

**BOOTHAM - WHAT TO EXPECT****Page 2**

*The Quaker Environment*  
*The Tutor System*  
*Study Facilities /Social Space*

**THE WIDER CURRICULUM****Pages 3-4**

*Information and Communication Technology*  
*Drama*  
*The Duke of Edinburgh's Award Scheme*  
*Natural History*  
*Volunteering / Community Service*  
*Geographical Association and the Royal Geographical Society*  
*Historical Association*  
*Music*  
*Residential Visits*  
*Leisure Activities*  
*Specials*

**PROGRAMMES OF STUDY****Pages 5-6**

*Choosing Your Course*  
*Subject Combinations*

**CAREERS AND UNIVERSITY ENTRY****Page 7****SUBJECT DETAILS****Page 8—27**

*Art A/AS*  
*Biology A/AS*  
*Business Studies A/AS*  
*Chemistry A/AS*  
*Classical Subjects*  
    :*Classical Civilisation A/AS*  
    :*Latin A/AS*  
*Design and Technology A/AS*  
*Drama and Theatre Studies A/AS*  
*Economics A/AS*  
*English Literature A/AS*  
*General Studies A/AS*  
*Geography A/AS*  
*History A/AS*

*Mathematics A/AS*  
*Further Mathematics A/AS*  
*Modern Languages*  
    :*French A/AS*  
    :*German A/AS*  
    :*Spanish A/AS*  
*Music A/AS*  
*Physics A/AS*  
*Psychology A/AS*  
*Religious Studies (Philosophy of*  
*Religion and Ethics) A/AS*  
*Sport and Physical Education A/AS*

**NEXT STEPS****Page 28**

*Admissions Procedure*



---

## BOOTHAM - WHAT TO EXPECT

---

### **What can you expect from life in College (Sixth Form) at Bootham?**

First and foremost College will be a preparation for your life at university. You will find a big difference to the approach taken at GCSE. You will learn how to develop your analytical and research skills and how to take responsibility for your own learning.

Bootham is a community where staff and students know each other well. The style is not as formal as you may find in other establishments but it is nonetheless extremely effective. The expectation is of very good academic results coupled with many opportunities for personal development through the wider curriculum, be it music, sport, drama or outdoor pursuits.

College is the name we give to the Sixth Form at Bootham; College One is the first year, College Two the second and final year. There are over 160 students in College and all are part of the wider school community, taking an active and important role in duties and Activities.

### **The Quaker Environment**

The majority of teachers and students are not themselves Quakers but the atmosphere clearly reflects Quaker attitudes of acceptance and encouragement. We are a community of many different faiths where the nurturing of the individual within the community is a high priority. This is done in the belief that there is something of God in everyone.

### **The Tutor System**

As a member of College you will have a personal tutor. Your tutor will have approximately nine tutees, some from each College year. Your tutor will have pastoral and academic responsibility for you. The tutor-student relationship is important and so special care is taken in placing students with a tutor. Small groups make it possible to care for the needs of each student. Tutors keep in touch with academic progress and will help sort out difficulties that arise. Personal tutors also help guide the student through applications for university or other post-A-level courses.

### **Study Facilities**

You will have your own study shared with a number of other students. Boarders have a study bedroom. Studies are for working in! Students who share often take different subjects and so use the study at different times. The library and workroom on College corridor are also available.

The John Bright Library is situated on the first floor of the main classroom block and houses fiction, non-fiction and reference materials. Daily newspapers and a wide range of magazines and periodicals are also available.

There is a large study area on the new (2008) mezzanine floor, equipped with power sockets and wireless network connection for laptops. The library has eight desktop computers, ten laptops, and a printer/photocopier. The Library catalogue is available across the school network, as is the Virtual Library, which provides on-line access to a wide range of curriculum-related digital materials. The library also houses a small Quaker Information Centre. The fully-qualified librarian is available 8.30 to 5.30 for help and advice; the library is also open in the evenings for prep.

### **Social Space**

There is a common room for all College students, available every day for snacks and drinks. This is open for use in all study periods and breaks.

---

## BOOTHAM - THE WIDER CURRICULUM

---

### **Information and Communication Technology**

The Bootham ICT department has a wide range of the latest equipment and facilities available to all students. This includes a filtered campus-wide 100mbps wireless and wired network with access to the internet. Students have access to two dedicated suites of computers, together with smaller computer clusters in departments and in the boarding houses. The school library has an open access resource with ten laptops available for short term loan in the library. There are a number of dedicated professional quality colour laser printers, scanners and a large format photocopier which can reproduce up to 42" poster size high resolution images. Students who have their own laptops are able to connect to the wireless network both in and out of lessons.

Most departments have some form of specialist IT equipment or dedicated software including interactive boards and projection facilities which are available throughout the teaching areas of the school. Our virtual learning environment, [www.boothamstudent.co.uk](http://www.boothamstudent.co.uk) allows course materials from across the curriculum to be accessed 24 hours a day, wherever students are. Each student is also issued with a boothamstudent email address enabling them to keep in contact with their teachers.

The ICT Support team are available during working hours to provide on the spot help and advice.

### **Drama**

Bootham encourages drama at all levels of the school and the standard is high. Drama is presently taught in Lower and Middle Schoolrooms and can also be studied at GCSE. Theatre Studies AS and A-level are available in College. A major production, drawing performers and those interested in technical and other backstage/support roles, is mounted each year. There are many other theatre and performance events throughout the year for pupils to be involved in, including an annual Junior School Musical.

Drama workshops are also offered in activity hours and students have the opportunity to take LAMDA exams. Students are also given the opportunity to develop their expertise and experience in sound and light and stage management.

The Drama department organises workshops and visits from outside drama specialists and

theatre companies as well as numerous theatre visits throughout the year – often joining with the English department.

### **Outdoor Pursuits and The Duke of Edinburgh's Award Scheme**

The Duke of Edinburgh Award scheme is popular at Bootham. Students have the option of starting their Bronze Award in their Lower Senior year. An increasing number are choosing to start their Silver and Gold Awards after completion of the Bronze Award.

### **Natural History**

The Natural History Society welcomes students with an interest in wildlife and conservation. There are weekly meetings, occasional day trips and expeditions. An exceptional collection of specimens has resulted from our 160 year history. We have on-going projects to develop a school wildlife garden and to restore and conserve the school Natural History collection.

---

## BOOTHAM - THE WIDER CURRICULUM ....continued

---

### **Volunteering and Community Service**

A valuable part of the College curriculum is encouraging pupils to become actively involved in voluntary or community service. Many pupils who join College are already contributing in this way and we value their continuing participation in their choice of service. Students can suggest their own volunteering opportunities, which may be related to their current interests, or can choose from our extensive existing contacts. These are extremely varied and range from the opportunity to give one to one literacy and numeracy lessons to adults with learning differences at the Salvation Army, to working in local primary schools and charity shops. We have our own internal system of accreditation.

Even though it is recognised that many placements will take place outside of curriculum and school time, there are a number of school based initiatives available that could count as voluntary service such as helping to run an activity or supporting a charity.

