



# **Repton School**

## **Sixth Form Curriculum Booklet**

**February 2011**

## **The Sixth Form at Repton**

*Deputy Head (Academic): T. C. Owen*

In the Sixth Form, pupils at Repton study AS-level and A-level courses. These courses each comprise a number of modules and in general AS modules are studied in the Lower Sixth and the harder A2 modules in the Upper Sixth. The A-level qualification is made up of an aggregate of AS and A2 module results.

Most pupils at Repton study four AS-level subjects in the Lower Sixth although some take five (one of which will be Further Mathematics). Most pupils take three of these subjects through to the full A-level in the Upper Sixth though some continue with four or even five. Pupils make a final decision about which subject to drop at the end of the Lower Sixth after receiving their AS-level results in August.

For some pupils there is merit in following a broad Sixth Form course, though for others the chance to specialise in a narrower field presents an attractive and appropriate option. During the Lent term prior to a pupil joining the Sixth Form, he or she discusses possible A-level choices with a wide variety of staff at Repton: teachers, heads of academic departments, tutors and Housemasters and Housemistresses. Each pupil then provides an initial indication of choice of subjects so that the process of timetabling can begin. Timetable constraints will prevent a completely free choice of A-level courses, so a provisional column structure is then produced and pupils make their final choice of subjects based on that column structure, as amended from time to time.

### **Choice of A-levels**

For many pupils, choosing A-levels is not easy. In trying to decide which A-levels to do it is advisable to consider three important questions:

- Which subjects do I like?
- Do I possess the necessary skills and abilities to do these subjects?
- Which subjects do I need for entry to my intended Higher Education course?

#### **Which subjects do I like?**

At A-level each subject is studied to a greater depth than at GCSE. The course consists of eight periods per week for two years and requires considerable private study time. Commitment is needed if you are to make a success of it and this is more likely to be forthcoming if you enjoy the subject.

You will know whether or not you have enjoyed a subject over the two years leading to GCSE, but you will not really know whether or not you will enjoy subjects that are new in the Sixth Form. Even subjects that you have enjoyed to GCSE can be different at A-level. You can learn something about the nature of an A-level course by talking to the teaching staff and to present members of the Sixth Form. Ask sixth formers in your house about the nature of the courses you might be interested in, look at their notebooks and files of work and at their textbooks. Try not to be influenced too much by what might turn out to be the prejudices of any one person - for example, beware of comments such as 'English and History are all essays' (which they aren't!). Seek the opinions of several people before making value judgments about a particular course.

At this point it is worth emphasising that there is no such thing as a 'useless' A-level. Employers are looking to employ good graduates, and often the subject in which they have taken their degree is not of primary importance. If you are good at a subject, or if you particularly enjoy it, think seriously about studying it at A-level whatever your friends may think about its relevance in the twenty-first century. In two years time you really do need the best A-level grades you can get!

## **Do I possess the necessary skills and abilities?**

A-level courses are very different from GCSE courses. The specification material is more substantial and conceptually more demanding. Examination questions are more searching and require longer, more carefully reasoned answers. This means that you are unlikely to do well in a subject at A-level unless you get at least a B grade in that subject at GCSE. There are also subjects that, even with a good GCSE grade, you will find rather too demanding at A-level and that you are therefore best advised to avoid. On the other hand there are subjects in which, given adequate commitment over two years, you will have a good chance of securing a highly respectable A-level grade. A list of departmental recommendations for the study of each subject at A-level is set out in the Appendix.

The best person to consult for advice about whether you are likely to make a success of a particular A-level course is your present teacher in the subject. He or she will probably have experience of pupils taught in the past and will therefore be well qualified to offer advice about how you are likely to do in the future. He or she will also be able to explain exactly what the subject entails. Your Housemaster, Housemistress and tutor will also be well placed to offer valuable advice; he or she will have an overall picture of your strengths and weaknesses and will have a reasonably clear idea of how you are likely to adapt to the particular demands of the subjects on offer.

## **Which subjects do I need?**

If you have a clear idea of which course you intend to follow in Higher Education you should consult your tutor or the Director of University Entrance to discover which A-levels will be needed as entrance requirements. If you are unclear about your intended higher education course, choose subjects you enjoy and are likely to do well in, with as much thought as possible as to courses you might study. Again, your tutor or the Director of University Entrance will be able to offer you advice.

University entry requirements are often flexible, but there are some courses for which choice of A-levels is critical. Examples of such courses, together with the A-levels required, include:

Veterinary Medicine and Medicine	Chemistry, plus at least one subject from Biology, Physics and Mathematics. Almost all medical schools require the study of Chemistry, and the majority requires the study of Biology. If you are seriously considering medicine as a career, you should do Biology and Chemistry at A-level.
Physiotherapy	Biology
Engineering	Mathematics, and preferably Physics
Biological Sciences	Biology, and preferably Chemistry
Most Languages	A foreign language

Sometimes it helps to combine subjects that support each other in terms of abilities and skills needed, though for some higher education courses such combinations are by no means essential. Some of the many possible combinations are Physics with Mathematics, Economics with Mathematics, and Biology with Chemistry.

Although most university departments will make offers that are conditional on specified grades in three A-level subjects, some departments will require a fourth subject if you include both Economics and Business Studies in your chosen A-levels. Similarly if you opt for both Mathematics and Further Mathematics at A-level you may need to include two other subjects to satisfy the entrance requirements for some university departments.

There are some subjects and combinations of subjects that are not viewed favourably by the UK's top universities. Cambridge University has published some advice on this matter which can be viewed on the university's website. LSE and Bath have also circulated documents on which they offer similar advice and whilst other leading universities have not yet followed suit, they may also have misgivings

about certain subjects and combinations. If you are seriously considering applying to either Oxford or Cambridge, or any other highly competitive university department, and you are considering one of the subjects on Cambridge's list as an AS-level option you should seek the advice of the Director of University Entrance before you make your final decision.

You must also be realistic in your expectations as you embark on a Sixth Form course. For example, most medical schools will reject a UCAS application in two years' time if you do not have at least six GCSE 'A' grades on your application form and many will require at least six A\* grades; there is, therefore, little point in selecting Mathematics, Biology and Chemistry at A-level with a view to studying medicine if you have a string of B grades at GCSE.

## Art

*Head of Department: J. H. Bournon*

The Art Department offers a unique opportunity for the study of Art at A-level. The department has two painting studios, a pottery, a photographic light and darkroom, a sculpture studio, and a printmaking workshop. Art can be taken in combination with any other subject and pupils use it either as an aid to university entrance or for admission to Art courses at Art School or university.

The Art department teaches Fine Art and pupils receive training in painting, drawing, ceramics, photography, sculpture, and printmaking. Although desirable, a GCSE pass in Art is not a pre-requisite for the study of Art at A-level.

Each year starts with a drawing course which lasts for the first half of the Michaelmas term. The purpose of the course is to give a fresh insight into the breadth and compass of drawing, to learn new skills and techniques, and to give impetus to the AS-level coursework competent.

Unit 1: The first year AS course will have at its core one coursework component of studio practice and a largely visual art historical and contextual theoretical investigation will be undertaken as an extension of a pupil's practical work.

Unit 2: The second element on which the pupils are assessed is an assigned research project with the concluding exam undertaken over only five hours.

During the AS year the pupils will visit a number of national collections and galleries, and will have the opportunity to meet professional artists through the exhibition programme in Gallery No.1 and the Susan Oppenheim Gallery.

Unit 3: In the second year A2 course the pupil will use the skills acquired at AS-level and pursue their specialist areas of study. Again one coursework element will be required and a visual and written art historical study of 3,000 words is conducted in greater depth to accompany the Specialist project.

Unit 4: Their final terminal exam is of 15 hours duration.

Museums and galleries in England are visited regularly by the Sixth Form artists and in addition a trip to galleries in Europe or the U.S.A. is taken by the department in the Upper Sixth year to see some of the world's great collections at first hand.

A course of life drawing is undertaken in the Upper Sixth year. This is an on-going training in drawing for the artists who continue to A2 and the body of work often forms a substantial and highly regarded part of the pupil's portfolio submission to Art School and Architectural courses

Fine Art and Applied Art graduates have excellent employment opportunities in specialist areas such as Architecture, Three-Dimensional Design, Interior Design, Print Making, Theatre, Illustration, Graphics, Fashion, Ceramics, Textiles, Industrial and Product Design, Film and Photography. To help pupils who wish to follow higher education Art courses we emphasise the need to assemble a strong portfolio and prepare adequately for interview.

