BOOTHAM
SCHOOL
AGES 3-18

COLLEGE CURRICULUM

Welcome from the Head of College

BOOTHAM SCHOOL
AGES 3-18

Dear Students

College represents a new beginning for all, whether you have been here for a number of years or whether you are new to Bootham. You will have a new tutor and tutor group and will have the opportunity to make new friendships with people from the local area as well as from across the world. College will, I'm sure, prove to be a very exciting and a challenging part of your life as you are making choices that will, to an extent, shape your future.

The specific pathway you choose will be unique to you, as you follow your academic subject choices, and make the decisions about Activities and Challenge Courses as well as the Service and Volunteering Opportunities.

Fundamentally, we want to teach the knowledge required for success and to develop skills of resilience, perseverance, open-mindedness, collaboration and reflection.

To achieve this, we have always placed relationships between staff and students at the heart of learning. Teachers get to know you as individuals and engage closely with your progress and wellbeing. What happens to you really matters to all of us. We have small tutor groups in order for your tutor to track your academic learning as well as support you through university applications. We also ensure small teaching sets where teachers can give specific feedback and monitor your development.

A Bootham College education is a preparation for the opportunities and challenges of life as we anticipate it. We want you to have a breadth of experience inside and outside the classroom. We aim to deliver a curriculum that you see as offering substantial gains, which are relevant to your life. We understand that it is not just knowledge that you need, it's also the character, courage and confidence to face the future and flourish. We want you to: engage with your own learning, be curious, act on the feedback given and persist with difficulty. These attributes are our intended outcomes and there is no question that they produce excellent results at A Level, but they also engender broader life skills which will sustain you at university and in the rapidly changing world of work.

I look forward to welcoming you into College.

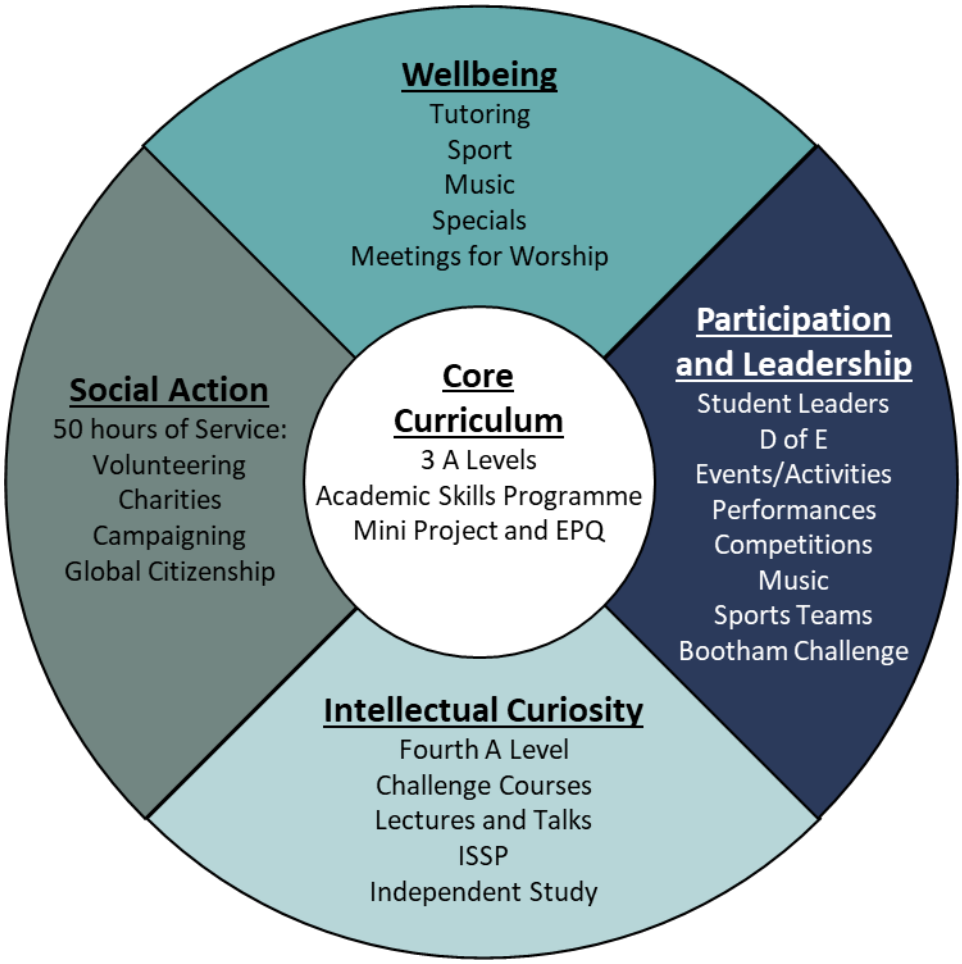
Helen Sharp

HEAD OF COLLEGE

MEMBRA SUMUS CORPORIS MAGNI

The College Curriculum can be summarised in a wheel. At the centre is our Core Curriculum that has the three A Levels, Extended Projects and Skills Programme. Radiating out from that are the elements that make the Bootham College Curriculum special and develop the whole person.

The next few pages give more details on what this means to a College Student and how they will find the right route for themselves.

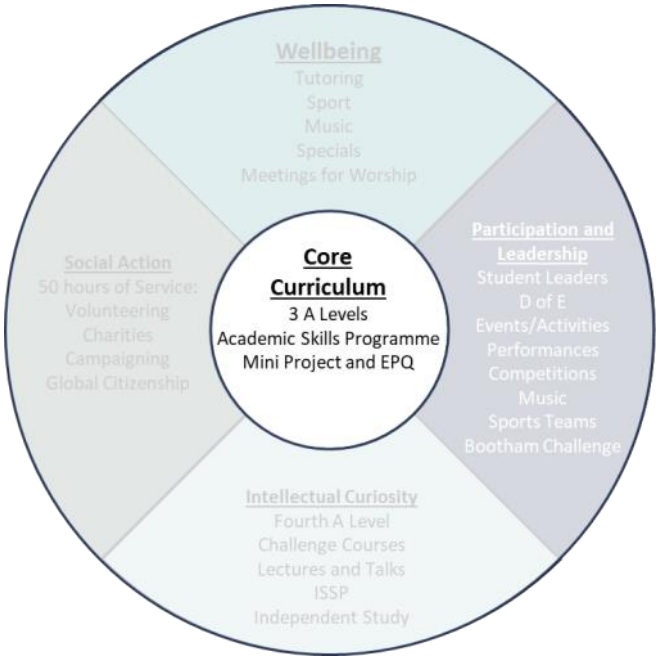


A LEVEL PATHWAYS:
Each student's programme over the two years will be unique, but here are some common pathways through College:

Pathway 1:
3 A Levels
Mini Project and Extended Project Qualification (EPQ)
50 hours of Service
3 Challenge Courses
Specials, College PE and a weekly activity

Pathway 2:
4 A Levels
Mini Project and Extended Project Qualification (EPQ)
50 hours of Service
3 Challenge Courses
Specials, College PE and a weekly activity

The Bootham Curriculum - 2024



A LEVELS:
For the majority of you the core curriculum consists of three A Levels. The A Levels are linear in approach with all examinations taken at the end of the two-year course. The specifications are designed to be stimulating and challenging in terms of content and skills acquired and will involve a high level of independence, organisation and motivation. This is why choosing to study four A Levels needs very careful consideration. We have in total 24 subjects that we offer at A Level and you will also be required to hone your research skills by completing a Mini Project and an EPQ.

ACADEMIC SKILLS COURSE:
The Academic Skills Course is part of the core curriculum and is designed to support your learning at A Level and also prepare you, more specifically, to be independent learners.

It involves a taught lesson every week throughout the winter term in College One, in which the students complete a mini research project and learn the skills needed to complete an EPQ. In January students decide whether to opt for an EPQ or no project but directed work connected to their A Levels. The weekly Skills course includes the following:

- How and where to research academic questions effectively
- How to evaluate research
- How to manage the project in the time given
- How to structure and write a report
- How to give a presentation

EXTENDED PROJECT QUALIFICATION (EPQ):
The EPQ is a self-directed project designed to develop specific attributes such as:

- Making decisions and problem solving
- Being a critical, reflective and independent learner
- Showing creativity, initiative and innovation
- Demonstration of planning, time management, research and analysis

This involves 90 hours of research and, in most cases, students write a 5,000-word report. However, it is also possible to submit an artefact accompanied by a 1,000-word report. Recent examples of projects undertaken by Bootham students include:

'Can reconstructions of historical sites, since 1900, be defined as successful?'

'Does the gender stereotyping of toys limit the development of skills between the ages of 3 to 5?'

'What factors were the most significant in the success and longevity of the Han Dynasty?'

'From a technology standpoint, will ocean-going shipping be fully autonomous by 2030?'

'Should the placebo effect have a place in modern medicine?'

'Are the RFU doing enough to keep rugby players, both professional and amateur, safe from concussion and the resulting disorders?'

'What is the most efficient and cost-effective way of devising and assembling a power amplifier circuit and analysing its properties?'

The EPQ qualification is equivalent to 50% of an A Level. It carries half the UCAS points of a full A Level and is advanced in standard. The top grade is an A*. The student is required to choose an area of interest outside of their A Level studies, draft a title and aims for the project, research, plan and realise the project and deliver a presentation. They will complete a log which evidences the development of the project at various stages. This log is assessed as part of the overall qualification and is a vital part of the EPQ.

Assessment:
Support: Students will be allocated a supervisor, who will meet with them individually every two weeks throughout the project and provide support and guidance. Students will be further supported by the provision of sessions on necessary skills in the Academic Skills Course, which continues to run for the whole academic year of College One.

Timescales: Students can choose to start an EPQ in January of College One with completion expected by September of the following academic year (beginning of College Two).

COMPONENT	WEIGHTING
Managing: Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
Use Resources: Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
Develop and Realise: Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	40%
Review: Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

The Mini Project and EPQ prepare you for the rigours of university study by developing the skills of independent research and is accordingly valued by universities, and in addition should be very useful to discuss in personal statements and interviews.

It is vital that students should start to consider subjects and course options in the first term of Upper Senior (Year 11/Fifth Form). Students will be able to discuss their possible programmes with their form tutors, Deputy Head (Academic), Assistant Head (Curriculum Logistics), Careers Department and Head of College.

Choosing subjects is not always easy. As a simple guide, you might consider:

- Which subjects you most enjoy
- Which subjects you do well in
- Which subjects you will require for university or career

At Bootham an almost free choice of subjects is possible initially; you do not have to choose from published option groups. From these choices, the option groups are constructed and any revised choices have to be made from these groups. Very occasionally, if there are insufficient numbers to make a particular subject viable, we may have to cancel it, or if appropriate, offer the subject with fewer timetabled lessons and some directed independent study.

WHAT DO I NEED TO JOIN COLLEGE?

Students progressing to College, from Bootham or elsewhere, will need to have passes in Maths and English Language at C grade (GCSE or iGCSE) or Level 4 (new GCSE grading). In addition, they will need to fulfil the grade requirements for each of their chosen subjects. It is therefore crucial to consult the grade table below and the course descriptions on the subject pages of this booklet.

Entry into Bootham for students from other schools is also dependent upon a satisfactory reference from their current school, which confirms the student's good character, commitment to hard work and suitability for A Level study. Applicants will also be interviewed, where possible, by the Head.

GCSE GRADE REQUIREMENTS FOR ENTRY TO COLLEGE:

Art	GCSE at grade C/5 or assessment by the Head of Art.
Biology	GCSE at grade A/7 in Biology or Dual Science and B/6 in Mathematics.
Business	Good command of English and Maths. GCSE grade A/7 or B/6 in both. Students of Business should be prepared to keep abreast of UK and Global Business news.
Chemistry	GCSE A/7 in Chemistry or Dual Science and Mathematics.
Classics	GCSE C/4 but not necessary to have taken at GCSE.
Computer Science	GCSE grade B/6 at Mathematics. You do not need to have taken at GCSE.
Design and Technology	GCSE at grade B/6 in Design and Technology Product Design. This course has an emphasis on Maths and Science and you would be expected to have good GCSE grades in these subjects.
Drama	Students for this course should normally have achieved a grade B/6 or above in GCSE Drama and B/6 in English. Consideration will be given to students without these grades who are able to demonstrate ability, experience in or a commitment to Drama or performance (e.g. through previous participation in drama productions, involvement in youth theatre, dance and /or music).