### **Geographical Association and the Royal Geographical Society**

Bootham is used as a lecture venue for both the RGS and the GA. The programme of lectures is extensive and topical. Recent subjects have included *The rebranding of Leeds*, *Antarctic Exploration and Management of the Holderness coast*. The popular sixth form day conference is held every March and is run by specialists who deal with important geographical issues on a daily basis. An exam preparation seminar with the principal examiner for Unit GEOG4B is held in December.

### **Historical Association**

Bootham is a longstanding member of the Historical Association. We host an annual lecture relating to current historical understanding and issues of local importance. Recently we have hosted lectures on Napoleon, and Soviet History as well as an entertaining general lecture on 'the Great Stink' and a lecture on the causes of the Wars of the roses given by the Association's President.

### **Music**

There is a wide variety of activities at Bootham School. These include large ensembles such as Senior Orchestra, Junior Ensemble, Big Band, Choral Society, Bootham Belles, Bootham

Beaux, Senior Choir, Chamber Choir and Junior Choir. Smaller ensembles exist for various instrumental groups and theory tuition and music technology activities are available.

York is a musical city which provides external opportunities for those wishing to participate. A team of twenty five peripatetic staff provides instrumental tuition to over sixty-five per cent of the school.

### **Residential Visits**

Many visits both at home and abroad are available in College. They are offered by most departments and, in most cases, are open to all College students. In the past, students have been able to participate in ski trips to France, visits to Iceland, Japan and the Cevennes, France with Geography. Paris, Berlin and the Lake District with Art, Rome and Greece with Classics, various trips at home and abroad with the choir, Battlefields, Russia, Paris, Berlin/Krakow and Turkey with History, South Africa, Honduras and Cuba with Biology and Paris and Berlin with MFL. There is also the opportunity to take part in the Quaker Pilgrimage (for College Two only) to 1652 country in the North West of England.

### **Leisure Activities**

College have the opportunity to join or help organise the many leisure activities which run each week day from 4.30 to 5.30 and include many sports, art, music, community service, drama and many others. It is a chance for a member of College to share their interest or hobby with younger members of the school community.

### **Specials**

During the Autumn and Spring Terms, a series of lectures are presented to students in College. Some are organised with the Mount School. Sessions have included topical issues, Gap Years, careers fairs and university presentations. These take place as a compulsory activity on a Tuesday from 4.30 to 5.30.

It is expected that all students will honour this time slot every week as it can also be used for tutorials and other related activities.

---

## PROGRAMMES OF STUDY

---

### Choosing Your Course

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, and with Will Lewis (Assistant Head: Curriculum Logistics) and Richard Burton (Head of Careers and Sixth Form).

Students starting College next September will have the opportunity to choose a wide ranging course of study. The following subjects will be available:-

### Available at A-Level (College One and Two) and AS-Level (College One)

Art  
Biology  
Business Studies  
Chemistry  
Classical Civilisation  
Design and Technology  
Drama and Theatre Studies  
Economics  
English Literature  
French  
General Studies  
Geography  
German  
History  
Latin  
Maths/Further Maths  
Music  
Physics  
Psychology  
Religious Studies (Philosophy of Religion and Ethics)  
Spanish  
Sports and Physical Education

### Also available. . .

Private lessons for Mathematics GCSE (retake) in College One can be arranged.

All students will take AS General Studies in College One and will be able to take General Studies at A-level in College Two.

Some students may choose to take an Extended Project Qualification (EPQ).

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. 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.

### How Many Subjects Should I Study?

In the first year of College you will be studying AS-levels. You will have the opportunity to study four, or very occasionally, five AS-level subjects. In College Two you will probably complete your A-level studies by taking the A2-level modules in at least three of these subjects. When choosing your four AS subjects it is wise to assume that any of the four could be continued to A2. All full A-levels will be divided into four or six modules. Half will be examined at the end of College One (this makes an AS-level) and the rest at the end of College Two (making up the A2-level component).

These are two examples of possible College programmes; remember there are a number of other possible arrangements.

### Example 1:

College One	AS	AS	AS	AS
	(lesson total = 32)			
College Two	A2	A2	A2	
	(lesson total = 24)			

This programme provides three full A-levels completed in College Two and one AS-level completed in College One.

### Example 2:

College One	AS	AS	AS	AS
	(lesson total = 32)			
College Two	A2	A2	A2	A2
	(lesson total = 32)			

This programme provides four full A-levels all completed in College Two.

It is Bootham School policy that students complete all of their AS qualifications and are not allowed to drop a subject part-way through their College One Year.

---

## PROGRAMMES OF STUDY . . . continued

---

### **Other Subjects**

Physical Education is compulsory for all students on Wednesday afternoon, following College Quaker Meeting at Friargate Meeting House in the town. College are also timetabled for General Studies: all take the General Studies AS course as a compulsory subject but there is an element of choice for the A2. The course is a useful 'liberal studies' addition to our programme and the exam is a benefit to many in their university applications and future job applications. Some students also grasp the opportunity to pursue an Extended Project Qualification (EPQ), which is completed within the General Studies Programme.

### **What Do I Need To Join the College Class?**

Students progressing to College, from Bootham or elsewhere, will usually have at least seven GCSE grades A\* to C (including passes in English and Mathematics). Some A level subjects will require particular subject passes at B grade or higher; it is therefore crucial to consult individual course descriptions and grade requirements 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, Jonathan Taylor.

---

## CAREERS AND UNIVERSITY ENTRY

---

Students new to Bootham are encouraged to make use of the Independent Schools' Careers Organisation (ISCO) for which a fee is payable. Those who join the scheme sit tests - Futurewise Profiles - which help to determine academic potential and to suggest possible careers. As a member of ISCO, students receive an interview after the tests and may use the expertise of the organisation until aged 18 (or on payment of a top-up fee, up to age 23).

If you are entering College from Bootham or another Independent School, you will already have the results of your ISCO tests and interviews and will have undertaken some work experience. During your first year in College tutors will encourage you to continue to research career options. The onus is on yourself to make use of the Careers Library, the careers staff and the various computer programmes. The Careers Library holds up to date information on most career paths. The school encourages links with industry and we encourage individuals to organise work-shadowing placements, especially for those applying for Medicine, Veterinary Science and Law.

Entry to Higher Education has become increasingly competitive, especially for those wishing to pursue courses in Medicine, Veterinary Science, Law, the arts or social sciences. Detailed advice is given during your first year of sixth-form studies. Parents and pupils are invited to a briefing early in the Summer Term. Workshops are also offered by universities along with courses in various subjects run by ISCO and Villiers Park.

A considerable amount of discussion and advice is initiated by your personal tutor. Tutor groups are small, so that individual concerns can be addressed. Draft applications are discussed, and students are encouraged to use the well stocked careers department and to seek specialist advice. Applications are handled by The Universities and Colleges Admissions Service (UCAS) and need to be submitted early in the Autumn Term of your second year. Students will be urged to complete these promptly.