One of the most notable features of the department is that it is open for 10 or 12 hours a day from Monday to Saturday, and then in the morning after Chapel on Sunday. Pupils are encouraged to use the department to continue their work in extra-curricular time, and the tutors in the Art School, who are all practitioners, are in attendance throughout the week to give help and advice.

# Biology

*Head of Department: S. M. Ingleston*

The aims of our A-level course are to encourage students to:

- develop an interest in and enthusiasm for Biology, including an interest in further study and careers in Biology;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works.

## **Should I choose Biology?**

The study of Biology at A-level is challenging. Before you choose Biology, there are several important aspects to consider.

We expect students to have gained very good GCSE grades in either Science plus Additional Science or separate Biology. A very good grade in Maths is also essential. Students with A\* or A grades at GCSE usually do well, however, with anything less students will probably struggle right from the start, and often find it difficult to keep up. Biology requires real commitment and effort from the outset; we estimate that there are twenty times as many facts to learn compared to GCSE.

The other subjects you opt to study are also important. Students choosing more than one science subject (Biology plus Physics, Chemistry or Maths) at A-level can do well. Those opting to attempt Biology unsupported by any other scientific discipline must be aware that their task is likely to be very difficult.

Coursework is also much more challenging at A-level. Unlike ISAs, it takes the form of a single assessed practical and written exam. It is completed under strict exam conditions and marked by AQA external examiners. As such, redrafting is forbidden, teachers cannot give any advice or assistance and only one attempt can be made each year in the summer term.

Finally, if you continue to study Biology to A-level there is a compulsory field trip to South Wales. This takes place during the first week of the Michaelmas half-term of the Upper Sixth year and costs approximately £300.

## **Why study Biology?**

Whilst challenging, the study of Biology at A-level is both thought provoking and wide-ranging. Biology is at the forefront of many of the most exciting, innovative and controversial issues that concern us all and is rarely out of the headlines these days. Stories concerning genetic engineering, human health, stem cell research, environmental concerns, bird flu, MRSA, cancer research and forensic science continue to make Biology one of the most debated and interesting fields in Science.

Through the acquisition of knowledge and understanding, the study of A-level Biology will enable students to make informed comment and decisions on these and many other aspects of Biology. In addition, A-Level students have the opportunity to develop their in-depth knowledge of the subject, alongside their practical and communication skills, thus further equipping them to pursue their studies in Biology (or a related course) at university.

Biology is, of course, strongly recommended for students considering medical, veterinary or related careers. Very many medical schools insist on Biology to at least AS-level (most require it at A-level) as an entrance requirement. Biology is also useful for Law, the social and natural sciences and of course the biological sciences.

Vocationally, the study of Biology in combination with other A-levels can provide a gateway to a range of careers and higher education courses including medicine, veterinary sciences, dentistry, natural sciences, physiotherapy, optometry, biological and biomedical sciences (biochemistry, pharmacology, physiology, microbiology, and forensic sciences), genetics, biotechnology, environmental sciences, food sciences, sport sciences, ecology and marine biology.

### **The course at A-level**

The A-Level Biology course is designed to stretch, inspire and challenge students, giving them the opportunity to demonstrate their potential and thus help universities to recognise and reward their talents and interest in Biology. We follow the new AQA specification (2410) that commenced teaching from September 2008.

The **AS specification** has 3 units:

#### **Unit 1: Biology and Disease**

- How digestive and gas exchange systems may be affected by communicable and non-communicable diseases
- How a knowledge of basic biology allows us to understand the symptoms of disease and interpret data relating to risk factors

Written Paper: 1 hour 15 minutes  
Weighting: 33% of total AS-level marks  
16% of total A-level marks

Five - seven short answer questions plus two longer questions (a short comprehension and a short structure essay).

#### **Unit 2: The Variety of Living Organisms**

- The influence of genetic and environmental factors on intraspecific variation
- How the variety of life is reflected in similarities and differences in its biochemical basis and cellular organisation
- How size and metabolic rate affect an organism's requirements and give rise to adaptations

Written Paper: 1 hour 45 minutes  
Weighting: 46% of total AS-level marks  
23% of total A-level marks

Five - seven short answer questions plus two longer questions (one will emphasise data handling and include a section requiring continuous prose. The other will assess How Science Works).

#### **Unit 3: Practical and Investigative Skills**

- Assessment of implementing skills on practical work as a whole
- **Coursework is assessed in the form of a single practical exam plus an externally marked written paper**

Written Paper: 1 hour 15 minutes  
Weighting: 20% of total AS-level marks  
10% of total A-level marks

The **A-level specification** has an additional 3 units (with marks for the three previous AS units being carried forward):

#### **Unit 4: Populations and Environment**

- How living organisms form ecosystems through which energy is transferred and chemical elements cycled
- How human activity affects ecological balance in a variety of ways
- How genetic variation and isolation may lead to the formation of new species

Written Paper: 1 hour 30 minutes  
Weighting: 17% of total A-level marks

Six - nine short answer questions plus two longer questions (a short comprehension and a short structured essay).

#### **Unit 5: Control in Cells and in Organisms**

- Stimulus and responses - the biology of the nervous and endocrine systems
- Homeostasis and the maintenance of a constant internal environment
- Genes and genetic expression

Written Paper: 2 hours 15 minutes  
Weighting: 23% of total A-level marks

Eight - ten short answer questions plus two longer questions (a data-handling question and a synoptic essay - choice of one out of two).

#### **Unit 6: Practical and Investigative Skills**

- Assessment of implementing skills on practical work as a whole
- **Coursework is assessed in the form of a single practical exam plus an externally marked written paper**

Written Paper: 1 hour 15 minutes  
Weighting: 10% of total A-level marks

More information on the new A-level course can be found by visiting the AQA GCE Biology website at [http://www.aqa.org.uk/qual/gce/biology\\_new.php](http://www.aqa.org.uk/qual/gce/biology_new.php)

#### **Compulsory field trip**

As part of the A-level specification, pupils are required to undertake a period of work in the field. This involves collecting data from various ecosystems such as a freshwater stream, a rocky shore, ancient woodland or a sand dune area. Clearly, several of these ecosystems are not to be found in Repton, and so we take students away to study ecology on a field trip for five days each year. We currently visit an excellent FSC centre located right on the South Wales coast in Pembrokeshire.

**The field trip takes place during the Michaelmas half-term break of the Upper Sixth year.** Consequently, only pupils who go on to study Biology at A-level must attend this compulsory trip. We use the field trip to cover a number of A-level topics and to teach the necessary skills and theory required by AQA.

Typically pupils will leave Repton by coach on the Friday at the start of the Michaelmas half term and return to Repton by the following Wednesday evening. The recent cost of the trip was £300 per pupil and we expect the cost to be similar this year. This is added to the pupil's bill at the start of the Michaelmas term in their Upper Sixth year. The cost includes travel, tuition, full-board accommodation and use of facilities, and is subsidised by the Biology department.

# Business Studies

*Head of Department: M. M. Carrington*

The Business Studies course covers all the key areas you would expect to find in business. We look at Production, Marketing, People and Accounting in some detail and Business Objectives and the External Influences on a business are also considered in a broader context.

There is no requirement to have studied Business Studies at GCSE, although pupils who have done so will be familiar with the terms used in AS and A2. The skills required of a successful student of Business Studies are:

- an interest in business issues and a willingness to discuss them;
- an ability to cope with a large amount of information; and
- an ability to assess situations and make judgements on the wisdom of different options.

Some numerical ability is also required for handling the Accounting issues, but there are no complicated mathematical concepts involved. “Confidence with numbers” is a help for this part of the course.