A Level Subject Choices

Economics	Students need a good command of English as there are essays to write. There is also an increased data analysis in the case studies so students must have good numerical skills. GCSE English and Maths grades A/7 or B/6 are minimum requirements. Students of Economics must be prepared to engage in debate and be interested in the political context of how our economy works.
English Literature	GCSE at grade 6 in English Language and Literature.
French	GCSE grade B/6 but preferably A/7. Knowledge, understanding and skills equivalent to those specified for GCSE at higher tier.
Geography	A B/6 in GCSE Geography and Mathematics desirable but not essential.
German	GCSE grade B/6 but preferably A/7. Knowledge, understanding and skills equivalent to those specified for GCSE at higher tier.
History	GCSE at grade C/4 although not necessary to have studied at GCSE.
Latin	GCSE at grade B/6 or above.
Mathematics	GCSE grade A/7 in the higher tier of GCSE and it is helpful to have followed a fuller syllabus in the fifth year than is strictly required for the GCSE examinations.
Further Mathematics	GCSE grade A*/8.
Music	Students wishing to undertake Music A Level courses will usually have studied it successfully at GCSE and be a performer of at least grade 6 ABRSM standard, but anybody with grade 7 or equivalent performance skills, or with experience in composing, could be considered. Please discuss your circumstances with the Director of Music.
Physical Education	GCSE PE at grade 5 . If PE has not been studied at GCSE, then students should have grade C/4 in English Language and a grade 5 in a science subject. Also, students must play one competitive sport at a good to high standard.
Physics	GCSE to grade A/7 or above in Physics and Maths as well as a good level of English.
Politics	GCSE pass in an essay-based subject and a willingness to stay up-to-date with the news and debate and discuss current affairs.
Psychology	GCSE grade B/6 in an essay-based subject e.g. English and B/6 in Dual Science or Biology and ideally A/7 in Mathematics.
Religious Studies (Philosophy, Religion and Ethics)	GCSE B/6 or higher in an essay-based subject e.g. English or History, preferable B/6 in Religious Studies. Where a student may not have met the entry requirements for A Level, but can demonstrate suitability for the course, entry would be reviewed on an individual basis.
Spanish	GCSE grade B/6 but preferably A/7. Knowledge, understanding and skills equivalent to those specified for GCSE at higher tier.

ART

STUDYING A LEVEL ART

Art in College is about allowing students the freedom to create work that reflects their personal dialogue with the world whilst challenging them to refine their understanding of craft and concept to a high level of sophistication. Students studying Art at this level gain the confidence and ability to express their ideas fluently in visual form. They also gain valuable experience in the areas of independent research, studio practice, and self-led project development. Each student is treated as an individual. Personalised one-to-one tutorials enable projects to develop in harmony with the wider interests and aspirations of the student, allowing A Level Art to complement the broader programme of subjects being studied.

WHY STUDY A LEVEL ART?

The A Level Art and Design specification gives students a platform to develop their skills and abilities in a wide range of academic areas. There is still a heavy emphasis on practical, skills-based work. However, the new assessment criteria place increased importance on the need for rigorous critical and contextual understanding as evidenced in the analytical essay component of Unit 2. More so than at any time in the AS era, an A Level in Art is recognised as testifying to a student's academic research prowess as well as identifying them as a skilful, creative individual.

Art and Design is an essential choice at Bootham for students who may want to consider pursuing a programme of undergraduate study in many of the following areas:

- Architecture
- Fine Art
- Graphic Design
- Illustration
- Fashion and Textiles
- History of Art
- Interior Design
- Animation
- Product Design
- Photography
- Film Design and Production

It is also important not to discount the value of A Level Art when applying for undergraduate degree programmes not immediately connected to the subject. Recent A Level leavers who have studied Art as part of a three or four A Level portfolio have gone on to study Physics, Computer Science, Philosophy, Biology, Law and Chemistry at various Russell Group universities around the UK where creativity and imagination are keenly sought after.

The components of the A Level qualification are as follows:

COMPONENT 1: PERSONAL INVESTIGATION (50% of the total qualification)

When:

September (College One) to January (College Two)

Content:

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). The aim is to generate a personal project driven by the student's individual ideas and intentions. A broad introductory phase will allow us to identify the student's strengths, preferences and the individual character of their work. They will

then be encouraged to create work along more diverse and individual paths as the project develops. The enhancement of skill and conceptual understanding are equally important throughout.

Assessment:
This incorporates three major elements: supporting studies, practical work and a critical/contextual essay of not less than 1000 words. Supporting studies and practical work will comprise a portfolio of experimental outcomes based on themes and ideas developed from personal starting points. The critical essay will analyse and explore contemporary and historical themes relating to the development portfolio.

COMPONENT2: EXTERNALLY SET ASSIGNMENT
(50% of the total qualification)

When:
January to June (College Two)

Content:
This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme. This project is designed to encourage greater autonomy and independence in the way that students research and develop their practical work and concludes with a 15 hour period of sustained focus during which students are expected to make one or more major pieces of work without the guidance and direction of tutors.

Assessment:
This incorporates two major elements: preparatory studies and a 15 hour period of sustained focus during which a major piece or pieces of work must be made in response to the preparatory studies. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment theme provided by Edexcel.

BIOLOGY

The Edexcel Specification is designed to motivate students by helping them to realise how many of today's issues require the knowledge and understanding underpinned by biological principles. The course approaches Biology in a completely new way, through the contextualisation of the subject matter. It represents a great way to learn traditional Biological information whilst extending ideas through their many contemporary applications.

The course is superbly well-resourced, and establishes a balance between factual and practical skills. The Biology Portal page enables students to work on their Biology A Level at any time, supporting their progress and enabling them to extend their knowledge further. Lessons make use of ICT resources, animations, discussions and a range of activities to enable students to access and interpret the specification. Students receive a textbook written for the course and an associated revision guide to help consolidate and explain the concepts in a variety of ways. The course uses practical work as an integral accompaniment to theory and aims to develop practical skills that will be transferable across other science A Levels and beyond to higher science education.

SUBJECT COMBINATIONS

Students will usually study Biology in combination with the other Sciences or Mathematics. Those intending to study Medicine, Veterinary Science or Biology must accompany Biology A Level with Chemistry. Biology is probably the most accessible science, yet it is still a demanding subject. It is perfectly acceptable to take Biology in combination with other non-science A Levels. It is not a requirement to study A Level Chemistry in order to take Biology, but the two subjects naturally complement each other and many students opt for this combination. The main reason to take Biology is because the student is interested in Biology and enjoys their Biology lessons.

BIOLOGY ROUTE OF STUDY

Advanced Biology is studied over 2 years, and is composed of 8 units, examined at the end of the 2 years in one examination sitting.

COURSE CONTENT AND ASSESSMENT

YEAR 1:

Four topics are studied in the first year:

1. Lifestyle, health and risk

2. Genes and health

3. The voice of the genome

4. Biodiversity and natural resources

The topics cover the traditional Biology content including biochemistry, cell biology, genetics and genetic engineering, sexual reproduction, circulation and gas exchange. The strength of the Edexcel course, however, is that we also study genetic disease, cardiovascular disease, global warming, the Human Genome Project, the role of stem cells and a variety of other contemporary biological subjects including bio-ethics.

YEAR 2:

5. On the wild side

6. Infection, immunity and forensics

7. Run for your life

8. Grey matter

The topics cover genetics, ecology, respiration, the immune response, microbiology, skeletal system, respiration, photosynthesis, homeostasis and neuroscience. Again we shall study new and relevant Biology including forensics, zoos and conservation, medical technology and the physiology of athletes, to name but a few.

FIELD WORK

Students will attend a fieldwork excursion to practise techniques and develop a clear understanding of ecological and management methods. Additional visits and trips are organised through the course on an individual topic based manner.

ASSESSMENT

Assessment of the A Level will be through three exams of 2 hours (*testing from information from all topics in each exam).* One examination will include a question related to a pre-released scientific article that students will explore in and out of school. Questions related to the article will test students' understanding of the Biology involved.

PRACTICAL SKILLS

There is also a practical endorsement of each student's practical skills against a common framework which will be submitted to the exam board on completion of the full course.

BUSINESS

PEARSON EDEXCEL

Business A Level is an academic qualification which encourages investigation. From the start, there is a focus on quantitative skills because so much business activity is based on numbers. There is a welcome focus on international and multinational firms, climate change and impact of globalisation.

Students will gain an holistic understanding of business in a range of contexts by investigating the firm's ability to meet society's needs and wants. Business behaviour will be studied from a range of perspectives. Our students will generate enterprising and creative approaches to business opportunities, problems and issues and be aware of ethical dilemmas and responsibilities faced by organisations and individuals.

OVERVIEW

1. Marketing and People

How businesses identify opportunities and focus on developing competitive advantages when interacting with customers. How businesses need to adapt their marketing to operate in a dynamic business environment? How do firms recruit, train, organise and motivate employees? What makes a good leader? Could you be an entrepreneur?

2. Managing Business Activities

How do firms raise and managing finance? How do we measure business performance? The importance of using resources efficiently to ensure products can be delivered effectively and to a high quality is critically investigated. The external, economic and political influences that have an impact on businesses are explored.

3. Business Decisions and Strategy

Investigates the strategic view of business opportunities and issues. Analyses corporate objectives and strategy against financial and non-financial performance measures. How do businesses grow? Examines the causes and effects of change and how businesses mitigate risk and uncertainty.

4. Global Business

Investigates how firms trade on a global scale and explores their reasons for doing so. Develops an understanding of the globally competitive environment and considers ethical and moral dimensions, which includes climate change and Brexit, of global business activities.

ASSESSMENT

There are three examinations and the four themes are grouped together.

Marketing, People and Global Business	Theme 1 and 4	2 hour exam, a mix of short answers and two extended responses
Business Activities, Decisions and Strategy	Theme 2 and 3	2 hour exam, a mix of data response short answers and two extended responses
Investigating Business in a Competitive Environment	Themes 1, 2, 3 and 4	This is based on a large scale research project, guided by staff and is the basis for a 2 hour exam, a mix of data response short answers and two extended responses

The course is taught by using lectures, debates, group work and individual learning. Textbooks are supplemented with information from newspapers, podcasts, wider reading. We undertake some practical work including, for example, field work in York, a visit to Jaguar Land Rover and revision

CHEMISTRY

OCR

This course is for people who are genuinely curious about the physical world we live in: Why are materials the way they are? Why do chemicals react? What are the patterns in the elements? How are new materials made? What are the causes of and solutions to environmental problems? Why is water essential to life and wouldn't other substances do just as well? What makes things coloured? As students' understanding develops, they learn the principles of designing molecules to make better materials, medicines and dyes, as well as the ways Chemists can work to improve the world around us.

Chemistry is a valuable qualification; it is a preferred A Level subject for entry into many science degree courses and is essential for most medical and veterinary courses. Many biological sciences courses ask for Chemistry. It's also required for the more obviously chemical-related courses. The chemical industries form one of the largest sectors of British industry, so job prospects for chemists are always good.

An A Level in Chemistry is evidence of being able to think rigorously, logically and imaginatively. It also demonstrates applied mathematical and practical skills, as well as precision in language. This means that it is welcomed for a range of non-scientific courses from Business Studies and Law to Economics and Philosophy. Developing an understanding of scientific ideas and principles can benefit students from all disciplines.

THE COURSE

This is a two-year course to A Level. The Salters A Level Chemistry course is slightly different from other Chemistry A Levels in that the subject is taught using Context-Based Learning. This has two main advantages: Firstly, it is engaging and obviously relevant. Secondly, it introduces difficult new concepts in easy stages, with lots of practice during the course. Similar ideas are met in different contexts and in increasing depth. This is designed to fit well with how learning is best achieved. It also builds confidence when tackling unfamiliar material; learning to use existing knowledge to solve problems is excellent preparation for university and beyond.

The contexts are:

- Elements of life
- Developing fuels
- Elements from the sea
- Colour by design
- The ozone story
- What's in a medicine?
- The chemical industry
- Polymers and life
- Oceans
- Developing metal

ASSESSMENT

All papers are synoptic, which means they can cover any area of the syllabus.

Fundamentals of Chemistry *Multiple choice and short answer questions*	2 hrs 15 mins	41%
Scientific Literacy in Chemistry *Short and longer answer questions*	2 hrs 15 mins	37%
Practical Skills in Chemistry (written paper) *Accessing ideas and skills linked to practical work*	1 hr 30 mins	22%
Practical endorsement in Chemistry *Assessed continuously through the course.* *Students keep records in lab books as evidence*	non exam	separately reported

WHAT HAVE PREVIOUS STUDENTS FELT ABOUT THE COURSE?

Our students have often felt that Chemistry stretched them intellectually more than in most subjects. They have responded enthusiastically to the topics, feeling that they have opened up whole new understandings of the world. Many students have said it was their hardest A Level but they did not regret taking it, saying they found it enormously rewarding to have met the challenge.

REQUIREMENTS

- An enquiring mind.
- A liking of accuracy and rigour.
- Willingness to work hard!