Competition for admission to Oxford and Cambridge is intense: a high standard is therefore required. Those who wish to be considered should first show that they have settled down to sixth-form work well and should have displayed the requisite academic potential. This will help us to give advice with confidence. It is expected that decisions will be made by the end of College One.

Once Advanced Levels have been taken, staff will be on hand at school when the results are published in mid-August to advise and assist any student who may still be trying to find the right place in Higher Education.

The A-level Art course follows on quite naturally from the GCSE, although students are asked to become independently involved with the subject to a much greater depth. It is expected that students will have either been successful at GCSE Art or can demonstrate through their work that they are serious A-level candidates.

AS and A-level students always find the course more challenging than GCSE in the first term. There is more emphasis on exploration and enquiry and slightly less on producing finished work. This is really the only difference and students soon find that they can adapt.

We expect students doing four subjects to do four hours work per week outside of lesson times. Students doing five subjects can negotiate this commitment prior to the course.

### **Course content**

#### **COLLEGE ONE**

##### **60% Coursework; 40% Externally set assignment**

There is one coursework unit during the year in which students are asked to explore a range of media and ideas as well as visit exhibitions. Responding to the work of other artists is an important part of the course. Students also need to produce a finished piece or pieces of work.

From early February onwards, students respond to an externally set theme on which they then have eight hours to make a finished response under controlled assessment conditions.

#### **COLLEGE TWO**

##### **60% Coursework; 40% Externally set assignment**

The second year of the course requires students to produce one course work unit. The students are asked to make a study both visually and in written form of a chosen artist or art form as well as producing work of their own choice. If students have a chosen career path we encourage students to select a theme or broad subject that is germane to their wider, Higher Educational ambitions.

Students can explore painting, drawing, sculpture, ceramics, print making, computer graphics, photography, instillation and video. They are encouraged to become more specialised as their personal ideas progress and become more refined.

From early February onwards, students respond

to an externally set theme on which they then have twelve hours to make a finished response under controlled assessment conditions.

A-level Art is an exciting creative course for those wishing to go on with careers in Art and Design. It is also designed for those who simply want a creative A or AS-level and is acceptable for university entrance in nearly all subjects.

For those students who wish to follow a career in Art and Design, simply by following the A-level course they will build up a portfolio suitable for such an application.

As with GCSE, Art A-level should provide the student with the opportunity to research and develop their own ideas and learn both about themselves and the process of creativity.

<p><b>GCSE Requirements</b> (see page 6) GCSE Art is very helpful - or an assessment will be made by the Head of Art.</p>
---

This is an exciting specification designed to motivate students by helping them to realise how an understanding of many of today's issues require the knowledge and understanding underpinned by biological principles. The course approaches Biology in a completely new way and represents a great way to learn traditional Biology whilst studying its many contemporary applications. We follow the context-led approach of the Edexcel Specification.

The course is superbly well-resourced with a dedicated website allowing students to work on their Biology A-level at any time. Lessons make use of the exciting new ICT resources available in Biology and students are encouraged to bring laptops to lessons (though the Biology department will supply machines whenever necessary). The website offers student resources, tutorials, animations, student support, updated biological news and a message board to allow discussion with other students across the country! A textbook written for the course completes the package.

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 intending to study science 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.

#### **Course content and assessment**

##### **AS Content**

Four topics are studied at AS level: **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 AS-level 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 bioethics.

Assessment of the AS topics is done by Unit tests 1 and 2 each of 1¼ hours (testing topics 1 and 2 and 3 and 4 respectively) and an internal assessment, Unit 3. One component of this will be ongoing practical assessment of students during normal lab sessions. (assessment will be done by teachers and is not moderated by Edexcel). The second strand of Unit 3 will be a 1500 - 2000 word report (exploring applications and implications of Biology in a real life context), based on a visit to a site of biological interest. The visit will be organised by School—in recent years we have visited the Central Science Labs in York and Imperial College, London. Unit 3 will account for 10% of the total A level marks (20% of total AS marks)

##### **A2 content**

Four topics are studied at A2 level: **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 exciting new and relevant Biology including forensics, zoos and conservation, medical technology and the physiology of athletes, to name but a few.

Assessment of the A2 topics is done by four Unit tests. Unit tests 4 and 5 (testing topics 5 and 6 and 7 and 8 respectively) are 1½ hours each. Unit 5 will include a question related to a pre-released scientific article that students will study in and out of school. Questions related to the article will test students' understanding of the Biology involved. Unit 6 encompasses internal assessment. Students will be expected to carry out an individual experimental investigation (ecology-based in the field - see below. A written report of up to 3300 words will be completed. Unit 6 will account for 10% of the total A level marks.

Field work: students will be required to attend a field trip over the weekend of 6<sup>th</sup> to 9<sup>th</sup> October 2010 to Blencathra Field Studies Centre, Keswick. The field work will be used as a means of carrying out the internally assessed coursework investigation.

##### **GCSE Requirements** (see page 6)

Students intending to take A-level Biology should expect to have A or B grades at GCSE, whether in Biology or double-award science.

The first module provides candidates with an introduction to the scope of Business Studies within the context of starting a new business. Initially we study entrepreneurship and the motivation behind enterprise; we learn about market research, business plans and the nature of the marketplace. We go on to look at financial planning especially for small business. The second module investigates business functions such as human resources, operations management, marketing and the competitive environment. We use real examples from the corporate world and include, wherever possible, students own experience of business. The AS level ends at this point.

The A2 has two units: Strategies for Success, which builds on the AS work and looks at setting objectives, measuring performance and devising strategy across all business functions; and Managing Change in the business environment.

The course is taught via lectures, debates, group work and individual learning. Textbooks are supplemented with information from newspapers, television and the internet. We undertake some practical work including, for example, field work in York.

**Assessment**

The course is delivered in two sections; there is no coursework. An AS level qualification will be taken at the end of College I. The Advanced GCE will be taken in the summer term of the final year

**Scheme of Assessment****AS Planning and Financing a Business:**

Exam: 1 hour 15 mins: questions include short-answer and data response questions  
40% of AS (20% of Advanced GCE)

**AS Managing a Business:**

Exam: 1 hour 30 mins: questions include one six-part question and a mandatory section  
60% of AS (30% of Advanced GCE)

**A2 Strategies for Success:**

Exam: 1 hour 45 mins: questions are based on unseen case study stimulus material.  
25% of Advanced GCE

**A2 The Business Environment and Managing Change:**

Exam: 1 hour 45 mins: questions are based on pre-released research tasks and will include numerical data and essays. This unit is synoptic. 25% of Advanced GCE

A\* is available on Advanced GCE

**GCSE Requirements** (see page 6)

Students need a good command of English. There may be some data analysis in the case studies so students must have basic numeracy

**Course Content**

We adopted the Salters' A-level Chemistry course as a result of overwhelmingly positive feedback from students and teachers in other schools. Our decision has been confirmed as our students have gone on to gain excellent grades. This course is centred upon the most recent and exciting developments and applications of chemistry. Using these real-life issues the course is carefully constructed to cover all the important theory fundamental to any A-level course: the origin of atoms, quantifying chemicals, atomic structure, bonding, the periodic table and periodicity, organic chemistry, energy changes, rates of reaction, reversible reactions and equilibrium, synthesis of useful chemicals, methods of analysis and detection, spectroscopy and the chemistry of selected elements and groups of elements, biochemistry, materials science.