## Specification content

The AQA Business Studies course will be followed. The focus of AS is very much on starting a business with A2 more concerned about growing the business. Listed below are some examples of the content of each section at the different levels:

Specification section	Content	Exam
AS Unit 1 – Planning and Financing a Business	Business planning, basic research, protecting ideas, raising finance, cashflow, budgeting, break-even.	1 hour 15 minutes exam. Mini Case Study and short answer questions.
AS Unit 2 – Managing a Business	Organisational structure, recruitment, training, motivation, effective operations, marketing mix.	1 hour 30 minutes exam. Larger case study with data response questions.
A2 Unit 3 – Strategies for Success	Objectives & strategy, measures of financial performance, scale of production, workforce plans.	1 hour 45 minutes exam. Long, unseen case study with data response questions.
A2 Unit 4 – The Business Environment and Managing Change	Legal and economic changes, managing change, leadership, culture, technology, social responsibility, ethics.	1 hour 45 minutes exam. Pre-release research task leading to data response questions and an essay.

At AS-level, Business Studies is examined primarily by the use of case study material, with short answer questions on the case material provided. At A2-level, Business Studies is also tested using case study material, but candidates are expected to produce far more in-depth answers. There is also an essay writing requirement at A2 so the ability to write longer responses is crucial. The focus of the questions tends to be on a specific business issue or problem, often from the ‘real world’, which brings together aspects of all the six specification sections outlined above.

Each pupil will be taught by two members of staff. The teaching style is informal, and pupils are encouraged to bring their own ideas to class discussions within the framework of the specification content. On occasion, visits to local companies are arranged to tie in with the course. By the end of the course, students of Business Studies will find they have a good knowledge of business issues which could be developed further at university on any number of business related courses.

# Chemistry

*Head of Department: D. Morris*

We expect students to have gained a good GCSE grade in Science, Additional Science or Chemistry; with anything less than an A grade pupils will probably struggle right from the start, and find it difficult to catch up.

The Edexcel course is followed to AS and A-level. The course aims to stimulate and sustain students' interest in, and enjoyment of, Chemistry, and to show the interrelationship between the subject and its applications in society. In addition we aim to develop intellectual and practical skills which will lay the foundation for further study and be of value in future life.

All AS and A-level courses have recently been updated and rewritten to ensure continuity with the new GCSEs. The *How Science Works* component of the new GCSE Science courses is now included at this level. Students will study aspects of Chemistry that are often in the media and affect their lives.

The **AS** course, which is studied in the Lower Sixth, consists of three units:

- Unit 1: The Core Principles of Chemistry
- Unit 2: Application of Core Principles of Chemistry
- Unit 3: Chemistry Laboratory Skills I

The first two units are further subdivided into topic areas, each covering approximately two weeks of teaching time. Each topic consists of lecture/demonstrations and relevant practical exercises. Written work is completed weekly, and after it has been marked any difficulties are discussed in tutorial groups. Each topic ends with a test composed of questions from past AS-level papers. The course is completed in a little over two terms, allowing plenty of time for a comprehensive revision programme. Unit 1 is assessed by a written examination lasting 1 hour 15 minutes and worth 80 marks, containing objective, short answer and extended answer questions. Unit 2 is also assessed by a written examination lasting 1 hour 15 minutes and worth 80 marks. In addition to the objective and short answer questions there will be extended answer questions on contemporary contexts. Unit 3 is assessed internally throughout the course using criteria and practical exercises distributed by the examination board.

The three **A2** units studied in the Upper Sixth are:

- Unit 4: General Principles of Chemistry I – Rates, Equilibria and Further Organic Chemistry
- Unit 5: General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry
- Unit 6: Chemistry Laboratory Skills II

The style and organisation of the A2 teaching is similar to that used at AS-level. Again, the teaching of the units is completed in good time and a comprehensive revision programme is followed prior to the final examinations. The Unit 4 examination will be 1 hour 40 minutes and have 90 marks. It will consist of objective questions, longer answers and data response questions. The Unit 5 examination will be of a similar length and will also have 90 marks. Some of the questions in Unit 5 will contain extended answer questions set in a contemporary context. Unit 6 will be assessed internally using practical exercises supplied by the examination board.

The department occupies purpose built accommodation containing three laboratories and three lecture rooms. We use a wide variety of teaching aids including data-logging apparatus, computer software, video tapes and molecular models. Each lecture theatre is equipped with equipment to integrate IT fully into classroom teaching, and the department has a wireless network so that students can use their own laptops in the classroom. Students are expected to purchase the text books relevant to the course. Supplementary texts are available in the departmental library in which pupils are able to use the department's computer software and video tapes.

Potential Oxbridge candidates receive extra tuition from the second term onwards. The department has an excellent record in preparing candidates for Oxbridge entrance.

## Classical Civilisation

*Head of Department: R. G. Embery*

This subject is non-linguistic in content and is suitable for any pupil interested in literature, drama and the ancient world in general. There is absolutely no need to have studied any form of classics before as there is little overlap between the topics studied in the Sixth Form and those studied at GCSE. All literature is studied in English translation.

The units are text-based, so the subject is likely to appeal to pupils who enjoy reading. For some the A-level leads on to a Classics-related course at university; for others a good result in this subject is a useful support for a university application in a different subject.

We will be following the OCR syllabus. The format of the course is as follows:

The **AS-level** consists of the following two units which are examined at the end of the Lower Sixth year:

**Unit 1: *Homer's Odyssey and Society*.** We study the *Odyssey*, focussing not only on literature but also on the society and values portrayed. The unit is also concerned to some extent with history and archaeology.

**Unit 2: *Greek Tragedy in its context*.** For this unit we study Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King* and Euripides' *Medea* and *Bacchae*. Here again the focus is on literature, society and values. The unit is also concerned with the historical, cultural and religious context. Visits to the theatre to watch live performances help pupils to develop an appreciation of the art form.

Candidates for the **full A-level** take two further units, which are examined at the end of the Upper Sixth year:

**Unit 3: *Comic Drama in the Ancient World*** This popular topic invites pupils to analyse the ways in which Aristophanes, Menander and Plautus made their audiences laugh. Comparison with modern forms of comedy is an integral part of the course, as are trips to the theatre.

**Unit 4: *Virgil and the world of the hero*.** We study Virgil's *Aeneid*, comparing and contrasting it with Homer's *Iliad*. The focus is on literature, society and values. The unit is also concerned with history, politics and religion.

## Classical Greek

*Head of Department: R. G. Embery*

The A-level course in Greek follows on naturally from the GCSE course, and the structure is exactly the same as for Latin.

The **AS-level** consists of two units which are examined at the end of the Lower Sixth year:

**Unit 1: Greek Language.** This unit involves unprepared translation from Greek into English and includes the option of translating short English sentences into Greek. A defined vocabulary list is published by the board to help candidates prepare for this unit.

**Unit 2: Greek Verse and Prose Literature.** This unit consists of commentary questions and short essays on texts which the students will have read over the course of the year. The texts for 2012 are Xenophon, *Anabasis* and Homer, *Iliad XXIV*.

Candidates for the **full A-level** take two further units, which are examined at the end of the Upper Sixth year:

**Unit 3: Greek Verse.** This unit involves translation of an unprepared passage of verse, along with a commentary and essay on a verse set text. The set text for 2013 will be **either** Sophocles *Oedipus Tyrannus* or Aristophanes *Clouds*.

**Unit 4: Greek Prose.** This unit consists of **either** a translation and comprehension exercise on an unprepared passage of prose **or** a short prose composition, along with a commentary and essay on a prose set text. The set text for 2013 will be **either** Plato, *Protagoras* **or** Herodotus, *Book VIII*.

## Design Technology: Product Design (3D Design)

*Head of Department: I. Settingington*

Design Technology offers an opportunity to develop greater understanding of the effect of technology and design on the world in which we live.

We follow the AQA course in Design Technology: Product Design. The course has a Product Design emphasis and considers the design of products, materials, methods of manufacturing, graphical presentation techniques and industrial processes. Innovation and creativity can be expressed by utilising the design and manufacturing areas of the department whilst also making appropriate use of the department's own computing facilities.

Although a minimum of B at GCSE level in Design and Technology is preferable, pupils who have not followed the subject at GCSE are welcome, providing they can demonstrate graphical ability and willingness to be totally committed towards this challenging course.

### AS modules

There are two AS units, each of which makes up 50% of the AS qualification and 25% of the A-level qualification. Unit 1 is an examination which considers materials, components and applications. For Unit 2, candidates submit a portfolio of work which is built from three projects. Approximately fifty hours in length, and submitted in late May, the project has to include a design folio and a practical piece.