CLASSICS

OCR

To study A Level Classics, it is not essential to have studied the ancient world before, although clearly a deep interest in the ancient world is essential. Candidates should, however, already have a good grasp of English comprehension and essay writing and ideally have a good pass in English Language. As half of the course is based on ancient literature, an interest in English Literature is a great benefit. There is no need in this course for knowledge of either Latin or Ancient Greek as source material is studied in translation.

The main requirements are an interest in the ancient world, together with the will to read around the subject and make use of the wide amount of material available at Bootham, the important resources provided by the historic city of York and the immense world-wide assets available via the internet.

The subject considers a broad range of issues of a literary, historical, artistic and social nature. Its aims are to promote interest in the study of culture in general by making a close investigation of societies largely unlike our own, but which have influenced our own greatly. Its study involves evaluation and analysis of a wide variety of literary, architectural and artistic sources and provides students with an opportunity to study material at a highly academic level. Candidates are encouraged to make their own independent critical judgements. It is surprising to discover how closely ancient life, politics and economies parallel the modern world and how much they can inform our understanding of our own societies.

This OCR course permits the greatest ever flexibility in the field of the Classics. The area of study is, of course, the great civilisations of Europe and the Mediterranean, in particular those of Ancient Greece and Rome.

CONTENT OVERVIEW	**ASSESSMENT OVERVIEW**	
Component 1: The World of the Hero This is a compulsory component comprising of an in- depth study of: • Homer's Odyssey • Virgil's Aeneid This component is solely focused on the study of literature in translation.	**The World of the Hero** 100 marks 2 hours 20 minutes paper	40% of total A Level
Component 2: Culture and the Arts The study of visual and material culture combined with literature in translation: • Imperial Image How Rome's first emperor, Augustus, manipulated his public image. This topic may be supported by a study trip to Rome.	**Culture and the Arts** 75 marks 1 hour 45 minutes paper	30% of total A Level
Component 3: Belief and Ideas • Politics of the Late Republic This will involve the study of visual and literary source material.	**Belief and Ideas** 75 marks 1 hour 45 minutes paper	30% of total A Level

COMPUTER SCIENCE

OCR

Computer Science is more than just programming! You will learn the theory and the practicalities of how a computer works, looking at both hardware and software.

By taking Computer Science you will get a unique and in-depth look into how modern computers work and communicate with each other. In your final year, you will get the opportunity to undertake a programming project where you can create any application of your choosing, from a game to a functional "business" program. This allows you to take a deeper dive into the theory by creating a practical solution.

Component one, Computer Systems, will focus on the hardware and software that makes up a computer system with extra enhancements of looking at: networks, how Google's page rank algorithm works, the ethics around computer science, software development life cycles, and much more. Unit 1.2 and 1.4 do require mathematical skills within lessons and the exam.

Component two, Algorithms and Programming, places a lot of the units in component one into practical use. In this unit you will look at: how to think like a programmer in industry, program a coded solution to given briefs, and how efficient common algorithms such as the bubble sort and merge sort are. Unit 2.3 does require mathematical skills within lessons and the exam.

Component three, the Programming Project, is your chance to show off your programming skill and make a program that you will be proud of. If you pursue a career in software development this will be a good start/addition to your portfolio and set you up for programming in the real world.

WHAT YOU WILL STUDY

UNIT	EXAMINATION / NEA
Component 1: Computer Systems 1.1 The characteristics of contemporary processors, input, output, and storage devices 1.2 Software and Software development 1.3 Exchanging data 1.4 Data types, data structures, and algorithms 1.5 Legal, moral, cultural, and ethical issues	**Computer Systems** 140 marks 2h 30mins Non-calculator 40%
Component 2: Algorithms and Programming 2.1 Elements of computational thinking 2.2 Problem solving and programming 2.3 Algorithms to solve problems and standard algorithms	**Algorithms and Programming** 140 marks 2h 30mins Non-calculator 40%
Component 3: Programming Project 3.1 Analysis of the problem 3.2 Design of the solution 3.3 Developing the solution 3.4 Evaluation	**Programming Project** 70 marks Non examined assessment 20%

DESIGN TECHNOLOGY EDEXCEL

WHY STUDY DESIGN AND TECHNOLOGY?

This course will enable you to recognise design needs and develop an understanding of how current global issues, including integrating technology, impact on today's world.

Design and Technology opens up a wide range of career opportunities. Many universities offer a variety of D.T. related courses. To name but a few: Engineering degrees (when combined with Mathematics A Levels), Industrial Design, Product Design, Architecture, Interior Design, Packaging Design, Sports Equipment Design and Transport Design. The skills also prepare students for courses such as Ergonomics, Urban Planning and Graphics based degrees. You may also choose to study D.T., not because you intend to have a career in that area, but you simply enjoy it and it will provide you with the UMS points needed to follow your chosen career.

COURSE CONTENT

Component 1: Principles of Design and Technology
(50% of the qualification)

- Performance characteristics of materials
- Processes and techniques
- Digital technologies
- Factors influencing the development of products
- Potential hazards and risks
- Features of manufacturing industries
- Designing for maintenance and the cleaner environment
- Current legislation
- Information handling
- Modelling and forward planning

Assessment: Written Paper – 2hrs 30 mins
This paper includes: calculation, short open response questions and extended written questions, for example - analysis and evaluation of design decisions and outcomes against a technical principle for prototypes made by others, and analysis and evaluation of wider issues in Design and Technology including social, moral, ethical and environmental impacts. 15% of this paper will be higher tier (and above) Maths-based questions.

Component 2: Independent Design and Make Project
(50% of the qualification)
Students will produce a substantial design, make and evaluate project which consists of a portfolio and a working prototype. There are four parts to the assessment covering the identification of a design problem, developing the design, making the prototype and evaluation of both the design and the final prototype.

Assessment
This project will be internally assessed and externally moderated.

Work you need to do prior to starting this course

- You should make yourself familiar with a CAD package such as Google Sketch-Up.

DRAMA AND THEATRE

OCR

This course aims to develop the student's analytical and practical understanding of drama and theatre. It is an exciting course, with an emphasis on ***doing*** drama and ***making*** theatre (as an actor, designer or director). The course allows you to:

- devise your own pieces of original theatre
- study plays, theatre companies and practices
- stage scenes from modern and classic plays
- enter as a DESIGNER or PERFORMER or DIRECTOR—or do more than one.
- experience a range of live theatre. Some, you will critically evaluate and some, you will use as influence and inspiration for your own creative ideas.

THERE ARE FOUR COMPONENTS

Component 1: Practitioners in Practice (40%)

This component is designed to allow you to explore practically the work of theatre practitioners and to use the skills gained to explore text and create devised theatre. You will practically explore two practitioners and an extract from a performance text. This component is practically based allowing you to explore and experience the key ideas and methodologies in theatre. You will use the skills you have acquired throughout the component to create a piece of devised theatre.

Component 2: Exploring and Performing Texts (20%)

This component is for you to use your acting/design skills to communicate the meaning in a performance text to an audience. You will study one performance text in its entirety and work collaboratively to perform part of the text to a visiting examiner.

Component 3: Analysing Performance (20%) **Written Exam**

Section A

In Section A you will demonstrate knowledge and understanding of how extracts from the chosen texts can be rehearsed and interpreted in performance, showing an awareness of characterisation, performance style, genre and context. You will explore how characters can be interpreted and developed ready for a performance. Although this component is assessed through a written exam, preparation will include practical study.

Section B

For Section B you will be taken to see a live theatre performance. You will watch this performance during the course of your A Level study. The aim of Section B is for you to analyse and evaluate live theatre.

Component 4: Deconstructing Texts for Performance (20%) **Written Exam**

You will explore the creative possibilities of staging a chosen performance text. This component is assessed through a written exam, but preparation must consist of practical study. You will explore the performance text practically through the role of the director. You will learn how to deconstruct the text and explore how any of its scenes can be staged and performed for an audience. You will analyse and interpret the performance text in depth.

ECONOMICS

Economics A Level has been crafted to a modern qualification, removing out-dated or irrelevant theory and catching up with the World today. With the growing general interest in Economics in today's society, there has never been a better time to study the subject. The A Level course aims to give an understanding of key economic content to enable students to analyse and evaluate issues independently.

We aim to:

- Capture interest in the subject of Economics, creating an awareness of the subject's wide-ranging application to the real world and their own lives.
- Develop analytical, evaluative and mathematical skills when applying their economics knowledge to these real-world events.
- Investigate reasons why markets sometimes fail (e.g. the recent problems in housing markets) and how policies can be used to remedy such failure.

OVERVIEW

The subject is divided into two broad areas: Microeconomics and Macroeconomics.

The former addresses issues to do with the allocation of resources within individual markets, with the focus on the operation of these markets, the misallocation of resources (market failure), and government intervention. Within this, there is considerable attention paid to consumer behaviour (including elements of psychology) and the theory of the firm. This forms a significant part of the second year of study and is concerned with the costs, revenues and profits of firms operating under different market structures.

The Macroeconomics component considers the performance of economies as a whole (economic growth, international trade, financial markets, economic development, unemployment, inflation) and the policy tools to help improve this (government expenditure, trade policy, taxation, monetary policy, regulation). The focus is initially on the UK economy but, as students grow more confident in the analytical tools at their disposal, a broader, more complex range of economies is introduced, covering emerging markets (e.g. China, India), LEDCs, and developed economies whose structures and performances contrast with that of the UK.

ASSESSMENT

There are three examinations and the four themes are grouped together:

Microeconomics: Markets and Business Behaviour	2hr exam
Macroeconomics: National and Global Economy	2hr exam
Microeconomics and Macroeconomics	2hr exam

The course is taught by using lectures, debates, group work and individual learning. Textbooks are supplemented with information from news media, podcasts and extended reading.

We visit the Bank of England and have outside speakers and guests to engage students into real world economics. Students are expected to pursue their own wider reading within Economics by selecting texts from the reading list.

ENGLISH LITERATURE

English Literature is taught as a linear A Level course over two years, consisting of two examination units and one coursework unit, all of which will be assessed at the end of College Two.

The study of English Literature at A Level develops naturally from work in English Language and Literature at IGCSE. It aims to encourage and deepen an enjoyment and appreciation of English Literature and literary studies, based on informed personal response.

Lessons are usually conducted in a seminar style and active participation is encouraged. Where appropriate, outside practitioners will visit to further the understanding of the texts and we make a point of aiming to experience as many dramatic productions, or other interpretations, as possible of any text we study.

Students who have enjoyed the texts studied at IGCSE Level, who read widely in their spare time, who enjoy the theatre and the cinema or respond with enthusiasm to poetry are potentially good A Level English students. Even more so are those who can tackle the task of writing a fluent, detailed and well planned essay as a welcome challenge rather than a tiresome chore. Students who are also curious about Art, Philosophy, Music and History are also excellent potential candidates. The ability to recognise the importance of the historical periods in which these texts originated, as well as the ideas that influenced them, is also a major part of studying and appreciating literary texts.

Those who read more than the prescribed texts, who cultivate a lively, structured and incisive essay style, who take an interest in the ideas surrounding them and who enjoy textual analysis are likely to become successful A Level candidates.

WHY CHOOSE ENGLISH?

The study of English at A Level is particularly useful to those intending to pursue a career in which communication is important - obvious examples are journalism, advertising, law, politics, theatre, civil service, commerce, teaching and the social services. It is also welcomed in students applying for many science-based degrees, such as Psychology. More importantly perhaps, the development of one's literary taste, critical faculties and linguistic ability is of obvious benefit in all areas of later life. Close contact with the imagination and thoughts of good writers enables us to understand ourselves and others more fully. A Level English Literature opens up wider perspectives and deeper understanding to the interested student.

COURSE CONTENT

The course is designed to ensure that students study a very wide range of writers and texts from different historical periods and different social and cultural backgrounds. While Exam 1 encourages the students to demonstrate their close analytical skills, appreciating and exploring at least one Shakespeare play as well as comparing and contrasting a prescribed pre-1900 poet and a pre-1900 dramatist, Exam 2 and the coursework unit, Literature post-1900, both encourage students to pursue their own wider reading in relation to particular periods and genres.

During the two year A Level course, the following units will be studied and assessed:

Exam 1: Drama and Poetry pre-1900
(2 hours and 30 minutes examination; 40% of total A Level marks.)
Students will study at least one Shakespeare play in considerable detail and depth. The current choice is *Hamlet.*

In addition to this, they will study one major poetry text from a choice of Geoffrey Chaucer, John Milton, Samuel Taylor Coleridge, Alfred, Lord Tennyson or Christina Rossetti as part of a comparative study with a pre-1900 play. The likelihood is that students will study either *The Merchant's Prologue and Tale'* by Geoffrey Chaucer or a selection of poems by Christina Rossetti in comparison with *A Doll's House* by Henrik Ibsen. In addition to gaining a close, detailed knowledge and understanding of these texts, students will also explore the different critical interpretations and readings of them as well as the contextual influences surrounding them.