The learning will be varied and will include discussion, giving presentations, learning how to make useful notes, practical work, problem solving, visiting an industry and following your own research project (in the second year of the course).

A new syllabus has been introduced with even more up-to-date chemistry. The units are as follows:

**AS (first year)**

The elements of life  
Developing Fuels  
Elements from the sea  
The Atmosphere  
The Polymer Revolution

**A2 (second year)**

What's in a Medicine  
The Materials Revolution  
The Steel Story  
The Thread of Life  
Agriculture and Industry  
Colour by Design  
The Oceans  
Medicines by Design  
Individual Research Project

At AS there are three assessments:

- Written paper 1¼ hours
- Written paper 1¾ hours
- Experimental Skills: assessed as coursework

At A2 there are three assessments:

- Written paper 2 hours
- Written paper 1½ hours
- Individual research project

**Why Study Chemistry?**

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 they react? Why are some reactions violent and others not? How are new materials made? What are the causes and solutions to environmental problems? Why is water essential to life and wouldn't other substances do just as well? As the understanding develops, students will be able to design molecules to make better materials, medicines, dyes etc.

Chemistry is recognised as one of the most saleable qualifications. It is the preferred A-level subject for entry into many science degree courses and is the one subject which is essential for most medical and veterinary courses (and many courses in biological sciences) not to mention more obviously chemical related courses. Given that the chemical industries form one of the largest sectors of British industry, job prospects for chemists are always good.

An A-level in chemistry is evidence of being able to think rigorously, logically and imaginatively and of applied mathematical and practical skills. As such it is welcomed for non-scientific courses from business studies and law to sociology and philosophy. Even a student of literature or humanities may be a better student for having learnt the rigours of a scientific discipline.

**GCSE Requirements** (see page 6)

Chemistry/Science to grade B or above is needed and Physics and Maths grade B or above are desirable.

**CLASSICAL CIVILISATION**

To study A-level Classics it is not essential to have studied the ancient world before, although, clearly, this will help. 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 either of the ancient languages, 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 York and the immense world-wide assets now available by 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 is unusual in providing pupils with an opportunity to study material once only studied towards the end of university courses. Candidates are encouraged to make their own independent critical judgements. It is surprising to discover how closely ancient life and economies parallel the modern developing world and how much is of relevance to us today.

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.

**Course Content**

A-level Classics will now consist of **two** elements at each of AS and A2. These are taken from a wide range of topics:

**AS level**

**Greek Tragedy in its context** - The principal focus of this unit is on literature, society and values. The unit is also concerned with history, philosophy and religion.

From June 2011 to June 2013, inclusive, the set texts will be: Aeschylus' *Agamemnon*, Sophocles' *Ajax* and Euripides' *Medea* and the *Bacchae*.

**The Augustan Rome** – Students will study the rise

of Octavian and how he managed to change Rome both politically and physically forever.

**A2 Level**

**Aeneas and the Roman Hero** - The principal focus of this unit is on literature, society and values. The unit is also concerned with history, politics and religion. Candidates must read the prescribed books selected from Virgil's *Aeneid* and Homer's *Iliad*.

**The use and abuse of power** – the thematic focus of this option is the way in which key events and key individuals in Roman politics led to the fall of the Republic and brought about one-man rule.

**Classics for a Career**

There seems to be much concern with 'relevance' of academic subjects these days and it should be remembered that Classics, with the other arts subjects, is concerned with a general training in literary, communication and critical faculties. University courses directly related to these courses are naturally available. Classics courses at university are increasingly concerned with the civilisation. Study of the Classics can also contribute to History, Modern Languages, English and Fine Art courses. In recent years some of those who have studied Classical Civilisation have found it useful as a preparation for Anthropology and Oriental Studies. Anyone intending to embark on historical study at a high level in any period earlier than the 19th century would find Latin helpful: appointments to archivists' posts also expect it.

The most recent figures available show that Classics graduates remain some of the most readily employable arts graduates - beating a surprising number of science specialists. The areas most favoured by classics graduates are financial and administrative, but there is a wide spread of employment from law to computing, diplomacy to marketing. A Government document refers to classicists as "clever and open-minded".

**GCSE Requirements** (see page 6)

### Why Study Design and Technology?

Design and Technology opens up a wide range of career opportunities. Many Universities offer a variety of D.T. related courses, including: Industrial Design, Packaging Technology, Sports Equipment Design, Product Design and Development, Interior Design and Transport Design. The skills also prepare students for courses such as Architecture, Ergonomics, Urban Planning and Graphics based degrees as well as Engineering degrees (when combined with Mathematics A-levels).

**The heavy emphasis on coursework means students must be prepared to spend a good proportion of their study periods in the workshop.** Strict coursework deadlines must be adhered to, to ensure the completion of work. Students will need to be familiar with at least one Computer Aided Design package.

### Course Content

#### AS Unit 1: Portfolio of Creative Skills (60% of the total AS mark; 30% of total GCE marks)

Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. They will produce **one** portfolio with **three** distinct sections which will demonstrate their creativity and flair when investigating, designing and making products). Ideally different products should be chosen for the **three** distinct sections as students are not being asked to carry out one large design and make exercise but three smaller and more focused tasks which build up to provide a detailed portfolio of their skills.

#### Assessment

This unit is internally set and marked by the School and externally moderated by the examination board.

#### AS Unit 2: Design and Technology in Practice (40% of the total AS mark; 20% of total GCE marks)

Students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology. They will also learn about industrial and commercial practices, and the importance of quality checks and health and safety issues that have to be considered at all time.

#### Assessment

One examination of 1 hour 30 minutes.

#### A2 Unit 3: Designing for the future (40% of the total A2 marks: 20% of the total GCE marks)

In this unit, students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future design. It is increasingly important that students develop an awareness of the impact of design and technological activities on the environment. Sustainable product design is a key feature of modern design practices.

#### Assessment

One examination of 2 hours.

#### A2 Unit 4: Commercial Design (60% of the total A2 marks: 30% of the total GCE marks)

In this unit students are able to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice.

In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution. The choice of design problem should have a real commercial use, in that it should be useful to a wider range of users beyond an individual, unless it has been specifically commissioned as a 'one-off'. The design problem should provide opportunities for a client or user-group to have input into decision making at various stages of the design and make process. A key feature of this unit is that students consider issues related to sustainability and the impact their product may have on the environment.

#### Assessment

This unit is internally set and marked by the school and externally moderated by the examination board.