## A2 modules

The two A2 modules are each worth 25% of the A-level qualification. Unit 3 is the synoptic unit and comprises a written examination of 2 hours. The exam questions come from the taught lessons, coursework units and a general knowledge of design and technology issues. Unit 4 comprises a single, substantial designing and making activity resulting in a design folder and linked practical piece. The design area is agreed through negotiation between the pupil and teacher.

## Why choose Design Technology?

The need to solve problems and express individual thoughts verbally, graphically and practically through well-produced products, offers an approach to schoolwork which is virtually unique to Design Technology. Academically demanding, the subject requires an organised approach to work. The skills and knowledge gained in the department complement most other subjects. Pupils who have followed Design Technology move onto a wide range of university courses, including Architecture, Product Design, Industrial Design, Engineering or some Business related degrees.

## Drama and Theatre Studies

*Head of Department: J. C. Sentance*

The AQA Drama and Theatre Studies course has a sizeable written examination element (60%), but the subject is underpinned throughout by practical work and there is practical coursework (40%) in each of the two years, in which candidates can act, direct or offer a technical skill. The Lower Sixth of 2009 studied Artaud's *Theatre of Cruelty* and those of 2010 studied Brecht for the scripted practical unit.

In order to succeed at Drama and Theatre Studies, self-discipline, commitment to hard work and the ability to work closely with others are as important as performing or technical abilities. Immersion in and a genuine enjoyment of all aspects of drama will make a high grade more accessible. A qualification in GCSE drama is not essential but the ability to communicate ideas successfully in examination essays is vital.

By 2011 pupils will benefit from the multi-million pound refurbishment of the 400 Hall Theatre but much use will also be made of the Studio Theatre, a completely adaptable space. This is ideal for practical sessions, when experimentation is encouraged. Those interested mainly in the support options (sound, lighting, costume, make-up) should have plenty of scope for using their skills but will be expected to play a full part in sometimes quite physical, practical workshops. At the same time it is hoped that most will gain some hands-on experience of lighting and sound.

A number of theatre trips are organised as an essential part of the course. There are often also visiting theatre groups and days spent attending workshops. (It should be noted that these aspects do incur an additional charge, amounting to approximately £100 per year.)

### Specification Content (AQA)

AS Unit 1	30%	Written (90mins)	The study of Live Theatre One Prescribed Play (Sophocles' <i>Antigone</i> )
AS Unit 2	20%	Practical	Presentation of an Extract from a Play ( <i>To be influenced by a major theatre practitioner.</i> )
A2 Unit 3	30%	Written (120mins)	The study of Two Further Prescribed Plays ( <i>Coram Boy</i> and <i>A Servant to Two Masters</i> )
A2 Unit 4	20%	Practical	Presentation of Devised Drama ( <i>To be performed in any chosen theatrical style.</i> )

Those taking Drama and Theatre Studies are encouraged to participate in or support the many related, extra-curricular activities at Repton School such as the School Play, the Charity Cabaret, the Junior School Play and the Lit. Soc. Play. Every year a number of those who take the subject go on to study Drama and related University courses; indeed in 2011 five members of the Upper Sixth were auditioning for Drama College. Members of the Drama staff are always on hand to advise and help with auditions and preparation for University or Drama College entrance.

## **Economics**

*Head of Department: C. M. Keep*

Economics is the study of how society decides what goods and services to produce, how to produce them and for whom. At Repton the AQA Economics specification is followed. The course is based on analysing market forces and seeing how they operate to solve economic problems. Health, Housing, Labour and Agricultural markets are amongst those that come under scrutiny as does the role of government in making markets work better (or worse!).

With only the occasional exception, everyone taking Economics at Repton is studying a subject new to them. No prior knowledge of Economics is therefore expected or required. However the successful economist will tend to exhibit the following characteristics:

- an interest in current issues in the UK and European Community;
- a willingness to read and think independently;
- a willingness to discuss current economic controversies;
- an ability to analyse arguments critically; and
- an ability to write logically.

There is little mathematics in the A-level course although a confidence in dealing with numbers and interpreting graphs is important.

The table below sets out the key elements of each of the units.

	<b>Title</b>	<b>Content</b>
AS Unit 1	Markets and Market Failure	Allocation of scarce resources Market Failure Government intervention
AS Unit 2	The National Economy	UK Economic Performance Macroeconomic objectives and policy
A2 Unit 3	Business Economics	The Theory of the Firm The Labour market
A2 Unit 4	The National and International Economy	Growth, unemployment, inflation, trade

At both AS and A2 there is an international dimension to the specification. Pupils will be expected to consider the subject content outlined above in a global context, and specifically with reference to the European Union and its implications for the British Economy.

At AS-level the majority of testing is done by the use of data response questions. Pupils are given data which they have to understand and interpret, then answer structured questions which relate to the data provided. The rest of the testing at AS is done by objective test (multiple-choice) questions. AS exams are sat at the end of the Lower Sixth year. In each of the two A2 examinations, candidates have to answer one data response question and one essay.

Each pupil will be taught by two members of staff. As pupils study Economics they should gradually be equipped to make intelligent sense of the economic issues of today and tomorrow. They should also leave with the required grounding for an Economics-related course at university should they wish to go that way.

## **English Literature**

*Head of Department: I. W. McClary*

English Literature at AS and A2 is an enjoyable and challenging discipline which combines successfully with all subjects, even sciences. The course will appeal to those who have an interest in reading a wide variety of literature from the past and present, by both British and American authors; who enjoy expressing their opinions and developing independent ideas; who would be stimulated by a subject which draws upon their own experiences; and who want to keep their options open for further study: English Literature is a popular qualification for a wide range of courses in higher education.

Candidates will follow the OCR specification. The course develops skills which are useful in all careers: the ability to read critically and discerningly, accurate and persuasive writing and speaking, and confidence in one's own judgments. Pupils will be given many opportunities to develop their interest in and enjoyment of literature, to communicate effectively, both in discussion and writing, and to understand cultural and historical influences on texts. In addition, they will be able to pursue their own literary interests through wider reading and independent study.

Candidates should have a good GCSE grade in the subject, but even with a modest grade they will have a reasonable chance of securing a respectable A-level, given full commitment over two years.

### **AS Units**

#### **Unit 1: Poetry and Prose 1800-1945 (2 hour closed text exam)**

Pupils will follow an introductory course in literary criticism and appreciation, designed to foster and guide their wider and independent reading in the genres of poetry, prose and drama. They will be examined on the poetry of either Edward Thomas or Robert Browning and a prose text: 'Jane Eyre', 'The Turn of the Screw' or 'Frankenstein'.

#### **Unit 2: Post-1900 Literature (2 coursework essays)**

Pupils will study three texts, one of which must be written after 1990, and complete two tasks: one must be a close critical analysis or a piece of creative writing of 1000 words and the other an essay comparing two texts of 2000 words.

### **A2 Units**

#### **Unit 3: Drama and Poetry pre-1800 (2 hour closed text exam)**

Pupils will be examined on one Shakespeare play ('Othello' or 'Twelfth Night') and will also be required to compare a drama with a poetry text: either Webster's 'The Duchess of Malfi' with the poetry of John Donne or Marlowe's 'Dr Faustus' with Chaucer's 'The Pardoner's Tale'.

#### **Unit 4: Texts in Time (1 coursework essay)**

Pupils will study three texts and write an extended essay of 3000 words comparing them around a theme, genre or context, e.g. travel writing, feminist perspectives, tragedy/comedy, perspectives on America.

The English Department also seeks to foster creative talent outside the curriculum. Sixth-form pupils, whether they study English or not, are encouraged to enter the Senior Reading Competition and to write for the school magazine, *The Reptonian*. Literary and Debating societies also meet regularly to extend pupils' interests and abilities. The School Library has an excellent collection of critical works and fiction to cater for a wide range of tastes.

## Geography

*Head of Department: A.H. McKenzie*

Modern Geography emphasises the integration of Physical and Human Geography within issues such as natural hazards, the globalisation of economic activity, the increasing pressure on resources resulting from population growth and urban land-use conflicts. It is concerned with a rapidly changing world and every student will have the opportunity to discuss controversial and contemporary issues. Popular topics include inner city deprivation, managing tectonic hazards throughout the world with an emphasis on recent disaster events, the opportunities and challenges presented by hot desert environments, the growth of eco-tourism, energy resources and sustainability.