E**xam 2: Comparative and Contextual Study**
(2 hours and 30 minutes examination; 40% of total A Level marks)
This paper combines detailed critical analysis of a previously unseen passage with an essay in which the students are required to write on at least two thematically linked prose texts on the same topic or period. Choices include: Gothic writing; Women in Literature; Dystopias; American Literature 1880-1940; the Immigrant Experience. The likelihood is that students will study American Literature.

At least two core texts are studied, one of which might be *The Great Gatsby* by F.Scott Fitzgerald for American Literature. The other will be another novel from the same period or genre. Students will also be given considerable experience of exploring passages by other writers on the same chosen theme, not only honing their close analytical skills but introducing them to an exciting range of writers in that particular genre, topic or period. Students are also encouraged to develop their own tastes and interests by reading widely in this topic.

Literature post-1900
(Non-exam Assessment)
(Coursework: 20% of total A Level marks)
Students must respond to three texts in prose, poetry and drama, all of which must be post-1900. Their folder as a whole must not exceed 3000 words of their own writing.

Task 1: Close Analysis
They must respond to a poem or an extract in either a piece of close analysis or a piece of creative writing accompanied by a commentary in an essay not exceeding 1000 words.
The likelihood is that we will study Alan Bennett's play, *The History Boys*, for this essay.

Task 2: Paired texts
Students must produce an essay in which they compare the different ways in which the writers of two different post-1900 texts from two different genres explore a similar theme in an essay not exceeding 2000 words. It is likely that we shall study a selection of poems by W.H.Auden in the comparison with the novel *Atonement* by Ian McEwan.

As with the Comparative and Contextual Paper, the coursework encourages students to develop their own tastes and interests by reading widely and exploring the different ways in which different writers can be read, interpreted and understood, especially in relation to the times in which they wrote.

GEOGRAPHY

Geography has much to offer in terms of improving world knowledge and environmental awareness. At its core is the development of a series of theories and principles concerned with the spatial aspects of human behaviour on Earth, with a methodology akin to that of the social and physical sciences. Another of its objectives is the development of a 'sense of place', recognising that many generalisations about 'people' are too abstract to be valid, that differences between people may be small, but they are vitally important. Students will be encouraged to make informed 'value judgements'.

Hopefully, students will become increasingly aware that their opinions do matter in a world full of conflicting pressures on space, whether in the immediate urban area of home or in plans for resource development further afield. As a subject, it offers flexibility: key transferable skills are acquired in literacy, numeracy, an ability to handle graphs and ICT. Students can use the options available to specialise in either Physical Geography, which leans towards the sciences, or Human Geography, which has more affinity with psychology, planning, economics and the business world. As an A Level choice it sits comfortably with science or arts subjects, or even a mixture of the two.

COURSE CONTENT

There will be a three-day educational visit for College students to a field centre, for example, Rhyd-y-Creuau in Snowdonia or the Cranedale Centre near Malton, to provide the required practical experience in geographical skills. In addition to the residential field trip, students have a day trip to Stratford in East London to consider how it is a changing place and look at the contrasting areas in and around the Olympic Park.

The AQA course will be assessed by two examinations: one Physical Geography and one Human Geography taken at the end of College Two worth 40% each and the independent investigation worth 20%.

COMPONENT 1 - PHYSICAL GEOGRAPHY

Section A: Water and Carbon Cycles

Section B: Either Hot Desert Environments and Their Margins or **Glacial Systems and Landscapes**

Section C: Either Hazards or **Ecosystems Under Stress**

How it is assessed

- Written exam: 2 hours 30 minutes
- 120 Marks
- 40% of A Level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer either question 3 or 4 (36 marks)
- Section C: answer either question 5, 6 or 7 (48 marks)
- Question types: short answer, levels of response and extended prose.

COMPONENT 2 - HUMAN GEOGRAPHY

Section A: Global Systems and Global Governance

Section B: Changing Places

Section C: Either **Contemporary Urban Environments** or Population and the Environment or Resource Security.

How it is assessed

- Written exam: 2 hours 30 minutes
- 120 Marks
- 40% of A Level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer all questions (36 marks)
- Section C: answer either question 5 or 6 (48 marks)
- Question types: short answer, levels of response and extended prose.

Option modules are in **bold** and have been chosen to balance staff specialism with field work opportunities and attempt to give students the broadest and most rewarding selection of topics, trying to avoid repeating those delivered at GCSE Level.

COMPONENT 3 – GEOGRAPHY FIELD WORK INVESTIGATION

Students complete an individual investigation, which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student in relation to any part of the specification content.

How it is assessed

- 3000 – 4000 words
- 60 marks
- 20% of the A Level
- Marked by teachers
- Moderated by AQA

HISTORY

OCR

In the Sixth Form, History is an exciting and enjoyable option. Beyond being genuinely interesting in its own right, History has much to offer; in particular, it helps develop students' critical skills and intellectual powers. Evidence of this can be seen in how it encourages independent thinking, provides students with an understanding of cause and effect, and gives them the confidence to form their own judgments. Moreover, History can be combined with Arts or Sciences. Students who choose History have usually studied it at GCSE, but it can be taken by those who have not done so. Indeed, it is anticipated that most areas of study will be essentially new to students.

COURSE CONTENT

We follow the OCR specification which enables us to offer an exciting range of courses that give students a flavour of the 12th through to the 20th centuries. Our courses are both rewarding and challenging – we cover medieval non-European, early modern European and British history from a modern perspective.

COLLEGE ONE

For our British History unit we will be looking at Britain from 1930 -1997. The enquiry section to the course looks at Churchill's time out of office, with his controversial views on Empire and India, and his clashes with his own party, and how he came to be Prime Minister. His time as a wartime Prime Minister will be studied through his leadership style and his influence on strategic decisions, such as the bombing of Germany, as well as how Churchill came to lose the 1945 election having guided Britain through the war. The period study element of the course will chart Britain from 1951 - 1997. Britain in the 1950s and 1960s, under the Conservative leadership of Churchill, Eden, Macmillan and Home was a time of social change, immigration and unrest. We will consider how effective the Conservatives were in government, alongside exploring the scandals that defined the era, from the Philby Affair through to the infamous events of the Argyll and Profumo Affairs. The Conservatives' decline, and the rise of Labour under Wilson and Callaghan in the 1960s and 1970s, will be considered through Britain's economic problems, with the government having to resort to a three day week and electricity rationing. A study of Britain's first female Prime Minister, the 'iron lady', Margaret Thatcher considers how she transformed the nation's economy and took on the miners and won. The course will conclude by looking at Britain's changing position in the world, from our response to crises such as the Cold War, Suez to decolonisation and the Commonwealth.

We will also be studying Genghis Khan and the Explosion from the Steppes c.1167 - 1405 for our medieval non-European study. With a unit on the Mongols, students will explore a lesser known historical topic, but one which will engage them with the story of the life of Genghis Khan, his successors, and the exotic stories of medieval travelers to the East such as Marco Polo. Within their period study, students will consider the reasons for the creation of the Mongol Empire and the nature of Mongol rule, from their control of China through to Tamerlane's rise and his terrifying impact on Persia, India and the Levant. Through studying the impact of the Mongol invasions and interaction between East and West, analysing the impact of factors such as the Silk Road and the Black Death, students will gain an overview of developments ranging from the Far East to Europe and from the Middle East to Central Asia.

COLLEGE TWO

A Thematic Study and Historical Interpretations course on the Ascendency of France, 1610 - 1715, completes the examined units. The Thematic Study focuses on the nature of France during the reigns of Louis XIII and Louis XIV. The course examines the development of absolute monarchy, the nature of French society and France's developing status as an international power, together with how Louis XIV transformed himself into the 'Sun King' at Versailles. The depth - study element of the course allows students to engage more deeply with historical interpretations of why France descended into a series of civil wars during The Fronde, how Versailles came to be the centre of image-making and why the political machinations of Richelieu were so influential.

Finally, students will have the opportunity to investigate their own line of historical enquiry by researching and writing an extended essay of 3,000-4,000 words to form their Topic Essay. Students can choose to investigate in greater depth an element of any of their examined units for their topic or choose an alternative topic focused on an area of historical debate. This will give them the freedom and opportunity to develop a particular interest they have.

HISTORY AND CAREERS

History, either at A Level or degree level is a passport to many careers. It is a natural choice for those who will one day go into Law, Management, the Civil or Diplomatic Services, Banking, Teaching and General Administration. Qualifications in History are respected by both universities and employers; it is a subject which develops many skills which are highly valued in the world of work.

LATIN

OCR

For those with a love of Latin Language and a desire to read more original ancient literature, students have the opportunity to study Latin beyond GCSE. The course is similar to GCSE, with very little extra grammar. The A Level is divided into language and literature components culminating in four written examinations at the end of College Two as follows:

LANGUAGE (50% of the A Level)

- Unseen translation of a passage of prose into English and a passage of verse into English.
- **Either** Comprehension: students will complete a short translation, answer comprehension questions and grammar questions.
- **or** Prose Composition: students will translate a passage of English, of at least 100 words, into Latin.

Students build on their knowledge of vocabulary and linguistic structures following on from GCSE.

LITERATURE (50% of the A Level)

- **Prose Literature**: students will answer translation, comprehension and analysis questions on two set texts studied (Cicero's character assassination of Clodia from Pro Caelio and Tacitus's on the death of Nero's mother, Agrippina) and an essay question on one of these texts and the additional reading they have carried out in English.
- **Verse Literature**: students will answer translation, comprehension and analysis questions on two set texts studied (Virgil's Aeneid II) and an essay question on one of these texts and the additional reading they have carried out in English.

The skills developed are complex, but Latin is widely held to promote logical thought, an eye for detail and a high level of language and social understanding. A government document refers to classicists as 'clever and open-minded.'

Classical subjects in general, and Latin in particular, still have a high status with employers. Latin may serve as a language qualification for entry into university courses and is especially welcomed for English, History, Law and Anatomy; Latin qualifications are viewed favourably when applying for courses in Law or Medicine.

MATHEMATICS AND FURTHER MATHEMATICS

As with other sequential subjects, Mathematics requires both a sound grasp of the foundations at GCSE and the ability to follow the subject at a markedly higher level. Those intending to start on a course in Mathematics in College should have a commitment to the subject and be prepared to work hard at what can be, at times, a conceptually difficult course of study.

MATHEMATICS COURSES

Students will be able to study A Level Mathematics alone, A Level Mathematics with AS Level Further Mathematics or both A Level Mathematics and A Level Further Mathematics.

COURSE CONTENT

A Level Mathematics

Three areas of study.:

Pure Mathematics

Mechanics

Statistics

Assessment is carried out at the end of College Two, when students will sit three papers, two Pure Mathematics papers and one Applied Mathematics paper.

A Level Further Mathematics

Four areas of study

Pure Mathematics

Mechanics

Statistics

Decision Mathematics

Assessment is carried out at the end of College Two, when students will sit four papers, two Core Mathematics papers and two chosen from Statistics, Mechanics and Decision Mathematics.

WHAT ARE PURE, MECHANICS, STATISTICS, CORE AND DECISION MATHEMATICS?

Pure Mathematics and Core Mathematics:

Algebra, Trigonometry, Calculus, Complex Numbers etc.

Mechanics:

Particle Motion, Statics, Centres of Mass etc.

Statistics:

Representation and Summary of Data, Probability, Hypothesis testing etc.

Decision Mathematics:

Graphs & Networks, Algorithms, Linear Programming, Critical Path Analysis etc.

WHY TAKE MATHEMATICS?

Mathematics is an important subject in its own right. It offers an intellectual challenge and can be very enjoyable. In recent years there has been a growing shortage of skilled mathematicians for both industry and education. The advanced level courses provide the sound basis needed for further study of Mathematics in higher education.

Mathematics is also essential for those who hope to go into higher education to study such applied subjects as Engineering, Electronics and Computing, and it is highly desirable for those wishing to specialise in the Natural Sciences, especially Physics.

Increasingly though, Mathematics has also been recognised as a subject which combines well with A Levels in the Arts and Social Sciences. Pure Mathematics, for example, offers training in logic, especially useful to those wishing later to study Philosophy or Linguistics. Knowledge of Statistics is very useful for those taking Economics, Geography or History. A grasp of Mathematics is basic to an understanding of many aspects of our technological society and is a practical preparation for many careers.

The value of Further Mathematics, despite it being a very demanding course, is that it offers the opportunity to extend the syllabus and is therefore a better preparation for courses involving Mathematics in higher education. Consequently, to have taken Further Mathematics, or even just to have followed the syllabus, can make an applicant for a higher education course more attractive to the prospective institution and also provide a head start in the first year of a degree course.