#### GCSE Requirements (see page 6)

Students should have studied Design and Technology Resistant Materials. Students with a background in Graphic Product Design will be considered on individual merit. CAD experience is essential. Students with a grade C will struggle with this A-level.

This is a two year course involving eight lessons a week. Through a mixture of practical and theoretical work students are encouraged to develop their knowledge of drama and theatre and their practical skills. The course includes the study of plays, performance practices and the contributions to the development of theatre by key practitioners and theatre companies. Students will also extend their knowledge of theatrical terms and concepts, and the influence of historical, social and cultural factors on the development of theatre. Theatre visits are an integral part of the course and students submit detailed reviews of the performances they see.

**The AS course consists of two units:**

**Unit 1** involves the exploration of two contrasting play texts and is moderated through practical and written coursework. Students are also required to experience a live theatre performance and submit an evaluation.

**Unit 2** is an externally assessed unit which requires the students to offer either a monologue or duologue and perform in a teacher directed performance before an audience. Those with an interest in, and capacity for, design are able to contribute as designers.

**The A2 course consists of two further units:**

**Unit 3** requires an original piece of theatre researched and devised by the students. This is performed to an identified audience and internally assessed. Those with an interest in, and capacity for, design are able to contribute as designers; there is also the potential for students to take on the role of director.

**Unit 4** is a two and a half hour written examination in three parts. The first two parts require the students to explore one play from the perspective of a director (in both an academic and practical way). The third section involves the study of another play in relation to its original contexts of production – and in relation to how it has been subsequently performed and understood. A live performance of the play will be experienced and evaluated, and a comparison made with performances of the play in previous historical periods.

**GCSE Requirements** (see page 6)

Students for this course should normally have achieved a grade B or above in GCSE drama; in addition, they should have achieved a grade B or above in GCSE English. Consideration will be given to those students without these grades but who are able to demonstrate ability, experience in or a commitment to drama or performance (e.g. in youth theatre, dance and/or music).

Current dynamic global financial markets and the downturn in world economic growth ensure the study of Economics is up to date and relevant.

Initially students are presented with some of the basic economic problems such as resource allocation and are carefully led through basic concepts and ideas. Pupils then move on to the core components of A level Economics which are designed to encourage pupils to develop an understanding of current economic issues, problems and institutions – for instance what does the Bank of England do and what do the Monetary Policy Committee look at to decide on interest rates? Pupils also begin to apply economic theories and models to real world problems noting the values and limitations of such applications. Finally, the core components also enable pupils to analyse, explain and evaluate the strengths and weaknesses of the market economy, including studying market failure, and the role of government within it. The AS finishes at this point.

The core leads to the A2 which consists of thorough investigation of different types of markets and these may include the labour market, leisure and tourism, transport economics or development economics.

This course will be taught in 'lecture style' and resources will include textbooks, newspapers and magazines, television and the internet. There will be plenty of opportunity to debate and it is expected that everyone will contribute.

### Assessment

The course is delivered in two sections, there is no coursework. An AS level qualification will be taken at the end of College 1. The Advanced GCE will be taken in the summer term of the final year.

### Scheme of Assessment

#### AS Markets in Action

Exam: 1 hour 30 minutes, all questions mandatory, some short answers, one question which requires extended writing  
50% of AS GCE marks  
(25% of Advanced GCE)

#### AS The National and International Economy

Exam: 1 hour 30 minutes, all questions mandatory, based on a case study, one Question requires extended writing  
50% of AS GCE marks  
(25% of Advanced GCE)

#### A2 The Global Economy

Exam: 2 hours - Questions based on pre-released stimulus material, essay style. This unit is synoptic  
25% of Advanced GCE

#### A2 Transport Economics or Economics of Work and Leisure

Exam: 2 hours - Two sections including a mandatory data response and a structured question. This unit is synoptic  
25% of Advanced GCE

A\* grade is available at Advanced GCE

#### GCSE Requirements (see page 6)

Students need a good command of English as exams are essay based. Numerate students who are able to analyse and interpret data and graphs are best suited.

The study of English Literature at A-level develops naturally from work in English language and literature at GCSE. It aims to encourage and deepen an enjoyment and appreciation of English literature and literary studies, based on informed personal response.

Students who have enjoyed the texts studied at GCSE 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.

Those who read more than the prescribed texts, who cultivate a lively, structured and incisive essay style, and who enjoy textual analysis, are likely to become successful A-level candidates.

#### **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.

#### **AS-level**

During the first year of the course, the following units will be studied and assessed:

##### **Unit 1 Poetry and Prose 1800-1945**

(2 hour examination; 60% of total AS marks; 30% of total A-level marks.) Students will study at least one poetry and one prose text. Students also explore basic literary-critical concepts and approaches.

##### **Unit 2 Literature Post-1900**

(Coursework; 40% of total AS marks; 20% of total A-level marks.) Students will study at least three post-1900 texts, at least one of which will have been published or performed after 1990. The aim of this internally-assessed unit is to encourage interest and enjoyment in contemporary literary studies. Texts are selected in groupings that facilitate links or contrasts, in order to develop the ability to explore how texts illuminate and connect with each other. Students produce a coursework folder of a maximum of 3000 words.

#### **A2-level**

During the second year of the course, the following units will be studied and assessed:

##### **Unit 3 Drama and Poetry pre-1900**

(2 hour examination; 30% of total A-level marks.) Students study at least one Shakespeare play, together with poetry and drama by other writers. Part of this unit is a comparative study, where students explore links and contrasts between writers such as Chaucer, Donne, Marlowe and Webster.

##### **Unit 4 Texts in Time**

(Coursework; 20% of total A-level marks.) This unit leads to an extended, individual essay of a maximum of 3000 words. Three core texts are studied and compared, and students are encouraged to develop their own tastes and interests by reading widely. These texts are linked by genre, topic or period, permitting study of such areas as satire, gothic writing, tragedy, or perspectives on America.

#### **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.

#### **GCSE Requirements** (see page 6)

We require students to gain at least a grade B in their English and English Literature GCSEs.

As competition for higher education places intensifies, universities are increasingly needing to differentiate between students who meet the required grades for a course. They are therefore looking more at the additional skills and knowledge students can offer. By encouraging a critical approach to current affairs and demonstrating a student's ability in analysis and thoughtful argument, General Studies is able to provide evidence of these extra skills. As an A level, General Studies has increased in stature over recent years and is now welcomed in a wide range of highly competitive subjects, including Politics, Law and Psychology.

College students are expected to attend General Studies classes throughout College One and most will write the AS exams. Classes continue through College Two for many students: they will then be encouraged to sit the A2 exams.

study. Students are assigned a supervisor who will advise them throughout the process, however the project involves extended autonomous work by the student. Successful completion of an EPQ requires students to choose an area of interest, draft a title, plan, and research and carry out the project, deliver a presentation and provide evidence of all stages of project development. EPQs are completed by the end of the first term in College Two.