In September we will be following the OCR Geography specification. This contains the following units:

<b>LEVEL &amp; UNIT</b>	<b>CONTENT</b>	<b>QUESTION STYLE</b>
AS UNIT 1	<i>Managing Physical Environments</i>	<i>Both short answer and essay style questions</i>
Worth 50% of total AS Level (or 25% of A2)	This unit focuses on four contrasting environments; glaciated areas, hot deserts, river hydrology and coastal environments. Pupils develop an understanding of how these dynamic environments change over time and place, along with an appreciation for how human activities can influence and alter physical systems.	
AS UNIT 2	<i>Managing Change in Human Environments</i>	<i>Both short answer and essay style questions</i>
Worth 50% of total AS Level (or 25% of A2)	This unit focuses on four key aspects of human geography; managing urban change, managing rural change, the energy issue and tourism. Pupils consider topical issues such as urban deprivation, the problems associated with the exploitation of energy resources and the need for sustainable tourism.	
A2 UNIT 3	<i>Global Issues</i>	<i>Both short answer and essay style questions</i>
Worth 30% of A2 Level	This unit focuses on developing an understanding of the diverse and dynamic factors responsible for global issues. Pupils learn to synthesise knowledge from both human and physical geography and will study the impact and management of Earth hazards, the increasing pressure on resources as a result of population growth and the globalisation of economic activity.	

A2 UNIT 4	<i>Geographical Skills</i>	<i>Both short and long answer questions</i>
Worth 20% of A2 Level	This unit focuses on developing the skills needed to enable each pupil to undertake their own piece of fieldwork based on a topic of their choice. Pupils should be able to demonstrate knowledge and understanding of fieldwork techniques relating to both AS and A2 Level topics.	

Geography is concerned with the real world past, present and future. It may be studied together with sciences (e.g. Mathematics, Physics, Chemistry or Biology), arts subjects (e.g. History, English or Modern Languages), or social sciences (e.g. Business Studies or Economics). It allows the Science specialist to develop important literacy skills, and the Arts specialist to develop skills in numeracy and graphical work.

Whilst a GCSE in Geography is not a pre-requisite for the A-level course, it is certainly helpful. The physical topics in particular, demand a knowledge of terminology and processes that builds on GCSE understanding. However, in recent years, some pupils without a GCSE in Geography have gone on to successfully study the subject at Advanced Level.

Members of the Geography Sixth Form are normally expected to hand in two pieces of written work per week, one to each of the two members of staff teaching their set. Fieldwork is an integral aspect of both AS and A2 Level Geography. Students are obliged to join all Fieldwork exercises in the local area and to attend a three day geographical field study course in the latter half of the Lent term. In March 2012 this will be based at the Cranedale Centre in Yorkshire.

All A-level Geographers automatically become members of the Geographical Society and many join school expeditions abroad. In recent years the Society has undertaken fieldwork exercises in Morocco, the SW of the USA and in China. In March 2007, there was a joint Geography-Spanish 9 day trip to Costa Rica. Potential Oxbridge candidates are identified early and receive additional teaching during the latter part of the Lower Sixth year.

There are a large number of careers where the study of Geography would be considered a distinct advantage, for example, Agriculture, Architecture, Cartography, Civil Service, Marketing, Town and Country planning, Transport and Communications, Tourism, the Armed Services, Civil Aviation, Leisure, and Surveying. An increasing number of Geography graduates also choose to use their numeracy skills in financial areas such as Accountancy, Banking and Insurance.

## **Government and Politics**

*Head of Department: N.F Pitts*

The study of Government and Politics A-level is an ideal choice for anyone interested in learning about current affairs and the world around them. It would suit any student who likes to debate current issues, both those who have set opinions and those who have yet to decide. It also serves well as a subject to develop evaluative and analytical skills and fits well with a range of other subjects across the curriculum such as History, Economics, English and Business Studies. For almost all students the study of the subject will be completely new, and this serves to make the subject both interesting and informative. A student who likes subjects which move on, even during the course of a lesson, would be a key candidate for this subject and would find that Politics allows them to study how society decides who has power, what that degree of power means for society and how well that power is used within the context of the UK and USA Political systems.

## Structure of the Course at AS-level (following Edexcel specification)

<b>Unit 1: People and Politics</b> (1 hr 20m examination, students answer 2 structured questions from a choice of 4)	<b>Unit 2: Governing the UK</b> (1 hr 20m examination, students answer 1 stimulus based question from a choice of 2, followed by an extended essay)
<u>What is Politics?</u>	<u>Nature of the UK Constitution</u>
<ul style="list-style-type: none"> <li>* Active citizenship</li> <li>* Power and Authority</li> <li>* Political Participation through Democracy</li> <li>* Referendums</li> <li>* Democracy and ways it can be enhanced</li> </ul>	<ul style="list-style-type: none"> <li>* Define constitution</li> <li>* Lack of codification</li> <li>* EU membership</li> <li>* Constitutional Reform</li> </ul>
<u>Elections</u>	<u>Role and Significance of Parliament</u>
<ul style="list-style-type: none"> <li>* First Past the Post</li> <li>* Elections and Democracy</li> <li>* Devolved Assembly elections</li> <li>* Electoral Reform</li> </ul>	<ul style="list-style-type: none"> <li>* Functions of Parliament</li> <li>* The Commons and the Lords</li> <li>* Parliamentary v. Presidential Government</li> <li>* Parliament and the Executive</li> <li>* Parliamentary reforms</li> </ul>
<u>Party Policies and Ideas</u>	<u>Prime Minister and Cabinet</u>
<ul style="list-style-type: none"> <li>* Ideologies of the main parties</li> <li>* The origins of the main parties</li> <li>* Parties and Democracy</li> </ul>	<ul style="list-style-type: none"> <li>* Prime Minister</li> <li>* Cabinet</li> <li>* Ministers and Civil Servants</li> </ul>
<u>Pressure Groups</u>	<u>Judges and Civil Liberties</u>
<ul style="list-style-type: none"> <li>* Different types of Pressure Group</li> <li>* The role of Pressure Groups</li> <li>* Methods Pressure groups use</li> <li>* Do Pressure groups enhance / detract from democracy?</li> </ul>	<ul style="list-style-type: none"> <li>* Types of judges in the UK</li> <li>* Independence and Neutrality</li> <li>* Impact on civil rights and liberties</li> <li>* EU membership</li> <li>* Civil Liberties</li> </ul>

### A2 course (following Route C)

The department has chosen to offer the American A2 course, allowing students to examine the world's biggest super power. This encourages students to study the Representative processes in the USA (Unit 3). This includes looking at Elections and Voting – using case study examples such as the 2008 Presidential Election of Obama, the differences between the Republican and Democrat Parties and also the different Pressure Groups in the USA. Through this debate students can question why, for example, the NRA is such a powerful Pressure Group in the USA. There is also opportunity in this module to look at Racial and Ethnic Politics within the USA and the tensions that still exist today, with their roots in the slave trade. The second module of A2 – Governing the USA (Unit 4), allows students to look at the US Constitution and its in-built Separation of Powers. It then goes into detailed study of the three branches of Government – Congress, President and the Supreme Court. The students by the end of the A2 Course will have a good understanding of the US Political system and how it works, with contemporary examples and debate.

Relevant, exciting, contemporary and full of current debate, the Politics course should equip any Reptonian who studies it to make intelligent sense of the political world around them and will certainly allow them to make an informed choice about whom to choose at the next election!

# History

*Head of Department: N. F. Pitts*

AS and A-level History will appeal to all those who take a critical interest in the past, and will best suit those who possess the capacity to communicate their ideas clearly. It will involve acquiring a certain amount of information but equally important will be the development or refining of certain historical skills, such as the interrogation of a variety of sources. Able students who have not previously studied the subject for public examination will not be disadvantaged if they decide to take it in the Sixth Form. Insofar as all subjects possess an historical dimension and all subjects prize critical analysis and clarity of expression, History will complement the entire range of subjects on offer at Repton.

The A-level History course follows the OCR exam board specification.

## AS Units

In the Lower Sixth all students take two units:

### **The Origins of the American Civil War, 1820 – 1861**

The origins of the American Civil War examines the differences between the northern and southern states in America, how westward expansion led to increasing sectional tension, the decision of the South to secede, and why this led to civil war. The examination for this unit is source based and lasts one and a half hours.