If you opt to study A Level Mathematics, you will have 10 lessons per fortnight, comprising of 6 lessons of Pure Mathematics and 4 lessons of Applied Mathematics.

If you study A Level Mathematics and A Level Further Mathematics, you will have 16 lessons per fortnight.

Choosing Further Mathematics at the start of College One will allow you to follow a route leading to either AS Level Further Mathematics or full A Level Further Mathematics.

MFL —FRENCH, GERMAN, SPANISH AQA

COURSE CONTENT
A Level languages concentrate on the four skills of listening, reading, writing and speaking, but set in the context of wider societal issues as outlined below. Easier topics are tackled first, with a gradual progression towards the more challenging topics in the second year. This is to ensure that students feel fully supported in the transition from GCSE to A Level.

There are four themes covered in all three languages:

1. Aspects of the French/German/Spanish speaking world.
2. Multiculturalism in the French/German/ Spanish speaking world.
3. Artistic culture in the French/German/ Spanish speaking world.
4. Aspects of political life in the French/German/ Spanish speaking world.

The specifications include:

- The changing nature of family
- The place of voluntary work
- Contemporary French music
- Cultural life in Berlin
- Spanish national identity
- The digital world
- Integration
- Students will also be expected to study one literary topic and one film of their chosen language.

COURSE ASSESSMENT
Paper 1: Listening, reading and writing
150 minutes: 50% of A Level mark

Paper 2: Writing
120 minutes: 20% of A Level mark

Paper 3: Oral
21—23 minutes (including 5 minutes preparation time): 30% of A Level mark

AIMS OF THE COURSE
- Develop understanding of the spoken and written form of French/German/Spanish from a variety of registers.
- Communicate confidently, clearly and effectively through the spoken and written word, using increasingly complex and varied language.
- Develop critical insights into the contemporary society, cultural background and heritage of the countries.
- Develop positive attitudes to foreign language learning.
- Provide a basis for the further study of French, German and Spanish at degree level.
- Facilitate foreign travel.
- Enhance employment prospects.

All students at Bootham benefit from an extra one to one lesson with the language assistant for the duration of the course adding in excess of 60 hours of further personalised tuition over the two years of study. Wherever possible, the MFL department will offer students the opportunity of trips abroad (including advising on homestays and work experience) and a range of cultural outings and experiences directly relating to the language that they are studying. In the past our College students have enjoyed trips to Paris, Madrid and Berlin.

WHY STUDY LANGUAGES?
In a nutshell, because it gives you a different perspective on the world, allows you to develop “soft” skills” and may give you a competitive advantage in the workplace. Furthermore, many businesses and industries in the UK, more so since Brexit, regularly highlight the importance of language skills in a global economy. Not only will the study of a language enrich your global cultural knowledge, but it will also improve your comprehension and critical thinking skills – both of which are useful for many university courses. Some studies have also shown that language learners are more able to multi-task and cognitive skills are greatly enhanced as a result. It is increasingly popular to study a language as a module or a “minor” alongside another subject such as business studies, economics, engineering, law, international relations, accountancy and finance at university with the opportunity of spending one year abroad.

COURSE CONTENT
The syllabus offers the flexibility for every candidate to work to their strengths. All units emphasise the practical application of theory and general musicianship. The course content includes music from the 18th Century, focusing on the development of the symphony, through to the 21st Century and the music of Poulenc and Debussy, as well as jazz and pop.

Music at Bootham has an excellent reputation for providing both academic challenges and an extremely wide range of performance opportunities for all. In addition to three academic staff, there are twenty visiting music specialists, ensuring that each individual's interests and talents can be developed to the full. A Level Music students achieve consistently high grades. Bootham regularly sends its students to the top universities and music conservatoires. In terms of facilities, the department is housed in a purpose-built Performing Arts Centre which opened in 2014.

Candidates can choose <u>either</u> OPTION A <u>or</u> OPTION B:

OPTION A

COMPONENT 1: PERFORMING
Externally assessed by visiting examiner (35%)

- Candidates are required to give a public performance of at least THREE pieces.
- The total performance time across all three pieces must be 10 - 12 minutes.
- The expected standard is Grade 7 - 8

COMPONENT 2: COMPOSING
Externally assessed (25%)

- Candidates are required to submit TWO compositions.
- One composition must be in the style of the Western Classical Tradition and be in response to a given brief (chosen from four set briefs).
- Total time across both submissions must be between 4-6 minutes

OPTION B

COMPONENT 1: PERFORMING
Externally assessed by visiting examiner (25%)

- Candidates are required to give a public performance of at least TWO pieces.
- The total performance time across all three pieces must be 6 - 8 minutes.
- The expected standard is Grade 7 - 8

COMPONENT 2: COMPOSING
Externally assessed (35%)

- Candidates are required to submit THREE compositions.
- One composition must be in the style of the Western Classical Tradition and be in response to a given brief (chosen from four set briefs).
- Total time across all submissions must be between 8-10 minutes

Compulsory Unit:
COMPONENT 3: APPRAISING
Written/Listening examination: 2 hours 15 minutes (40%)

Candidates study THREE areas, one compulsory unit (A) (the Western Classical Tradition) plus two additional units (one from B, Rock and Pop; C, Musical Theatre; D, Jazz; and one from E, 'Into the Twentieth Century' or F, 'Into the Twenty First Century')

The questions include set work analysis, extended responses on wider context, unprepared extracts of music and comparison questions.

PHYSICAL EDUCATION

HAVE YOU EVER WONDERED?

- Why some people can run faster than others?
- How your personality affects your performance?
- How you could become an elite sports performer?
- Why people take drugs?
- How technology can help you?
- How you could influence the diet and exercise of the nation?

A Level Physical Education will help you to answer these questions and many more.

The emphasis throughout the course is on the development of your knowledge of and competence in a wide variety of skills that will enable you to move forward confidently in life. You will learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices.

This is a challenging course which combines the need for physical prowess with a genuine interest and robust approach to academic work.

WHAT ARE THE BENEFITS?

- This is an interesting and challenging learning experience, linking key sporting ideas with practical performance and gaining insight into the relationships they have with each other.
- You will develop the transferable skills of: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure.
- The study of A Level Physical Education opens up a range of possibilities for further study and careers associated with the subject.

Theoretical content is assessed with 3 written papers (worth 70% of the A Level)

The 3 papers will include the following:

Physiological factors affecting performance (01) worth 30%:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Psychological factors affecting performance (02) worth 20%:

- Skill acquisition
- Sport psychology

Socio-cultural issues in physical activity and sport (03) worth 20%:

- Sport and society
- Contemporary issues in physical activity and sport

The written papers will comprise of a combination of question styles such as multiple choice, short answer and extended writing, with the longest answers being worth 15-20 marks.

The fourth component is:
Performance in physical education – The practical content as a performer or a coach (non-exam assessment) worth 30%.

One activity is assessed either as a player/performer or a coach in a full side version of the game or activity.

Practical content is assessed internally and then by a videoed external cluster moderation where marks are given on the day of assessment.

15% is practical performance in a fully competitive context (attacking skills, defensive skills, tactics and strategies).

15% is written/oral analysis and evaluation of performance which involves evaluation and analysis of performance with reference to improvement plans.

Activity List:

Amateur Boxing	Association Football	Athletics	Badminton	Basketball
Camogie	Canoeing	Cricket	Cycling	Dance
Diving	Gaelic Football	Golf	Gymnastics	Handball
Hockey	Equestrian	Hurling	Kayaking	Lacrosse
Netball	Rock climbing	Rowing	Rugby league	Rugby union
Sculling	Skiing	Snowboarding	Squash	Swimming
Table tennis	Tennis	Trampolining	Volleyball	
Specialist Activities:				
Blind cricket	Boccia	Goal ball	Powerchair football	Polybat
Table cricket	Wheelchair basketball	Wheelchair football	Wheelchair rugby	

WHERE CAN A LEVEL PE TAKE ME?
A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in Biology, Human Biology, Physics, Psychology, Nutrition, Sociology and many more.

A Level Physical Education can open up a range of career opportunities including sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision-making and independent thinking are also useful in any career path you choose to take.

PHYSICS AQA

WHY STUDY PHYSICS?

Your career options are astonishingly wide if you have a good qualification in Physics. If you are looking for a career where you can use your imagination, creativity, problem solving and observational skills, then Physics is the option for you.

Studying Physics opens up the possibility of exciting work in a number of fields, including aerospace, engineering, scientific journalism, technology and innovation, communications, consultancy, electronics or administration.

You might choose, for example, to work in hospitals, a research laboratory, an agricultural establishment, a classroom, the open air, the nuclear industry, the Civil Service or financial work in the City.

COURSE INFORMATION

A list of the topics covered can be found below. The course develops students' mathematical and problem solving skills, building on the foundations laid down in GCSE Physics and Mathematics. We cover detailed descriptions of the evolution of scientific ideas and explanations of physical phenomena. Strong comprehension skills are therefore recommended.

As well as a study of classical Newtonian mechanics, students will explore concepts like wave-particle duality that emerged from Quantum Theory, as well as time dilation and length contraction from Albert Einstein's Special Relativity.

While an A Level in Mathematics is not required for the study of Physics at this level, an ability to deal with numbers and manipulate formulae is essential. The course has a substantial workload and requires a significant amount private of study.

DETAILS OF ASSESSMENT

Paper 1 - Written Paper (34%) 2 hours The paper consists of short answer, long answer and multiple-choice questions.	• Measurements and errors • Particles and radiation • Waves • Mechanics and materials • Electricity • Periodic motion
Paper 2 - Written Paper (34%) 2 hours The paper consists of short answer, long answer and multiple-choice questions.	• Measurements and errors • Thermal physics • Gravitational fields and circular motion • Electric and magnetic fields • Nuclear physics
Paper 3 - Written Paper (32%) 2 hours The paper consists of short and long answer questions on the required practicals and content from the optional topic (probably Astrophysics)	There are 12 required practicals spread across all of the above topics. Astrophysics includes; • Telescopes • Classifying Stars

Students studying the Physics A Level will also work towards a Practical Skills Endorsement; a qualification that is assessed during the course through the use of a lab book. Students will complete a minimum of 12 core practicals that will develop and assess skills including planning and the use of specialist equipment.

POLITICS

EDEXCEL

In our age there is no such thing as 'keeping out of politics.' All issues are political issues and politics itself is a mass of lies, evasions, folly, hatred and schizophrenia." - George Orwell

To study Politics is to study the world around you. There has never been a better time to do it. The unprecedented events both at home and abroad may have you wanting to find out why, and if it is possible change it. The study of Politics gives students a good level of understanding, not just of how the UK and Global political systems work, but also how they apply to their own lives and their local, national and international communities.

We begin by making a detailed study of the democratic and governmental processes at work in the UK and will build knowledge of key political events in the recent history of the UK. This is then supported and extended through an investigation into key ideologies such as conservatism, socialism, and liberalism and ecologism, studying the big names and thinkers in each field. We will then study Global Politics, with the hope that by the end of the course students will be able to act as true global citizens, with a rigorous understanding of their rights and responsibilities, and a critical awareness of the changing nature of politics and the relationship between ideologies, institutions and processes.

In choosing to study Politics, you will need to be prepared for the fact that what you learn at the beginning could have changed by the end! Students who choose to study Politics will not only learn adaptability, but will also develop the ability to critically analyse, interpret and evaluate information and will be able to write and debate more effectively as a result. This has never been more important in the age of fake news!

This course will appeal to students who are willing to stay up to date with the news and come to lessons ready with an opinion they are prepared to defend but also be willing to change. Assessment comes in the form of written pieces, varying in length, largely completed independently as a result of debate and discussion-driven lessons. There is no coursework and the exams themselves are essay-based. Over the course of the two years you will get lots of practice at writing these extended answers.

Politics is a well-regarded A Level subject and complements many university level courses. Although not required to study Politics at university, many of our students go on to read Politics and related courses such as International Relations. Some students do go on to work in the political sphere, but it can also lead to careers in many diverse fields including journalism and law.