### **Extended Project Qualification (EPQ)**

Students in College One can apply to undertake an Extended Project. This is a stand-alone qualification and is the equivalent to half an A level. The Extended Project enables students to develop and extend from one or more of their subject areas or from an area of personal interest or activity outside their main area of

<b>GCSE Requirements</b> (see page 6)
---------------------------------------

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 a field. As a subject it offers **flexibility**: key transferable skills are acquired in literacy, numeracy, graphicacy 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 an educational visit for College students to a field centre, for example Eagle's Nest in France or Aigas in Scotland, to provide the required practical experience in geographical skills.

The course will be assessed by four module examinations, two taken at the end of College One leading to AS Geography. These with the other two modules taken in College Two complete the full A-level course.

### AS-level Modules

#### Core Modules

- Rivers, floods and management
- Global population change

Students will also study two further units, **one** physical geography option and **one** human geography option from the following choices:

Physical Geography options	Human Geography options
Cold environments	Food supply issues
Coastal environments	Energy issues
Hot desert environments and their	Health issues

Assessment at AS level will take the form of a two hour examination on Physical and Human Geography (GEOG1) and a one hour examination (GEOG2) based on geographical skills and generic field work questions.

### A2-level Modules

Students will study a total of **four** units **two** from the Physical options and **two** from the Human options.

Physical Geography options	Human Geography options
Plate tectonics and associated hazards	World cities – evolution or
Weather and climate and associated hazards	Development and globalisation
Challenges facing ecosystems	Contemporary conflicts and challenges

Assessment at A2 level will consist of a 2½ hour examination (GEOG3) consisting of both short answer and essay questions, and a 1½ hour examination (GEOG4B) based on an Advance Information Booklet evaluating a geographical issue taken in the January of A2.

**GCSE Requirements** (see page 6)

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 at AS and A2 levels, which enables us to offer an exciting range of courses to students. Our courses are both rewarding and challenging – we cover early medieval English history and French history from a more modern perspective.

### AS

We teach a Document Study on the origins and course of the French Revolution. The downfall of the Ancien Régime in France and the subsequent turbulent period of revolutionary rule, including the Terror, follows the trials(!) and tribulations of Louis XVI and Marie Antoinette and the rise and fall of Robespierre. It also provides an understanding of the development of democracy and the Revolution's impact on the world as a whole. 14 of the 30 articles of the United Nations' Universal Declaration of Human Rights (1948) were based on the 1789 Declaration of the Rights of Man!

A period study on Anglo Saxon and Norman England (1035 – 1087) forms the other component of our AS programme of study. Early medieval England is turbulent and colourful; the course is centred around the power struggle over the English throne between the Machiavellian Godwin family and the ambitious William of Normandy, the reasons for the success of the Norman invasion of 1066 and William the Conqueror's consolidation of power.

### A2

At A2 level we offer a Historical Themes course on English Government and the Church 1066-1216. Students build on their knowledge and understanding of English history with this study of the changing relationship between England's rulers, the Church and the development of English law. This course examines the factors that influenced English kings from the power struggle with Becket that led to one of the most infamous murders in History to the inept rule of 'bad' King John that led to the creation of the Magna Carta, England's first experience of civil rights.

We also study a Historical Interpretations course on Napoleon I, 1795 to 1815. Students complete an extended essay of approximately 2,000 words in length after completing a course of study which looks at the reasons behind his rise and eventual fall, his impact on the rest of Europe and why he has remained such a controversial historical figure.

Finally students will have the opportunity to investigate their own line of historical enquiry by researching and writing an extended essay of approximately 2,000 words to form their Historical Investigation. Students can choose to investigate in greater depth an element of their Napoleonic Interpretations 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 AS or A2 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 universities and employers – it is a subject which develops many skills which are highly valued in the world of work.

<b>GCSE Requirements</b> (see page 6)
---------------------------------------

Students now have the opportunity to continue their study of Latin beyond GCSE. The course is similar to GCSE with very little extra grammar. There are four compulsory components to the course, each with equal weighting.

**L1: Latin Language AS**

50% of the total AS GCSE marks, 90 minutes written paper. This paper has two sections:

**Section A: (70 marks):**

Candidates are required to answer **one** question. Candidates are required to translate **one** passage of Latin prose into English.

**Section B: (30 marks):**

Candidates are required to answer one question. They are required to translate either a short passage of Latin prose into English or five sentences from English into Latin.

There is a define vocabulary list for this unit, of which only about 300 words are new.

**L2: Latin Prose and Verse Literature AS:**

50% of the total AS GCSE marks, 90 minutes written paper. This paper has two sections:

**Section A: (50 marks):**

**Prescribed Prose Literature:**

Candidates are required to answer one question. Each question contains a Latin passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the prose author they have studied.

**Section B: (50 marks):**

**Prescribed Verse Literature**

Candidates are required to answer one question. Each question contains a Latin passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the verse author they have studied.

From June 2012 to June 2015 inclusive, the AS set texts will be:

Ovid, *Amores III*. 2.5.5,14.

Cicero, *In Verrem II*. 1. 53—69 (*aspendum vetus oppidum...pepercissent*).

**L3: Latin Verse A2:**

25% of the total Advanced GCE marks, 2h written paper. This paper has two sections:

**Section A: (50 marks):**

**Prescribed Literature**

Candidates are required to answer one question. Each question contains a Latin passage or passages. Candidates write a commentary and an essay on the verse author they have studied.

From June 2013 to June 2015 inclusive, the A2 verse set texts will be:

Virgil, *Aeneid IV*. 1—299. The rest of the book should be read in English translation.

**Section B: ( 50 marks):**

**Language—Unprepared Translation and Comprehension**

Candidates are required to answer **one** question. Candidates translate approximately ten lines from an unseen passage of Latin verse and answer comprehension questions on the passage.

**L4: Latin Prose A2:**

25% of the total Advanced GCE marks, 2h written paper. This paper has two sections:

**Section A: (50 marks)**

**Prescribed Literature**

Candidates are required to answer **one** question. Each question contains a Latin passage or passages. Candidates answer the two sub-questions set on the prose author they have studied.

From June 2013 to June 2015 inclusive, the A2 prose set texts will be:

Tacitus, *Annals XV*. 20—23, 33—45 ed.

N. Miller (BCP) ISBN 1853994340

**Section B: (50 marks)**

**Language—Unprepared Translation and Comprehension**

Candidates are required to answer one question from a choice of two. Candidates either translate approximately ten lines from an unseen passage of Latin prose and answer comprehension questions on the passage, or they complete a prose composition translation from English into Latin.

**GCSE Requirements** (see page 6)

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 also 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**

A wide variety of options are available through the modular approach, ranging from the one year AS in Mathematics through to A-levels in both Mathematics and Further Mathematics. Considerable flexibility is available and students need not decide on their final choice of qualifications until the second year.

**Course Content**

The course is divided into four areas of study.

**Pure 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 Maths:**

Algorithms, Graphs, Optimisation etc.

In the first year all students study two Core modules along with Mechanics and Statistics. Those doing further maths will study an additional Core module. In the second year the number and combination of modules depends on what level of maths or further maths you are studying. For more information on this please contact the Head of Maths.