### **British Imperial and Foreign Policy, 1856 - 1914**

The final AS level unit covers British foreign and imperial policy from the end of the Crimean War through to the outbreak of the First World War. It examines the principles of British policy in this period and focuses on issues such as the Eastern Question, the Scramble for Africa, the Boer War and the reasons for British involvement in the First World War. The examination for this unit is one and a half hours, in which students write two essays.

## A2 Units

In the Upper Sixth students continue to examine aspects of American history.

### **America Between the Wars, 1918 – 1941**

This unit focuses on the domestic and foreign pressures that affected the USA during the inter-war years. The course covers the introduction and failure of national prohibition, the economic boom and bust of the 1920s and 1930s, the New Deal, and American foreign policy. There is a special focus on interpreting Franklin D. Roosevelt and understanding the controversies that have characterised studies of his presidencies. The unit is examined through two pieces of coursework; one of up to 2,000 words that explores historians' interpretations of the period and one, also of 2,000 words, which investigates another issue of the course chosen by the student.

### **Civil Rights in the USA, 1865 – 1992**

This course examines the struggle of citizens in the United States to gain equality, without regard to ethnic origin, gender or wealth. It focuses on the development of the African American civil rights movement, the trade union and labour movements, the position of Native Americans, and women's rights. Although the course covers over one hundred years of American history, students are not expected to demonstrate a detailed knowledge of the entire period. Instead, the focus is on the main developments and examining change and continuity through the period. This unit is examined by means of two essays, lasting two hours in total.

Overall, the AS and A2 syllabus offers the opportunity to study controversial topics in considerable depth. The two years as a whole form a coherent chronological and theoretical structure, allowing students to develop their skills as historians. Beyond A-level, History, with its emphasis on critical thinking and argument, is a popular qualification for entry to a wide range of courses in higher education.

## Latin

*Head of Department: R. G. Embery*

Anyone who has enjoyed success at GCSE Latin should find the AS and A2 course equally stimulating and accessible. In many ways the work follows on naturally from GCSE in aiming to develop not only the ability to translate and comprehend clearly but also an appreciation of literary style. The fact that the GCSE course in Latin is itself quite rigorous and challenging ensures that solid foundations are already in place for those wishing to study the subject in the Sixth Form. For some students an A-level in Latin leads on to a degree in Classics; for others it can be a useful support for a university application in another subject, such as Law, Medicine or Modern Languages.

We will be following the OCR syllabus. The format of the course is as follows:

The **AS-level** consists of two units which are examined at the end of the Lower Sixth year:

**Unit 1: *Latin Language*.** This unit involves unprepared translation from Latin into English and includes the option of translating short English sentences into Latin. A defined vocabulary list is published by the board to help candidates prepare for this unit.

**Unit 2: *Latin Verse and Prose Literature*.** This unit consists of commentary questions and short essays on texts which the students will have read over the course of the year. The texts for 2012 are Cicero *In Verrem* and Ovid, *Amores*.

Candidates for the **full A-level** take two further units, which are examined at the end of the Upper Sixth year:

**Unit 3: *Latin Verse*.** This unit involves translation of an unprepared passage of verse, along with a commentary and essay on a verse set text. The set text for 2013 is **either** Virgil, *Aeneid IV* **or** Propertius *Elegies*.

**Unit 4: *Latin Prose*.** This unit consists of **either** a translation and comprehension exercise on an unprepared passage of prose **or** a short prose composition, along with a commentary and essay on a prose set text. The set text for 2013 is **either** Tacitus, *Annals XV* **or** Sallust, *Bellum Catilinae*.

## Mathematics

*Head of Department: M.A. Sanderson*  
*P.V. Goodhead (from September 2011)*

AS and A-level Mathematics builds on the foundations laid at GCSE. The course also develops rigorous and logical thought processes and provides pupils with an opportunity to develop problem-solving skills. These are valuable skills in many walks of life, and it is for these reasons that the subject is so highly regarded by employers. Pupils with an A-level in Mathematics progress to study a broad range of subjects at university. Although many students do go on to study a range of science-

related subjects including engineering, finance, medicine and veterinary science, an A-level in Mathematics opens numerous doors. The transition from GCSE to A-level is significant and, realistically speaking, pupils should have attained a high GCSE grade at the higher tier of entry. There is far greater emphasis on producing clear solutions with all the necessary steps of working and pupils are taught and encouraged to write with proper use of mathematical notation and language.

The Edexcel GCE specification is followed and it is possible to study for AS or A-level Mathematics and AS or A-level Further Mathematics. The subject is taught formally for eight periods a week with an additional six periods for Further Mathematics. Pupils will be examined in all the units studied at the end of Year 12. In Year 13, pupils will take examinations in the new units studied together with any re-sit examinations they may require.

## **Mathematics**

In Year 12 pupils study two units covering Pure Mathematics and one of the applied disciplines, thereby obtaining an AS level qualification. The applied module could be Mechanics or Statistics and will be decided a few weeks into the course. These units are C1 and C2 (Pure Mathematics) and either M1 (Mechanics) or S1 (Statistics). Topics studied include:

Pure Mathematics: algebra, exponentials and logarithms, trigonometry, coordinate geometry, sequences and series and calculus.

Mechanics: vectors, kinematics, dynamics, statics and moments.

Statistics: representation of data, probability, correlation and regression, random variables (including the normal distribution).

The first pure unit C1 requires pupils to have no access to any calculating aid. The remaining units allow any calculator (including graphical calculators) but exclude those calculators capable of symbolic manipulations.

If pupils continue to full A-level in Year 13, they will extend their knowledge of the subject by studying C3 and C4, both units of Pure Mathematics. The final unit may be chosen from S1, S2, M1 or M2 (Statistics or Mechanics) depending on both the strength and choice of the individual pupil and the applied unit studied in Year 12.

## **Further Mathematics**

This is both a challenging and highly rewarding course in which pupils take their study of Mathematics much further. It provides many more opportunities for pupils to see how topics studied in Pure Mathematics can be applied to 'real world' problems through Mechanics and Statistics. It should be borne in mind that Further Mathematics is a subject in its own right and is substantially more challenging than a single A level in Mathematics. The workload is considerable and as such, should only be considered by very able students. Pupils will need to study a total of twelve units to achieve GCE Advanced awards in both Mathematics and Further Mathematics. These are taught as follows:

Year 12: C1, C2, C3, C4 (Pure Mathematics)  
M1, M2 (Mechanics)  
S1, S2 (Statistics).

Year 13: FP1, FP2 and FP3 (Pure Mathematics)  
plus at least one of M3, M4 or S3,S4.

In practice the choice of units in Year 13 is flexible, catering for an individual pupil's interests and strengths.

## **Modern Languages (French, German and Spanish)**

*Head of Department: S.L Checketts*

If you like and are interested in language, you should find French, German or Spanish (or any combination of them) challenging and stimulating at AS and A-level. In our AS and A-level language courses, we have two main aims: to help you get the highest grade of which you are capable, and to provide you with a confident and detailed knowledge of the language that will be of practical use to you in later life. Candidates in all three languages follow the OCR syllabus.

Realistically speaking, to embark on AS or A-level, you need a very good grade in your GCSE; anything less and you are likely to find things very difficult from the start. In addition, you need to be interested in language-learning in the first place and committed to continual improvement. You also need to spend as much time abroad as possible, improving your fluency among those who speak the language best.

We concentrate on authentic, contemporary language. The great majority of your reading and listening will be based on up-to-date sources (television, radio, internet and the press), and you will cover a wide range of issues, both social and personal (immigration, racism, unemployment, smoking, drinking, drugs, technology etc.). You will be expected to develop ideas and opinions on these issues, and to use the language you have studied to express these ideas and opinions in speaking and in writing.

To help you do this in an increasingly sophisticated way you will be given regular lessons in A-level grammar, to improve your appreciation of how the language actually works and to enable you to use it more confidently. You will also typically have one lesson of conversation each week with a language assistant, where you will be able to put into practice what you have learned in class.

You will also have the opportunity to make regular use of the Language Centre, the modern language department's new computer assisted language learning facility in the Chapter Block building. This new facility provides extensive opportunities for working on listening, speaking and audio-visual materials either independently or in a class situation. Much of this material is also available on the school network via personal or House computers.