Component	Content	Assessment
COMPONENT 1 UK Politics and Core Political Ideas	Democracy and Participation Political Parties Electoral Systems Voting Behaviour and the Media Core ideas: Liberalism, Conservatism and Socialism	**PAPER 1** One source question Two essay questions 2 hours
COMPONENT 2 UK Government and Non-Core Political Ideas	UK Government The Constitution Parliament, The PM and Government Relations between the branches and other institutions Non-core ideas: Ecologism	**PAPER 2** One source question Two essay questions 2 hours
COMPONENT 3 Comparative Politics - Global	Theories of International Politics The State and Globalisation Development of Global Power Global Governance: Political and Economic Impacts Global governance: Human Rights and the Environment Regionalism and the EU	**PAPER 3** Two short questions Two essay questions 2 hours

PSYCHOLOGY AQA

COURSE CONTENT
There are many different fields within Psychology. Each approaches the scientific study of the mind and behaviour from a different perspective. Here are just a few of the areas covered in the course:

- **Cognitive Psychology** – the study of mental processing, e.g. memory, language.
- **Social Psychology** – the human in society, e.g. conformity and obedience.
- **Neuropsychology** - brain function and physiology, e.g. stress, aphasia and neuro-imaging.
- **Developmental Psychology** – the human life span, e.g. attachment and the role of fathers.
- **Individual differences** – including mental illness and mental wellbeing**,** e.g. positive psychology, schizophrenia, CBT therapy.
- **Evolutionary Psychology** – e.g. mate selection and relationships.
- **Research Methods and Statistics** studied in the context of designing and carrying out research.

WHY STUDY PSYCHOLOGY?
Psychology is fascinating! We aim to stretch students, beyond asking them to think critically and to write coherently, towards a questioning approach to their studies. Ideally, we want to foster academic exploration and, in particular, we aim to provide a thought-provoking course.

Studying Psychology demands clear scientific thinking and written expression. It will engage students in the critical analysis of experimental research and theory. It is recognised as excellent preparation for a wide variety of different career paths including medicine.

Humans are complex creatures, so to gain insight into their minds and behaviour, psychologists need to devise clever and inventive experiments. Being a comparatively new discipline, Psychology is deep in the process of new discovery. For this reason, scientific research methods and findings are at the heart of any Psychology course. In contrast to other Sciences, like Physics and Biology, where students learn to apply well established findings, Psychology students are constantly analysing and questioning research and weighing up evidence.

SUMMARY OF ASSESSMENT

Paper 1: Introductory Topics in Psychology - 33.3% of the A Level - Assessed by a 2 hour written exam; multiple choice, short answer and extended writing.
• Social influence • Memory • Attachment
Paper 2: Psychology in Context - 33.3% of the A Level - Assessed by a 2 hour written exam; multiple choice, short answer and extended writing.
• Approaches in Psychology • Psychopathology • Research Methods (plus Biopsychology)
Paper 3: Issues and Options in Psychology - 33.3% of the A Level - Assessed by a 2 hour written exam; multiple choice, short answer and extended writing.
Issues and debates in Psychology plus: • Option1 - Relationships or Gender or Cognition Development. • Option 2 - Schizophrenia or Eating Behaviour or Stress. • Option 3 - Aggression or Forensic Psychology or Addiction.

LOOKING TO THE FUTURE
Psychology is recognised by all universities and employers and by medical schools as a science for admission. The practical component enables students to gain useful experience of conducting research and gathering and analysing data statistically. Arts courses such as English will also welcome Psychology as it is an essay-based A Level. Psychology keeps your options open as it builds writing, maths and analytical skills, making it a great asset towards almost any career. Moreover, it will set you up equally well for a huge range of courses from Neuroscience to History. Psychology – *learn to think like a scientist and argue like a lawyer!*

RELIGIOUS STUDIES

OCR

WHY STUDY RELIGION AND PHILOSOPHY?

Philosophy and Religious Studies are among the oldest subjects to be studied at university level. In the late medieval period, it was believed that you couldn't study the sciences or arts until you had spent time studying philosophy and theology because they provided you with the language and tools to unpick everything else.

Philosophy and Religious Studies present the exciting challenge of deciphering argument, untangling complex claims about the nature of the world, humans and society. As a student, you will be analysing ancient texts and ideas and working out their relevance for today, as well as forming our own opinions on the nature of God, knowledge, the soul, right and wrong and much more. One of the best things about the subject is that it has such natural links with so many others: philosophers of mind share interests with psychologists; logicians with mathematicians; students of time and reality with physicists. There are political philosophers, philosophers of language, of music, history and art. Whatever your interests - if you seek to look behind the curtain, to try and understand how this world pieces together, Philosophy and Religious Studies is the subject for you.

WHAT MAKES A SUCCESSFUL STUDENT OF PHILOSOPHY AND RELIGION?

Successful students will have a passionate interest in the topics listed in the course content. They will be prepared to dedicate time to reading and analysing complex philosophical texts, and to discuss their thoughts in class. Students will be prepared to "grapple" with difficult ideas both in class and out, and accept that answers and understanding will not always come immediately. Students will also have an interest in constructing and presenting their own nuanced arguments in spoken and written form as well as the capacity for good-faith enquiry into spiritual and philosophical belief systems different to their own.

COURSE CONTENT

You will study the OCR Philosophy, Ethics and Development in Religious Thought course. It is a two-year linear course, with no coursework. There are three broad topic areas, each making up 33% of the course. They are:

1) Philosophy of Religion where students will cover

- Philosophical ideas about reality and the nature of human existence.
- Arguments regarding the existence or non-existence of God.
- The nature and influence of religious experience.
- Problems of evil and suffering and religious and philosophical responses to these.
- The works of key thinkers from Plato and Aristotle to Richard Dawkins and Richard Swinburne and debates on the Philosophy of Religion.

2) Religion and Ethics where students will cover

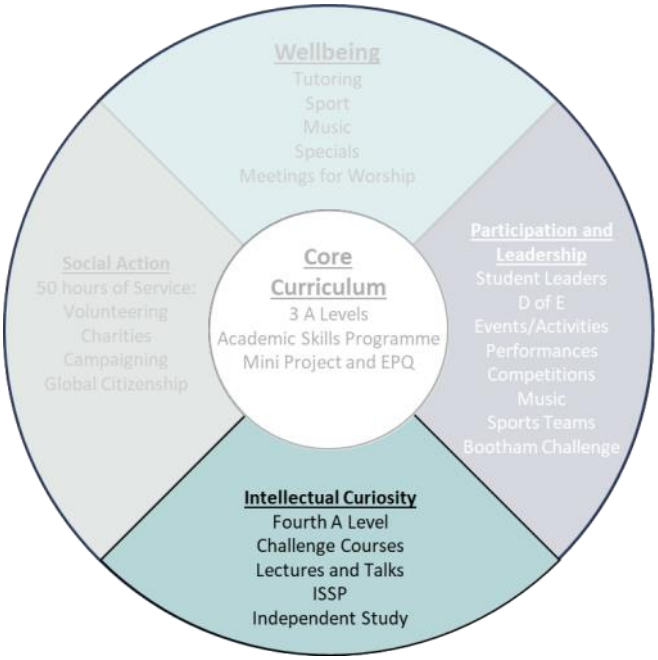
- Famous normative ethical theories including Natural Moral Law, Kantian Ethics, Situation Ethics and Utilitarianism
- The application of ethical theories to issues of importance, such as assisted suicide, business theory and sexual ethics.
- Theories about conscience from St. Aquinas, Nietzsche and Freud.
- Ethical language theories including ethical naturalism, ethical relativism and ethical realism.

3) Developments in Christian Thought where students will cover

- Christian beliefs about and debates surrounding the person of Jesus
- Christian ethics through history
- St. Augustine on human nature including soul, free will and original sin, death and afterlife
- Questions surrounding knowledge and language about, and experience of the divine.
- Religious responses to significant contemporary social issues, e.g. feminist theology, liberation theology and growing secularisation, including the challenge of atheism.

SUMMARY OF ASSESSMENT

- Three exams of 2 hours each at the end of two years of study.
- In each exam, students will write three longform essays out of a choice of four.
- Questions are often "synoptic" style where students are encouraged to draw in and utilise multiple parts of the course.



Bootham College students are encouraged to seek out opportunities to learn and develop their knowledge whenever they can.

ACADEMIC EXTENSION

For some this will be a fourth A Level, usually Further Maths. It could also be through additional reading around their A Level courses, attending or taking part in one of our lunchtime lectures and recitals or by taking an additional Challenge Course.

CHALLENGE COURSES

Challenge Courses are 10-week courses taken in Activity Hour (4.15 p.m. to 5.15 p.m.) in a variety of different subjects. Each one is taught by a staff member who is an expert in their field and passionate about the content, often bringing in content from university courses. Each course has an assessment at the end that may be practical, essay-based or a presentation and students are awarded either a pass, merit or distinction. Examples of Challenge Courses include:

- **Mental Health and 'The Happiness Advantage'**
  Course content includes mental health psychology, hands-on demonstrations and skills-based strategies to improve your own academic and personal life. We will also look at mental disorder case-studies. There will be self-hypnosis training and mindfulness.
- **Programming in Python**
  A beginner's guide to programming in Python. Over the course students learn the basic concepts required to program in any language such as variables, loops, functions and conditional statements. Skill will be tested by creating programs and games.
- **An Introduction to Computer Science**
  This course looks at the theory behind Computer Science. We will look at algorithm design and the complexities of algorithms, binary numbers and the application to computers, Boolean logic and algebra and formal languages.
- **Greek for Beginners**
  The focus of the course is on spoken language, although you will also learn to recognise and read the phrases and words you use. Using a communicative and light hearted approach to cover useful phrases for everyday situations, you'll soon master the basics!
- **First Aid**
  A practical course giving lifesaving skills. Taught by a member of St John's Ambulance and assessed by our Health Centre this course is a must for anyone going into a caring profession.
- **Student Cooking**
  Learn to cook basic meals and also stick to a tight budget. During the course you will be planning, making and eating meals as well as doing the shopping! At the end of the course you will work together to create a three course meal for the Headmaster and guests.
- **Creative Writing**
  Acquire essential skills in creative writing. You will try your hand at both poetry and prose, exploring different genres and poetic forms. We will aim to combine personal expression with the skilful use of literary techniques. There will be room also for reflection, sharing and feedback.
- **A Brief History of Western Theatre**
  An overview of some of the main developments in western theatre, examining key elements that led to the development and changes over time. For each main development, we will look at a sample of the plays emerging from the movement and the forms of staging and theatre venues used in each.
- **Maths for Non-Mathematicians**
  Recap elements of GCSE Maths and learn new skills in Statistics and Data Analysis. Very suitable for those taking maths-heavy courses but not taking Maths A Level.

Intellectual Curiosity

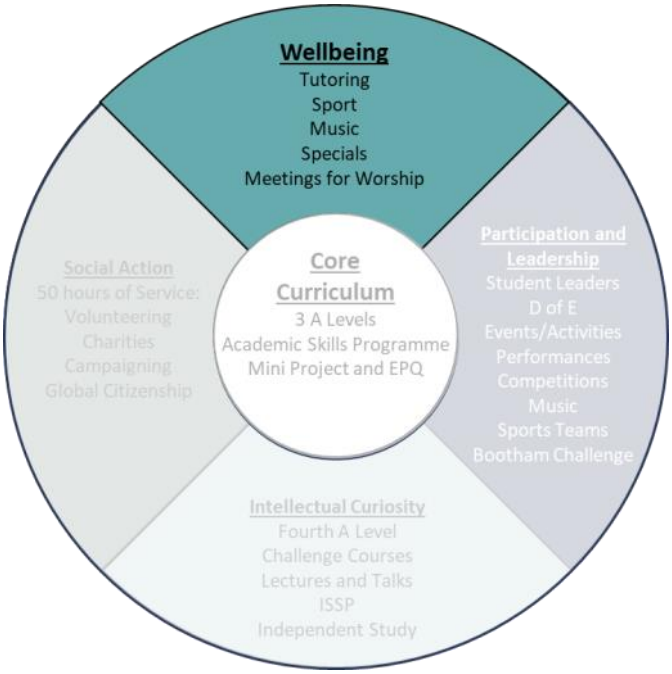
LECTURES AND TALKS

Bootham also hosts a series of talks that are open to the public. These include Geographical and Historical Association lectures, Social Action themed talks and our popular political debate evenings.

FIELD TRIPS AND VISITS

College also gives students the opportunity to be curious about the wider world. Recent trips have included cultural visits to Spain, France and the USA, field trips to Iceland, Wales and Scarborough and a Physics trip to see the hottest place in the solar system (in France!). Day trips include visits to concerts in London, local and national theatre visits, galleries and much more. There is also the opportunity to pitch for a Classics travel scholarship and plan your own amazing adventure.

In College II all students attend a leadership and outdoor pursuits weekend designed to prepare students for the challenges ahead.



TUTORING

Pastoral care is a central part of Bootham School. To support effective care, you will be part of a small single-year tutor group. This means that your tutor can focus specifically on the needs of each year. You will see your tutor every morning for registration at 8.40 a.m. and there is extended tutor time once a week. Your tutor can give you pragmatic help with five key areas; motivation, effort, strategies, practice and attitude. You will also have regular, timetabled, individual progress meetings with your tutor. They will provide academic and pastoral support to ensure you thrive during your time at Bootham. They will also guide you through the process of university applications and liaise with your subject teachers to write your UCAS reference.