Each module is assessed by a single examination of 90 minutes. Coursework is not required in any modules.

**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 a training in logic, especially useful to those wishing later to study Philosophy or Linguistics. A 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 an H.E. course more attractive to the prospective institution and also provide a head start in the first year of a degree course.

**GCSE Requirements** (see page 6)  
 Those intending to start on a course in Mathematics in College should have gained at least a Grade A 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.

**Course content**

A-level concentrates 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 and gradual progression towards AS and A2-level competency is ensured so that pupils do not experience a huge gap between GCSE and A-level work.

**AS-LEVEL UNITS**

**Unit 1**

- (1) Media
- (2) Popular culture
- (3) Healthy living
- (4) Family relationships

**Unit 2**

Topics in Unit 1 are assessed orally.

**A2-LEVEL UNITS**

**Unit 3**

- (1) Environment
- (2) Multicultural Society
- (3) Contemporary social issues
- (4) Cultural topic

**Unit 4**

Topics in Unit 3 are assessed orally.

**Course assessment**

**Unit 1** Listening, reading and writing  
120 minutes AS-level 70%: A2-level 35%

**Unit 2** Oral  
20 minutes AS-level 30%: A2-level 15%

**Unit 3** Listening, reading and writing  
150 minutes A2-level 35%

**Unit 4** Oral  
20 minutes A2-level 15%

It is expected that pupils studying for the AS-level papers will take the examinations at the end of College One. Pupils studying the A2-level papers will have the opportunity of taking assessment units 1 - 2 at the end of College One and again as part of the A2-level examinations at the end of College Two if required.

**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

There will be plenty of opportunities to spend time in French/German/Spanish speaking countries. Pupils can participate in exchanges, language courses abroad, work experience or homestays, according to individual preferences. The department runs a trip abroad every two years.

**Why Study Languages?**

In Britain, there is still the commonly held belief that languages are not necessary for the world of work as English is the international language. Furthermore, many pupils at sixteen cannot see how a language may fit into their working life. Nevertheless, increased mobility and the requirement to be more flexible in the job market mean that pupils must be adaptable and maintain a wide range of skills, one of them being a foreign language. Nowadays, many important jobs require one or more foreign languages. Leonard Orban, the European Union Commissioner for Languages, has warned that Britons are missing out on jobs at home and abroad because of their inability to speak languages other than English.

**GCSE requirements** (see page 6)  
Knowledge, understanding and skills equivalent to those specified for GCSE at higher tier. Pupils should have achieved at least a grade 'B' but preferably A or A\* in the language they wish to study.

**MUSIC (Edexcel)****Course Content**

The syllabus offers the flexibility for every candidate to work to his or her strengths. All units emphasise the practical application of theory and general musicianship.

**AS-level qualification****Unit 1: (15%)****Performing Music (externally assessed)**

Solo performing (5-6 minutes)

**Unit 2: (15%)****Composing (externally assessed)**

A Composition (3 minutes)

B CD sleeve notes

**Unit 3: (20%)****Developing Musical Understanding  
(Timed examination paper)**

A Listening

B Investigating Musical Styles

C Understanding chords and lines

**A2-level qualification****Unit 4: (15%)****Extended Performance**

Solo recital (12-15 minutes)

**Unit 5: (15%)****Composition and/or Technical Study**

Students opt to do two compositions, two technical studies or one of each

**Unit 6: (20%)****Further Musical Understanding**

A Aural Analysis

B Music in Context

C Continuity and change in instrumental music

**GCSE Requirements** (see page 6)

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.

**The AS-level course**

[While an A-level in mathematics is not required for the AS course an ability to deal with numbers and formulae is essential. See comment for the A2 section of the course in adjacent column.]

**Unit 1 G481**

Written Paper (15%) 1 hour

Mechanics

Motion

Forces in action

Work and Energy

**Unit 2 G482**

Written Paper (25%) 1 hour 45 minutes

Electrons, Waves &amp; Photons

Electric current

Resistance

DC circuits

Waves

Quantum Physics

**Unit 3 G483**

Practical Skills in Physics 1

Internal Assessment (10%)

**Why study Physics?**

If you study physics beyond the fifth form, your qualifications open up the possibility of exciting work in, say, aerospace, engineering, scientific journalism, technological innovation, telecommunications, 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.

Your choices are astonishingly wide if you have a good qualification in physics. If you are looking for a career where you can use imaginations, common sense, creativity and thoughtful observations, then the physics option is for you.

**The A2-level course**

[You should be aware that the A2 section of the course requires an even greater work load and private study together with an increase in mathematical content and understanding.]

**Unit 4 G484**

Written Paper (15%) 1 hour

The Newtonian World

Newton's laws and momentum

Circular motion and oscillations

Thermal Physics

**Unit 5 G485**

Written Paper (25%) 1 hour 45 minutes

Fields, Particles &amp; Frontiers of Physics

Electric &amp; Magnetic fields

Capacitors &amp; exponential decay

Nuclear physics

Medical imaging

Modelling the Universe

**Unit 6 G486**

Practical Skills in Physics 2

Internal Assessment (10%)

**GCSE Requirements** (see page 6)

If you wish to study Physics to AS-level, it is essential to have Physics to Grade A, whether in single award or Science and Additional Science, and a good level of English and mathematics. or those going on to study A2-level Physics, having an A at GCSE mathematics and/or studying some Maths at A-level is advisable.

**Course content**

There are many different fields within Psychology. Each approaches the scientific study of the mind and behaviour from a different perspective. Areas of Psychology covered in the AS and A2 courses include:

**Cognitive Psychology** – *the study of mental processing – e.g. memory, language*

**Social Psychology** – *the human in society e.g. conformity and obedience*

**Physiological Psychology** – *the biology of psychology e.g. stress and stress management*

**Developmental Psychology** – *development throughout the human life span e.g. attachment*

**Individual Differences** – *e.g. personality and abnormality*

**Neuropsychology** – *brain function e.g. sleep and dreaming*

**Evolutionary Psychology** – *e.g. mate selection and the development of intelligence*

**Research Methods and Statistics** *studied in the context of research*

The AS and A2 course content overlaps with many other subjects and provides transferable skills.

**Why study psychology?**

Psychology is a challenging and provocative course. We aim to stretch our 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 develops talents for clear scientific thinking and clear expression of ideas, involving students in the critical analysis of experimental research and theory. It is recognised as useful preparation for a wide variety of different career paths.

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. Humans are complex creatures, so to gain insight into their minds and behaviour, psychologists need to devise clever and inventive experiments. 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.

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 subject.

**Scheme of Assessment AQA Spec. A****AS**

**UNIT 1:** 50% of AS mark (25% of A2 mark)

Section A: Cognitive Psychology; Memory Models; Eyewitness Testimony and Memory Enhancement

Section B: Developmental Psychology; Attachment and Day-care

Section C: Research Methods in Context

**UNIT 2:** 50% of AS mark (25% of A2 mark)

Section A: Physiological Psychology; Stress and Illness; Critical issue; Stress Management.