The AS and A-level examination papers test your ability in listening, reading, speaking and writing. Significant attention is paid to grammatical accuracy. In addition, at both AS and A-level, you have to demonstrate your knowledge of the contemporary culture of countries where the language is spoken, both in Europe and in the wider world. Dictionaries are not permitted in modern language examinations, so the need to develop a wide vocabulary is very important.

We anticipate that all pupils (except those who have sat AS papers early in Year 11) will sit the two AS-level units at the end of the Lower Sixth. They are a valuable transition stage between GCSE and A-level, whilst being an important qualification in their own right. The majority of pupils continuing to A-level will repeat one or both of the AS units in the Upper Sixth. As AS modern language re-sits require very little preparation that is not in any case an integral part of the A-level course, they will not be a burden, and with greater maturity, knowledge and confidence, you can expect to achieve significantly higher results. In addition, you will take the two A2 units. The AS and A2 units combine to give the full A level qualification.

In all languages, potential Oxbridge candidates are given additional preparation from an early stage.

The skill of being able to speak and understand modern foreign languages well has never been more important than it is in the European context of today. The syllabuses we use, modern and relevant, are admirably suited to developing that skill and to providing you with an enjoyable and very beneficial two years of AS and A-level study.

# Music

*Head of Department: A. J. R. Bowley*

The music department has been completely refurbished for this new A-level specification. It boasts first class acoustics, refit classrooms, a new PC suite and a recording studio, all of which help make this a dynamic, interactive and creatively-approached course. The department follows the wide-ranging Edexcel syllabus covering all aspects of music making – performing, composing, and listening and understanding – and is ideally suitable for inquiring pupils already involved in making music. Pupils will need a basic understanding of theory, and to be approximately Grade 5 on one instrument or as a singer. At both AS-level and A2 level, the course comprises performance, composition and developing musical understanding.

## **AS-level**

### Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Improvised performances may be submitted. At AS-level students will generally perform for 5–6 minutes.

### Unit 2: Composing

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

### Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works through tools of analysis. Set works of widely varying character (from Renaissance polyphony to Van Morrison) from the anthology provide the focus for the first two sections, through listening and studying scores. In the third section, students use a score to identify harmonic and tonal features, and then apply this knowledge in the completion of a short and simple passage for SATB.

## **A2 level**

### Unit 4: Extended Performance

This unit gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble. Students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/ or improvised performances may be submitted.

### Unit 5: Composition and Technical Study

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies. For A2 students choose two tasks and there is great flexibility here: they can offer two compositions, or one composition and one technical study with one exercise, or two exercises. There are three compositional techniques to choose from: chorale, two-part baroque counterpoint, popular song.

## Unit 6: Further Musical Understanding

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology, using different selections from those in Unit 3, provide the focus for much of the unit. Students should also listen to a wide range of unfamiliar music related to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

## Physical Education

*Head of Department: S. J. Clague*

This course is suitable for anyone who has an interest in sport, and is a good foundation for anyone intending to study a HE course connected with the huge and expanding sport and leisure industry. Pupils who have studied P.E. at this level have gone on to study a wide range of related university courses such as Sport and Exercise Science, Physiotherapy and Human Biology or equally benefit from its multi-disciplinary nature having gone on to study Psychology, History and Politics, Management Studies or Real Estate.

There is no requirement to have studied Physical Education at GCSE, although pupils who have done so will be familiar with the terms used in AS and A2. As there is a practical module worth 40% of the total UMS mark at AS, pupils should discuss their suitability for the course with the Head of Department.

We will follow the OCR specification.

### AS Units

**Unit 1** is assessed by examination and is worth 60% of the AS-level. It comprises three elements: Anatomy & Physiology, Skill Acquisition and Socio-Cultural Studies.

Anatomy & Physiology focuses on the impact of physical activity on the systems of the body and on young people's participation and performance in physical activity as part of a balanced, active and healthy lifestyle. This will lead to an improvement in the effectiveness and efficiency of their performance in roles such as performer, leader/coach and official.

Skill Acquisition focuses on the acquisition of movement skills that have an impact on young people's participation and performance in physical activity. This section includes coverage of practice conditions and their effect on performance as well as the underlying information processing needed for effective and efficient performance. The application of the knowledge gained will enable candidates to evaluate critically methods of acquiring and developing movement skills.

Socio-cultural Studies focuses on physical activity as a valuable and necessary experience in contemporary society. A knowledge and understanding of the socio-cultural factors that have an impact on regular participation and the achievement of excellence in physical activity will enable candidates to appreciate the opportunities and pathways available for involvement in physical activity.

**Unit 2** is a practical examination and is worth 40% of the AS-level. The focus is on Acquiring, developing and evaluating practical skills in Physical Education. Candidates will be assessed in either:

- Performing two chosen activities from two different activity profiles and Evaluating and Planning for the improvement of performance; or
- Performing one chosen activity and coaching/leading one chosen activity from two different activity profiles together with Evaluating and Planning for the improvement of performance; or
- Performing one chosen activity and officiating one chosen activity from two different activity profiles together with Evaluating and Planning for the improvement of performance.

## **A2 Units**

**Unit 3** is assessed by examination and is worth 70% of the A2-level. It comprises three elements: Exercise and Sport Physiology, Sports Psychology and Historical Studies.

**Exercise and Sport Physiology** focuses on how the body changes as a result of physical activity and how physical competence may be improved as a result of sustaining a balanced, active and healthy lifestyle. Candidates will develop their knowledge and understanding of the measurement, analysis and appraisal of physical fitness and the ability to apply physiological concepts that enable young people to be physically active

**Sports Psychology** focuses on the sports psychology factors, such as individual differences and group dynamics that affect participation and improve competence in physical activity. Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in order to improve the effectiveness and efficiency of performance. This section covers the psychological aspects of mental preparation for the performance of physical activities

**Historical Studies** focuses on the historical factors that have had an impact on the participation in physical activity. The application of historical concepts will enable candidates to evaluate critically the key societal influences that in both the past and the present have limited or encouraged involvement in physical activity.

**Unit 4** focuses on the improvement of effective performance and critical evaluation of the practical activities with synoptic assessment. Unit 4 is worth 30% of the A2 examination. Candidates will be assessed in:

- Performing one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance; or
- Coaching/Leading one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance;
- Officiating one chosen activity from one of the activity profiles and the Evaluation, appreciation and Improvement of Performance.

Candidates are assessed in **one** chosen activity. This must be one of the activities that they were assessed in at AS-Level in Unit 2.

## Physics

*Head of Department: J.S. Mitchell*

Physics at AS and A-level is a demanding but rewarding course which will suit those with an enquiring mind who wish to understand the world around them in a more intricate manner. Although there are facts to be learnt and formulae to be manipulated, the extent of the course and the skills required and developed are much more than just regurgitation; students will be expected to show high level problem solving skills and the ability to explain complex ideas clearly and precisely. Study of Physics in Sixth Form will not only prepare you for moving on to Physical Sciences and Engineering courses at university, but also fits in well to prospective study of, for example, Economics and Financial Analysis courses, relying as it does on higher level mathematical modelling.

Students studying Physics in Sixth Form are strongly advised that complementary study of Mathematics to at least AS level is very beneficial, not only because there is a good deal of overlap between Physics and Mathematics throughout the course but also because the course does rely on some AS level mathematical tools, particularly at A2 level. However, support will be offered to students who opt to study Physics without Mathematics. Students also studying Chemistry will also typically find that Physics is an excellent partner qualification.

Repton offers the AQA Physics Syllabus A in the Sixth Form. It is not necessary to have followed a specific GCSE course as a pre-requisite, but a good grounding will be expected. Students should ideally have achieved GCSE grade A in Physics or in the Science and Additional Science courses, and also in Mathematics; anything less and the pupil is unlikely to cope with the demands of the course.