THE QUAKER ENVIRONMENT

The majority of staff and students are not Quakers, but our approach to life and work clearly reflects core Quaker values. We aim to develop all of our students into genuinely good people who are reflective and whose lives 'speak' with integrity. We actively aim to promote kindness, a questioning spirit and a sense of social responsibility. It is a key Quaker and Bootham tenet to look for that of God, or good, in everyone with an attitude of tolerance, mutual respect and a sense of equality for all.

College students are, to an extent, modelling these values as the senior members of the school and it is important that all of our College students are seen as 'Reeves' as well as the Head Reeve Team which consists of two Head Reeves and two Assistant Head Reeves. This sense of collective responsibility and community is also embedded in the fortnightly Quaker meeting for worship held at the Friargate Meeting House in York. All College students walk together to the Meeting House and it provides an opportunity for the whole College community to be together for a period of quiet reflection.

SPECIALS

Specials is the name given to our College enrichment and university preparation programme and consists of a series of presentations and workshops during the academic year. These sessions are on Tuesdays at 4.15p.m. to 5.15 p.m. and are usually organised on a fortnightly rotation between College One and College Two, although tin the Summer term College One attend weekly. Presentations include social action opportunities, talks from university departments, career planning and PHSE. Specials is largely the vehicle by which we deliver careers information and guidance in preparation for university and additionally Personal, Health, Social and Economic Education.

JOHN BRIGHT LIBRARY

The library offers College students the opportunity to develop independent learning skills and to support the taught A Level courses, Mini and EPQ projects and reading simply for your own interest. The JB Library houses fiction, non-fiction, reference materials, magazines, newspapers, DVDs and an ever-increasing collection of electronic resources. You can search for resources and for recommended reads on the portal by clicking on the JB Library and accessing the many sites available.

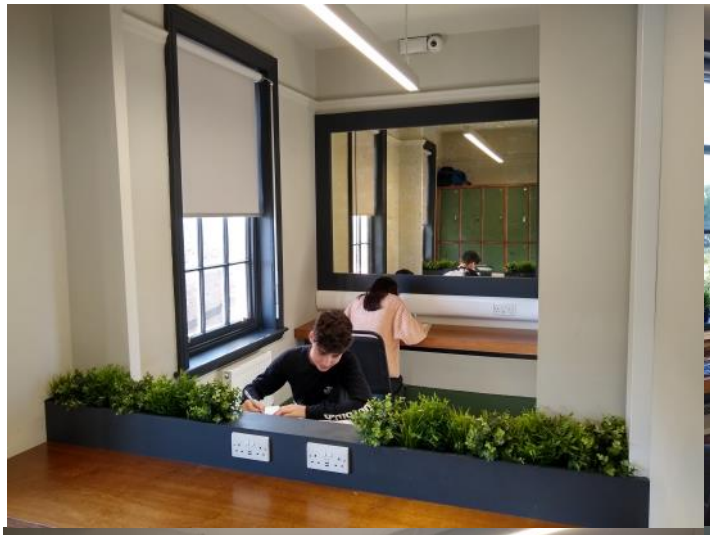
The JB Library subscribes to several academic online resources and College students find that they use subject-specific databases such as newspaper databases, online journals, and journal archives such as Jstor as well as Massolit, the archive of video lectures for English Literature, History and Classics.

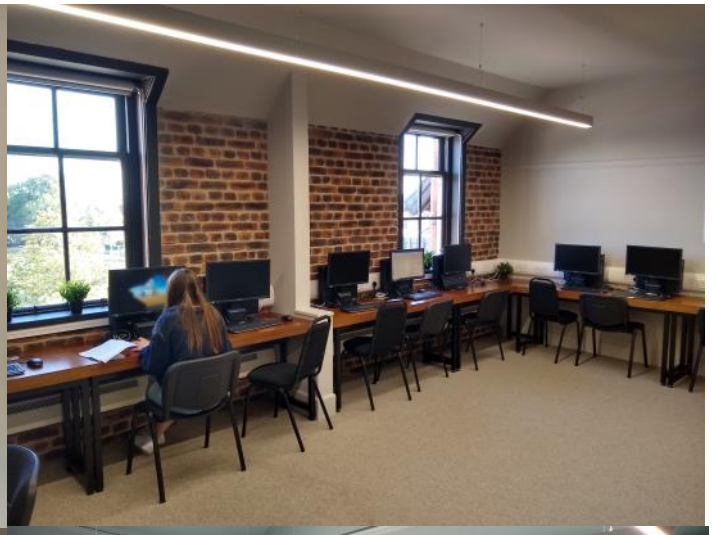
Wellbeing

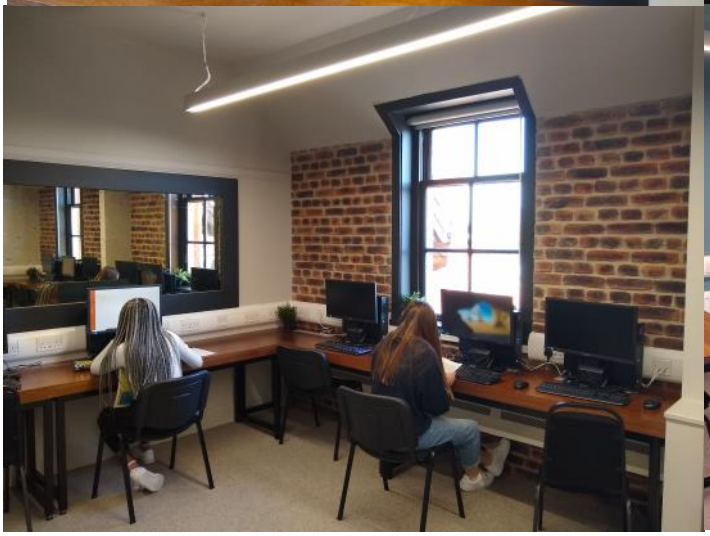
The JB Library offers extensive quiet study spaces including a mezzanine level. There are twelve PCs available as well as sixteen laptops. Students are welcome to use their own laptops or tablets and may charge their devices while they work in the library. Students can also use the photocopier which prints, scans and copies documents. The fully qualified librarians are available from 8.30 a.m. – 5.30 p.m. for information and guidance and will become familiar figures as the students progress with their independent research and projects. The JB Library is open for prep each evening until 8.00 p.m.

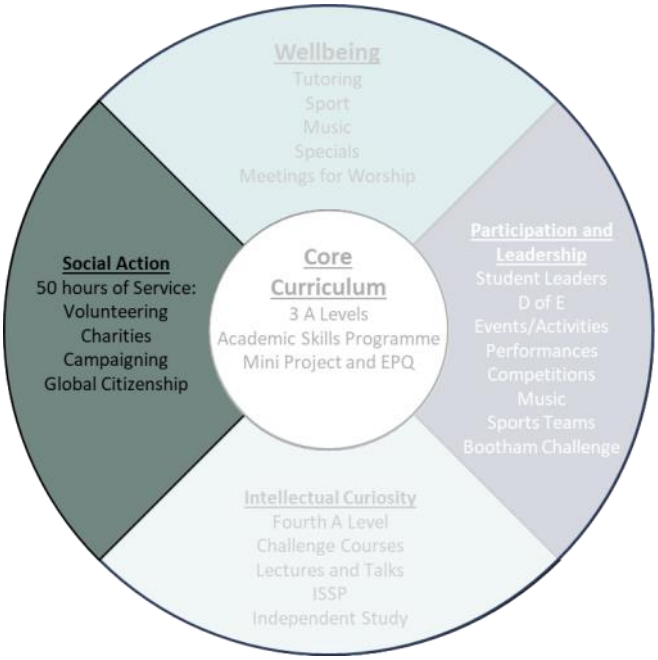
COLLEGE AREAS
College facilities have been recently refurbished and include a dedicated computer room, teaching classrooms, individual and group study spaces as well as the Common Room.

The aim is to engender a congenial working atmosphere which reflects the increased maturity of College students and facilitates the transition to Higher Education.









Voluntary work gives the sense of being able to give something – whether in time, money or expertise – and that is precious to the person doing the giving. The feeling of having contributed, the satisfaction of a job lovingly done, is the reward.

Quaker Faith & Practice 23.64

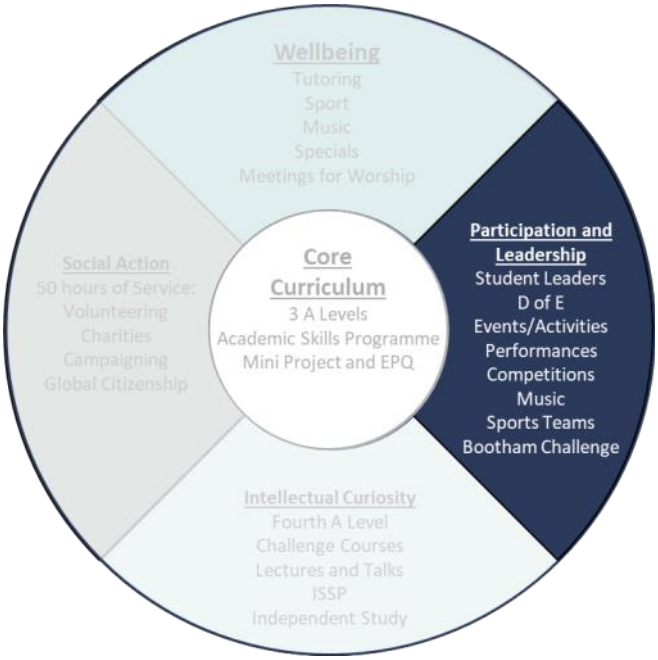
As well as studying hard, College students take part in volunteering opportunities across lots of different organisations, learning new skills in the process and broadening those horizons ever further.

From supporting organisers at the Radix Big Tent Festival, helping with York Fashion Week, designing and running a regular reading café at Westfield School to working with our local MP's office, they are encouraged and supported to make use of all the very best opportunities our wonderful city affords us. We also support lots of students in finding placements for their Duke of Edinburgh's award scheme so that they can fulfil their service obligations.

We welcome many voluntary organisations into school and this year hosted our first ever Volunteer Fair during Autumn term where students could meet other volunteers first hand and learn more about positions available. Just last week, we worked with the Snappy Trust who are very excited about running some taster sessions for students during next term.

We also heard from NCS who offer hugely varied opportunities that can be a great first step into volunteering for those gaining confidence in approaching organisations for the first time.

Social Action



Bootham encourages students to be active participants in their College programme. Through our extensive Enrichment Activities and beyond, there are lots of opportunities to take part and to show leadership skills.

DUKE OF EDINBURGH AWARD
The Duke of Edinburgh Award is a nationally recognised award and very well thought of by universities and employers. Achieving the award demonstrates a wide range of skills including determination, working with others in a team, good organisational skills and leadership, as well as building confidence in oneself. The Duke of Edinburgh Award is available at Gold Level to members of College, irrespective of whether a student has participated in the award at Bronze or Silver Level. We have a dedicated Duke of Edinburgh Award Leader who will encourage students in all aspects of the award as well as train participants for the expeditions. It is possible for a student to complete the award whilst at Bootham, but the minimum time taken to complete the award is 18 months; some will take longer than this and others will complete their award after leaving school. More information about the award can be found on the Duke of Edinburgh Award website: www.dofe.org

MUSIC AND DRAMA
If you feel the call of the stage then why not take part in one of the drama productions as an actor or behind the scenes. Each year we put on at least one major show in the spring along with smaller College productions in the other terms. There are also large concerts each term with performances from the many ensembles as well as the opportunity for solo performers to express themselves.

SPORTS
As well as College PE on Wednesday afternoons, there are a wide variety of sports teams to join. We compete against local state and independent schools as well as taking part in national competitions and cups.

LEADERSHIP OPPORTUNITIES
One of the main aims of a Bootham Education is to equip our students to make a difference. This will often be by taking the lead and College provides numerous opportunities to develop and demonstrate leadership qualities.

Members of College run activities for younger students, captain sports teams, chair the School Council, run major events and productions and get the opportunity to be House Captains or Head Reeves (Head Boy and Girl).