Section B: Individual Differences; Definitions and Models of Abnormality, Critical issue; Therapies

Section C: Social Psychology; Conformity, Obedience and Independent Behaviour

**A2**

**UNIT 3:** 25% of total A level marks

Options: three from - Eating and Eating Disorders; Aggression; Relationships and Evolutionary Psychology; Intelligence and Learning; Sleep

**UNIT 4:** 25% of total A level marks

Section A: Psychopathology: Schizophrenia – causes and treatment

Section B: Psychology in Action: anomalous psychology (para-psychology) – e.g. extra-sensory perception

Section C: Psychological research and the scientific method

**GCSE Requirements** (see page 6)

Minimum requirements: B grade or above in Dual Science or Biology; B grade or above in an essay subject e.g. English or History; and ideally a B grade or above in Maths.

This course is appropriate for students of any religious persuasion or none. Nor do you need to have taken GCSE Religious Studies to do this course.

This specification is designed to encourage an interest in and enthusiasm for a rigorous study of religion. It will enable students to develop insight into areas of knowledge, belief and thought central to an understanding of the modern world. Through a study of the philosophy of religion and ethics, students will become equipped with a range of knowledge and skills that will help them make sense of contemporary events.

Reading is essential to this course and as the course and examination is essay based, fluent English is important.

### **Course Content**

#### **Unit 1: Foundations**

- (a) Philosophy of Religion
- (i) A study of philosophical arguments about the existence of God.
  - (ii) A study of selected problems in the philosophy of religion. For example evil and suffering and miracles.
- b) Ethics:  
A study of ethical concepts and dilemmas.

This unit constitutes 50% of the AS exam and is examined in a paper of 1 hour 45 minutes.

#### **Unit 2: Investigations**

Unit 2 provides a balance of teacher-directed and more independent student enquiry. It is an open ended approach which allows students a chance to undertake independent study.

This unit constitutes 50% of the AS exam and is examined in a paper of 1 hour 15 minutes.

#### **Units 1 and 2 are covered in College One**

#### **Unit 3: Developments**

- a) Philosophy of Religion
- (i) A study of philosophical arguments about the existence of God and critiques of religious beliefs. (Durkheim, Jung, Freud and Marx)
  - (ii) A study of selected problems in the philosophy of religion. For example belief about life after death; reincarnation; rebirth; resurrection; Immortality of the soul. A study of religious language.

- b) Ethics: A study of ethical concepts and dilemmas.

This unit constitutes 50% of the A2 exam and is examined in a paper of 1 hour 45 minutes.

#### **Unit 4: Implications**

Pupils choose and study selected passages written by philosophers about matters of philosophy of religion and ethics.

This unit constitutes 50% of the A2 exam and is examined in a paper of 1 hour 15 minutes.

#### **Units 3 and 4 are covered in College Two**

#### **Why Study Religious Studies?**

- To develop an interest in and enthusiasm for a rigorous study of religion.
- To develop specialist knowledge about philosophy, religion and ethics.
- To develop an enquiring, critical and empathetic approach to the study of religion.

#### **Looking to the Future**

A-Level Religious Studies is a recognised academic qualification for college or university courses. The skills learnt on the course will prove invaluable for further study, for the world of work, and for life.

R.S. students have the opportunity to think through and question their own beliefs, and will develop the means to argue logically and question ideas and concepts. The discipline of respecting other people's points of view during philosophical discussions also encourages tolerance. Pupils who have decided to study Law and Medicine have found it invaluable.

<b>GCSE Requirements</b> (see page 6)
---------------------------------------

**GCE Physical Education**

This new and exciting course maintains the academic vigor of the subject and leads the way in sport and physical education. It addresses the contemporary issues that are both interesting and engaging. It allows the student to focus on a single physical activity throughout the two years and the content has been updated to be relevant to sport in the 21<sup>st</sup> century.

It is not essential to have studied the subject at GCSE level, but it is crucial to have a passion for sport either as a performer, coach or official.

**Course Content**

There are four units – two in AS and two in A2.

**AS****Unit 1 Students will investigate:**

- The opportunities and effects of leading a healthy lifestyle
- The impact of psychological factors on performance
- The benefits for society
- Potential barriers faced by minority groups

**Unit 2 Students will:**

- Experience a sporting role as a performer, official or coach in their chosen activity
- Use theory and knowledge to achieve effective performance

**A2****Unit 3 Students will:**

- Examine ways of optimising performance looking at applied exercise physiology, psychology and biomechanics
- Investigate the concepts and characteristics of World Games and their impact on the state and individual
- Focus on topical issues such as the impact of sponsorship, media, business, law and technology on sport today

**Unit 4 Students will be assessed practically in three areas:**

- Their performance
- Their identification of their weaknesses in performance
- Their causes and corrective measures to address their weaknesses

**Assessment**

**Unit 1** Written paper - 2 hours- 84 marks  
Weighting - 60% of AS marks and 30% of A Level marks

**Unit 2** Internal assessment with external Moderation - 100 marks

Weighting 40% of AS marks and 20% of A Level marks

**Unit 3** Written paper - 2 hours- 84 marks

Weighting - 30% of A Level marks

**Unit 4** Internal assessment with external Moderation - 120 marks

Weighting - 20% of A Level marks

**Why Choose GCE Physical Education?**

This is a unique opportunity for those looking for a career in teaching, sport science or leisure. There has been a massive growth in the leisure industry in recent years which has led to new and exciting careers in this area. GCE P.E. is a strong academic and practical qualification which is fully recognised by all universities and employers. It will help you stretch your mind as well as your body!

**GCSE Requirements** (see page 6)

---

## BOOTHAM COLLEGE - WHAT NEXT?

---

### ADMISSIONS PROCEDURE

The usual admissions procedure:-

- A formal application can be made at anytime, but usually no later than the Autumn Term prior to entry. Late applications will be considered subject to availability of places.
- A visit to the school, a tour and an interview, usually with the Head.
- A discussion of subject choices with the Assistant Head (Curriculum Logistics) .
- Bootham requests a report from the student's present school which confirms the student's good character, commitment to hard work and suitability for A level study.
- If everything is satisfactory a place will be offered - usually on condition that a minimum of seven GCSEs grades A\* to C (including English and Maths) are obtained, and that any particular grade requirements for specific A level subjects have been met.

Students from other schools are welcome to have a 'taster' session. In this way it is possible to see a little of what Bootham is really like - in the classroom and out. The 'taster' session will include a discussion on subject choices.

Admission enquiries should be made to:-  
Jenny Daly  
Registrar  
Bootham School  
York YO30 7BU

Tel: (01904) 623261

Will Lewis, Assistant Head (Curriculum Logistics) will be pleased to answer any enquiries concerning A-level courses and choices. Please contact him through the Registrar.

Please note that whilst the information contained in this prospectus is correct at the time of going to press, changes to either subjects on offer, or the subject course content, may change due to unforeseen circumstances.