Level	Unit	Weight	Assessment	Details
AS	1	20%  (40% of AS only)	1h 15min written exam	<b>Particles, Quantum Phenomena and Electricity</b> This module extends knowledge and understanding of electrical work beyond GCSE and introduces a much more quantitative approach. Students are also introduced to more advanced concepts in modern particle physics along with explanations of the weird world of quantum behaviour.
	2	20%  (40% of AS only)	1h 15min written exam	<b>Mechanics, Materials and Waves</b> At GCSE many concepts of mechanics were met, and again the AS course revisits, extends and improves on these before also giving an introduction to basic physical materials science. In the waves side of the unit, students again take a more mathematical approach to study of light rays in particular, as well as getting an introduction to the behaviour of the wider family of waves and an introduction to new waves based phenomena not met at GCSE.
	3	10%  (20% of AS only)	ISA	<b>Investigative and Practical Skills in AS Physics</b> The assessment of practical skills at AS and A level is carried out by completion of two Investigative Skills Assignment (ISAs) in much the same manner as those met at GCSE. Students will carry out a practical task and will be assessed on their abilities to work very carefully and to present experimental data to a very high level. Understanding of analysis and interpretation of the data will be assessed by an internally marked and externally moderated exam paper.

Level	Unit	Weight	Assessment	Details
A2	4	20%	1h 45min written exam	<p><b>Fields and Further Mechanics</b></p> <p>Students are introduced to the general concept of a “Field” in Physics through the detailed study of Gravitational, Electrical and Magnetic interactions. In the advanced mechanics work, study of motion is extended beyond the simplified 2D analyses met at AS level to incorporate a full treatment of circular motion and simple harmonic motion.</p>
	5	20%	1h 45min written exam	<p><b>Nuclear and Thermal Physics</b></p> <p>The core of unit 5 gives students a detailed appreciation for nuclear processes including the design and operation of fission reactors. In addition students learn how to join together understanding of the mechanical behaviour of individual particles to build models for the thermal behaviour of gaseous systems as well as other elements of classical thermal physics.</p> <p><b>‘Turning Points in Physics’ Option</b></p> <p>This part of unit 5 takes a detailed look at three key experimental areas of Physics; ‘the discovery of the electron’, ‘wave particle duality’ and ‘special relativity’, whose description and explanation in the last century led to a complete shift in our understanding of the world around us .</p>
	6	10%	ISA	<p><b>Investigative and Practical Skills in A2 Physics</b></p> <p>Again, students complete two ISAs which are internally marked and externally moderated but with an increased level of demand in the mathematical analyses of data in particular in the use of exponential relationships and logarithmic treatments.</p>

## **Religious Studies: Philosophy of Religion and Ethics**

*Head of Department: D.T. Clark*

As little children we first learnt to recognise letters, then words and in time these took on meaning in sentences. In our writing we first shaped letters then words and finally entered the frightening world of joined-up writing.

The world of ideas is rather similar. We all have ideas, opinions, prejudices and assumptions, yet it is rare that we have linked all of our thinking together into a coherent scheme. Philosophy attempts just such links. RS: Philosophy and Ethics seeks to encourage joined-up thinking. In this pursuit various and wide ranging philosophers and philosophies will be studied. We will embrace Plato's 'World of the Forms', Aristotle's concept of the 'soul' classical arguments for the existence of God which hold about as much water as a leaky bucket according to the great atheist philosopher David Hume, and we will take on concepts such as 'miracle' and belief in a good God despite the imperfection of his creation. Can such a God really reasonably be thought to exist? And if so what type of existence might it have? We will also examine an entire array of ultimate questions, questions that have always preoccupied humankind, forever... What happens to our bodies at death? Do we exist as a disembodied spirit within a non physical reality, intelligible only to the mind and rational thought or do we simply perish? Can we prove that we live in a potentially infinite universe (where one day follows the next forever...) or do we inhabit an actually infinite universe where we have already reached infinity and are trapped in it?! How does this realisation affect us and belief in God? Are we still responsible for our actions? Does morality still exist?

Ethically are our morals based on anything other than our opinions? Can 'good, bad, right, wrong' in any sense be defined or are they like the colour yellow, knowable but undefinable? Can I only know good by experiencing bad? If I travelled back in time to 1909 and met an Austrian art student called Adolf in a bar, would I be justified in poisoning his beer, knowing as we do what he will do? Indeed if my actions are determined in what sense am I free? What have ethical theories such as Thomas Aquinas' Natural Law or Bentham and Mill's atheistic Utilitarianism got to say on matters of medical ethics, business ethics, genetics, war, peace, pacifism, the environment, and homosexuality? What do Christianity and the Bible have to say about such controversial conundrums and why does it matter what they say anyway?

If you don't like questions such as the above then we suggest RS: Philosophy and Ethics is not for you. However if you are intrigued by your own species, how we got here, and why we seem to be the only self reflecting species on the planet then why not join us? The course we offer, provided by OCR, gives you the opportunity to reflect on all of these things.

Universities like students who can reason and think in a mature and balanced way, as does the world of work. RS: Philosophy and Ethics builds these skills of analysis and debate, critical thinking and mature reflection. These skills will be honed by challenging our thinking at every level. The content that will produce such thoughtful and employable students just happens to be fascinating too.

## **Textiles**

*Head of Department: J. H. Bournon*

Repton School started to offer AS-level Textiles in September 2010, and this will be extended to the full A-level in September 2011.

A-level Textiles introduces pupils to a range of techniques and concepts and how they can then be conveyed and interpreted through the medium of textile. This can cover anything from innovative

fashion to fine art installations. The course is designed to be flexible enabling the students eventually to follow the paths which are most appropriate to their studies.

The course is made up of four units taught over two years. Year One concentrates on building a pupil's knowledge of textiles techniques through set course work and independent study, for example, both hand and machine embroidery, felt making, weave, printing, appliqué, batik, and mixed media. This is supported by an integrated contextual studies programme which encourages the pupils to develop their investigative and analytical approaches to their work. It also develops an understanding of the relationship between, and the connection across, disciplines within art, craft and design.

Year Two consolidates a pupil's knowledge through a personal project and final examination. This enables the pupils to develop a route following their own interests and to build towards a portfolio of work for either applying directly to university or to an art foundation course.

To underpin the course work, the pupils will have the opportunity to visit galleries both in the U.K. and abroad, take part in workshops with visiting artists/designers, life drawing, fashion shows and other related activities which are organised through the Art School.

The Textile Department is situated in a contemporary building with a gallery space at the front and four working artists' studios above, providing an exciting base from which to deliver the textile programme.

## Appendix

### Departmental recommendations at GCSE, or equivalent, for the study of A-levels

<b>Art</b>	Subject to the assessment of the Director of Art (B grade in Art is recommended)
<b>Biology</b>	An A grade in Biology and Chemistry or A grades in Science plus Additional Science. In addition an A grade in Mathematics is recommended.
<b>Business Studies</b>	B grade in Business Studies (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course as well as an ability to handle and organise a large amount of information.
<b>Chemistry</b>	An A grade in Chemistry or A grades in Science plus Additional Science. An A grade in Mathematics is recommended.
<b>Classical Civilisation</b>	B grade in Classical Civilisation (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course.
<b>Classical Greek</b>	B grade in Greek
<b>Design Technology</b>	Subject to the assessment of the Head of Design Technology (B grade in Design Technology or Art is recommended)
<b>Drama and Theatre Studies</b>	B grade in English and/or English Literature and, if taken, Drama. A strong interest in theatre is necessary for real success in this subject.
<b>Economics</b>	B grade in Mathematics
<b>English</b>	B grade in English Language and English Literature
<b>French</b>	A grade in French
<b>Geography</b>	B grade in Geography (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English and Mathematics is necessary for success in this course.
<b>German</b>	A grade in German
<b>Government and Politics</b>	B grade in History, Geography or an appropriate humanities subject. A good level of spoken and written English is necessary for success in this course.
<b>History</b>	B grade in History. A good level of spoken and written English is necessary for success in this course.
<b>Latin</b>	B grade in Latin
<b>Mathematics</b>	A grade in Mathematics
<b>Further Mathematics</b>	Subject to the assessment of the Head of Mathematics
<b>Music</b>	Subject to the assessment of the Head of Music (B grade in Music is recommended as is Grade V theory)
<b>Physical Education</b>	B grade in PE or Biology. A high level of practical skill is required for success in this course.
<b>Physics</b>	An A grade in Physics or A grades in Science plus Additional Science. An A grade in Mathematics is recommended.
<b>Religious Studies</b>	B grade in Religious Studies (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course.
<b>Spanish</b>	A grade in Spanish
<b>Textiles</b>	Subject to the assessment of the Director of Art