Leadership and Participation

What our student leaders say:

'*Being football captain has not only helped me develop as a football player but has also led to me becoming a better leader and team player. I enjoy leading the team as well as representing the school*.'
Will Stevens - 1st XI Football Captain

'*As a House Captain I have had a lot of fun, and have especially enjoyed the feeling of unity and teamwork within my house. The feeling of responsibility is always present and I was definitely nervous before some events like the Sports Day. This role in the school has evolved my leadership and management skills, especially when it comes to managing time and motivating peers. I have also gained confidence, which makes organising events a lot easier.*'
Dorian Macak - Swarthmore House Captain

'*Being Head Reeves is a great opportunity to support your year group through both a challenging and exciting year. We meet regularly with the Deputy Head, amongst others, to discuss upcoming school events that we may be required at such as speaking at the Quakers in Yorkshire Meeting, supervising the Junior Common Room and organising readings. Visiting Woodbrooke, the Quaker Study Centre, was a valuable experience, encouraging us to think about how we make decisions and how Quaker values can be incorporated into our daily lives*.'
Georgia Haynes and Rob Davidson - Head Reeves

BOOTHAM SCHOOL
AGES 3-18

The aim of the Bootham Challenge is to live life to the full by gaining skills across a wide range of disciplines. This award scheme allows students to demonstrate to others that they have these skills and to challenge themselves to experience new things. College students work towards the Platinum Award and, over the two years, they need to earn 200 credits from across the seven categories:

- Physical
- Creative
- Cultural
- Skills
- Volunteering and Service
- Global Citizenship
- Leadership

Each credit represents half an hour of work and credits can be earned for activities in and out of school. The Bootham Challenge reward builds up a picture of all the enrichment undertaken during College and gives an excellent starting point for UCAS personal statements and references.

BOOTHAM
CHALLENGE

Students in College follow a formal programme of sessions in Careers and University Entry but there are many opportunities as a year group and individually, with one to one discussions with the Careers Department throughout the two years to explore future career options. As well as the 'Specials' Programme, the focus is through tutor groups, and year group meetings. Bootham has many universities in the region as well as many other establishments and organisations; we are also fortunate to have support from parents, Old Scholars and other businesses in York.

Tutors will encourage students to research possible university/career options and individual meetings can be arranged with the Careers Department. Some courses require an amount of work experience or volunteering, especially in such areas as Medicine, Veterinary Science, Social Work and Teaching. Many students can also support their applications through Bootham's Volunteering Programme.

UCAS AND SIMILAR APPLICATIONS

The majority of students do apply for university, but the school realises this is not the route for everyone and supports those wishing to apply for alternative courses or work. There are various presentations throughout the year to support these applications. Students attend a Higher Education Convention in the spring term and many attend courses and conferences as advertised, as well as University Open Days. The UCAS site opens for College 1 students in May, and students are guided through completing the form. The autumn term focuses on writing Personal Statements and finalising choices..

Students wishing to apply to Oxford or Cambridge, as well as other top Russell Group universities, are supported through the process. They are expected to have a high standard of GCSE results, to have settled into their College work, displayed the requisite academic potential as well as attending talks/ conferences in their chosen subject area. Oxbridge, Medical and some other applications have a submission date of 15 October, with all other applications aiming to be completed by the end of November (in advance of the official UCAS deadline of the end of January). The Art department supports all students applying for the Art Foundation course. We also have students who have applied for Music Conservatoires, Higher Apprenticeships and overseas universities. For those who wish to apply post A Level results, the school will support this but request that a UCAS form is completed during the College Two year so that their tutor has all relevant information for the following academic year.

Practice interviews take place for anyone who will have one as part of their application process. Once the A Level results are published in August, staff are on hand to offer further advice and guidance where necessary.

The most popular university choices in the previous five years include: Bristol, Bath, Durham, Edinburgh, Imperial, Manchester, Newcastle, Exeter, Northumbria, Sheffield and University College London. Students choose a diverse range of courses, including: Architecture, Art & Design, Business/Finance/ Economics, Geography, Engineering, Law, Medicine, Music, Psychology, Natural Sciences and PPE. We also have students applying to universities in the US and Europe.

UNIVERSITY ADMISSIONS TESTS

Some universities, including Oxford, Cambridge and Imperial, require an Admissions Test as part of the application process. Course related tests include law / mathematics / medical courses / biomedical science / classics / PPE. The tests take place in school in October and November, but others require students to register and sit the tests independently from school.

Careers and University Entry

This chart shows subject recommendations for the courses chosen by our students

COURSE	ESSENTIAL	DESIRABLE
Architecture	A portfolio of art work, some require Art	Art, Mathematics, DT, Physics
Art & Design	Art	Most require the 1 year Foundation course following A Levels
Business	None	Mathematics, Business Studies
Economics	Mathematics	Economics, Further Mathematics
Engineering	Mathematics & Physics	Further Mathematics, another science
Geography	Geography	Some prefer one from Mathematics, Biology, Chemistry or Physics
Law	None	English Literature, History, Religious Studies
Medicine	Chemistry, Biology will keep your choices open	Mathematics, Physics
Music	Music and often Grade 8 instrumental	None specific
Psychology	Many ask for one from Biology, Chemistry, Physics	Psychology, Mathematics, an essay-based subject
Sciences	The main science plus one other	Mathematics, Further Mathematics, a third science

CAREERS ADVICE AND SUPPORT

Careers advice and support is continued in College through regular sessions with the Careers Department and in College 'Specials', which take place on Tuesdays 4.15 p.m. to 5.15 p.m.

College students have the same tutor for two years. They are in small tutor groups so that the tutor can focus on individuals, their interests and development.

We have presentations for a whole year group or in seminar format, including:

- UCAS advice and support
- Completing a Personal Statement
- Studying abroad
- Taking a Gap Year
- Student finance and budgeting
- Applying to Oxford & Cambridge
- Post-18 choices presentations
- Interview skills

Students are registered on an excellent platform called Unifrog which is used to:

- Research careers
- Research university courses
- Research universities in the UK and abroad and find Oxbridge advie
- Research apprenticeships
- Write CVs and personal statements

There is a careers area on the school portal which both students and parents can access. This area is updated frequently and gives information about open days at universities, UCAS bulletins, lectures on offer at school, locally and online, Unifrog, subject related opportunities and super-curriculum ideas and opportunities


ACADEMIC PRIZE.
1993 EMMA BEDDINGTON
Wadham College, Oxford.
1994 NICHOLAS W. STURGE
Queens' College, Cambridge
1995 ABIGAIL F. McLOUGHLIN
Sidney Sussex College, Cambridge
1996 CLARE C. HORSMAN
Merton College, Oxford
1997 JOANNA MARLOW
Newcastle University
1998 CASPAR J. WILL
Queens' College, Cambridge
1999 NICOLA S. KAY
Queens' College, Cambridge
2000 PETER LUMSDAINE
Clare College, Cambridge
2001 RICHARD SMITH
Emmanuel College, Cambridge
2002 JAMES ROBERTS
Corpus Christi, Cambridge
2003 ADAM DRURY
Emmanuel College, Cambridge
2004 ANTHONY LAW
Clare College Cambridge
2005 PETER ELLERY
Selwyn College Cambridge
2006 JAN SRAMEK
Trinity College Cambridge
2007 WILLIAM COOKE
Pembroke College Oxford
2008 ANTONY MALE
Southampton University
2009 THOMAS WOOD
Imperial College
2010 OLIVER MEACOCK
St John's College, Cambridge
2011 YVELINE ZHANG
London School of Economics
2012 OWEN DUFFEY
Keble College, Oxford
2013 SAM ALTMANN
London School of Economics
2014 SOPHIE WOOD
Robinson College, Cambridge
2015 ANNIE SUMMERFIELD
Bristol University
2016 JACK GILMAN
Durham University
2017 TOM NICHOLS
Manchester University

Bootham Students' Destinations

WHERE NEXT?

The Bootham College Curriculum is specifically designed to enable the student to achieve the highest possible grades. This enables our students to go on to top universities in the UK and abroad.

Student destinations for the past three years:

WHAT TO DO NEXT

ADMISSIONS PROCEDURE FOR INTERNAL CANDIDATES

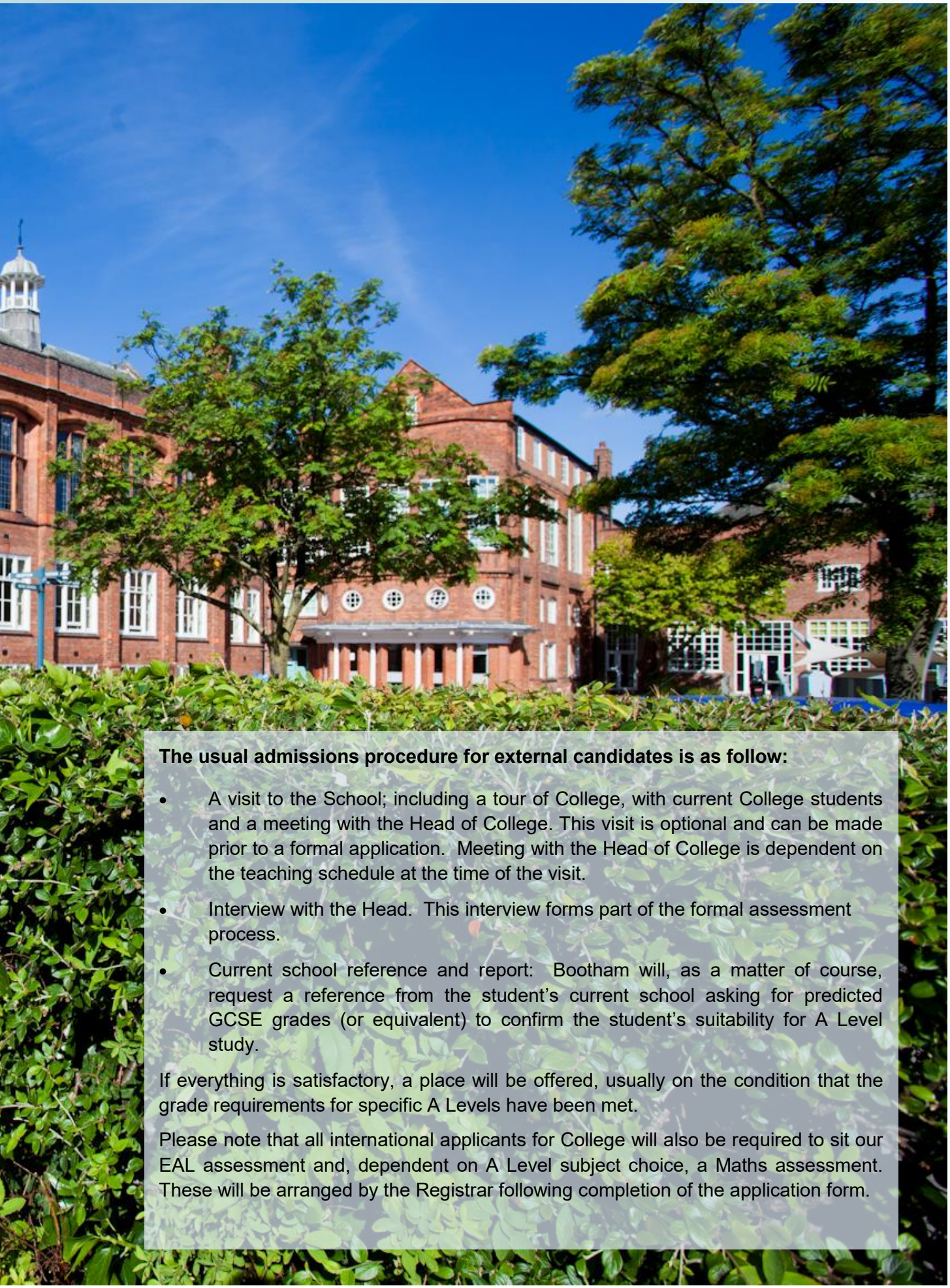
Existing Bootham students do not have to apply for a place in College. You will be asked to submit your A Level subject choices in February.

ADMISSIONS PROCEDURE FOR EXTERNAL CANDIDATES

A formal application can be made at any time, but usually no later than the Autumn Term prior to entry. Late applications will be considered subject to availability of places.

To make a formal application, please complete and return our Application Form to admissions@boothamschool.com. To request this form, or if you have any questions prior to making your application, please contact our Registrar, Fiona Ward, on: admissions@boothamschool.com or telephone 01904 623261.

Our Head of College, Deputy Head (Academic) and Assistant Head (Curriculum) will be happy to answer specific questions regarding A Levels and subject choices. Please contact them through the Registrar.



The usual admissions procedure for external candidates is as follow:

- A visit to the School; including a tour of College, with current College students and a meeting with the Head of College. This visit is optional and can be made prior to a formal application. Meeting with the Head of College is dependent on the teaching schedule at the time of the visit.
- Interview with the Head. This interview forms part of the formal assessment process.
- Current school reference and report: Bootham will, as a matter of course, request a reference from the student's current school asking for predicted GCSE grades (or equivalent) to confirm the student's suitability for A Level study.

If everything is satisfactory, a place will be offered, usually on the condition that the grade requirements for specific A Levels have been met.

Please note that all international applicants for College will also be required to sit our EAL assessment and, dependent on A Level subject choice, a Maths assessment. These will be arranged by the Registrar following completion of the application form.

Notes

BOOTHAM
SCHOOL
AGES 3-18

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