's gender a biological fact or is it shaped by society? Can a person's gender change? Is gender different across cultures? - Aggression – what causes an individual to be aggressive? How can we use aggression in animals to explain human aggression? - Schizophrenia – what issues surround the diagnosis of schizophrenia? What are the causes and how can it be treated?	2 hour written examination	33.3% of A Level

	- Issues and Debates – what are the key issues raised by psychological research? What are the main debates e.g. is human behaviour cause by nature or nurture?		

For further course details, please see the specification website.

Why study Psychology?

Psychology is the scientific study of mind and behaviour, something which is immediately relevant to all of us. It gives us insight into not only the general patterns of human behaviour, but also the uniqueness of individuals. If students are interested in understanding the people around them, and they have a scientific mind then they will enjoy psychology. Students will develop their understanding of scientific research methods and be able to apply this to a range of fascinating topics. Learning in the classroom is very hands on and students will have lots of opportunity to be part of experiments as well as designing their own research.

Where can Psychology take you?

Psychology gives students a range of skills such as being able to collect, analyse and interpret statistical data. Learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills. Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in psychology are sought after in business, management, teaching, research, law, social work and careers in medicine and healthcare. If you are interested in studying the subject at degree and post-graduate level in order to become a psychologist, you can work in a huge range of areas including sports, education, clinical and counselling sessions and neuropsychology.

Extra-Curricular Opportunities

Psychology Society – a student run weekly club which allows pupils to discuss psychologically related documentaries, films, books

Psychology and Pseudoscience conference – in Year 12 pupils will be able to attend this fun and interactive workshop that builds on the curriculum.

Psychology mentoring – Year 13 pupils will have the opportunity to peer mentor Year 12 psychology pupils

Crime and deviance conference – in Year 13 pupils will be able to meet people who have served time in prison for a variety of offences. They will be able to question them on their experiences and rehabilitation. This links to the aggression topic studies in Year 13.

Throughout their time in Sixth Form, all pupils will be able to attend psychology careers related lunchtime talks from a variety of guest speakers.

Religious Studies

AQA: Specification code 7062A

Grades required for study

7 in GCSE RS, OR 7 in a GCSE English OR 7 in a GCSE humanity subject.

Students taking religious studies at A level should have achieved at least grade 7 in religious studies at GCSE. However, it is not necessary to have taken GCSE RS in order to study RS at advanced level. No prior knowledge of religious studies is required and students with a broad range of GCSE qualifications at grade 7 and above including another humanities subject e.g. history, will be considered. The opportunity is provided, however, for students who have studied RS at GCSE to build on knowledge, understanding and skills gained at that level. Nor is it necessary to hold any religious beliefs; this is an academic study of several areas of theology, philosophy, ethics and religions and is accessible to students of any religious persuasion or none. Students will need to enjoy reading, as much is required in this challenging course. Students should also be aware that there are no modules or coursework and that their A level marks will be based on end-of-year examinations which are entirely essay-based, requiring a good level of English

Subjects that complement religious studies

Religious studies fits well with other humanities subjects, as well as those in the arts. Most students study the subject alongside at least one science A level, as it often provides a contrast due the essay-based nature of the course.

Course structure

Unit	Content of Unit	Assessment	Weighting
Component 1: Section A	**Philosophy of religion** - Arguments for the existence of God - Evil and suffering - Religious experience - Religious language - Miracles - Self and life after death.	3 hour written examination	50% of A Level
Component 1: Section B	**Ethics and religion** - Ethical theories - Issues of human life and death - Issues of animal life and death - Introduction to meta ethics - Free will and moral responsibility - Conscience - Bentham and Kant.		
Component 2: Section A	**A study of Buddhism** • Sources of wisdom and authority. • God/gods/ultimate reality. • Self, death and the afterlife. • Good conduct and key moral principles. • Expression of religious identity. • Religion, gender and sexuality. • Religion and science. • Religion and secularisation. • Religion and religious pluralism.	3 hour written examination	50 % of A Level

Component 2: Section B	**The dialogue between philosophy of religion and Buddhism.** How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.		
Component 2: Section C	**The dialogue between ethical studies and Buddhism.** How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.		

For further course details, please see the specification website.

Why study religious studies?

Religious studies is purposeful for those students who are interested in people and behaviour. At its core, religious studies is the understanding of human belief systems and how they affect the lives of believers, and non-believers, today. Students will develop the skills to sustain and defend an argument, as well as challenge the opinion of others through the use of logic, opinion and fact. They will gain knowledge that will challenge their own understanding of ontology (existence), epistemology (knowledge) and ethics (moral behaviour), alongside researching the Buddhist worldview, in greater depth than at GCSE.

The Russell Group of top universities has made it clear that RS A level provides '*suitable preparation for University generally'*. For those students who enjoy the challenge of academia, research from the Centre for Evaluation and Monitoring at Durham University on the comparative difficulty of different subjects at A level showed that RS was '*in the middle difficulty range, similar to Geography and more demanding than English'*.

Where can religious studies take you?

The skills learnt in religious studies are transferrable to academic degrees such as law, PPE and medicine, particularly due to the logical skills that are acquired when examining a philosophical argument. Students who wish to a pursue a career in human resources, teaching or any other occupation that requires interaction with, and management of, large groups of people will benefit from the skills learnt in religious studies, namely those associated with communication, tolerance and respect.

Both Oxford and Cambridge Universities include religious studies in the top level list of 'generally suitable Arts A levels'. Applicants with a religious studies A level were more likely to gain admission to study history at Oxford University in 2012 than those with A levels in many 'facilitating' subjects, due to the rigorous skills one achieves during the A Level course. Interestingly, 20% of students admitted to Oxford University to study mathematics in 2012 had an RS A level (more than those with economics, physics and business studies A levels). In fact, almost 21% of students admitted to Oxford University to study English and 13.5% admitted to study history in 2015 had an RS A level, more than those with an economics, physics and business studies A level.

Employers are also recognising the value of religious literacy. For example, in February 2017, Ernst & Young announced the creation of Religious Literacy for Organisations (RLO), a diversity and inclusion training programme designed to help organisations better understand religious inclusion and its positive impact on business process and performance.

Extra-Curricular Opportunities

- Christian Union
- Islamic Society
- Jewish society
- Essay competitions, such as those from the John Locke Institute at Oxford University
- A Level masterclass conference for all A Level students
- Trips currently on the calendar include Neasden Mandir in London, Rome, Sri Lanka and Japan