Altrincham Grammar School for Boys
SIXTH FORM PROSPECTUS

2023 Admissions Criteria

Entry into Year 12

Experience shows that those who have not reached a high level at GCSE are rarely successful in an academic sixth form offering only 'A' levels. That is not to say they may not be capable of passing 'A' levels on a mixed course such as those offered by some other institutions, but simply that the traditional sixth form, offering a package of 3 or 4 'A' Levels, is not the best place for them. We therefore make the following stipulation:

For those offered a place in the Sixth Form the requirement for entry is that students must have achieved a minimum Attainment 8 score of 60 and at least a grade 6 in the subjects chosen to study and a grade 5 in GCSE English Language and Mathematics.

Please note that for the purposes of our entry criteria 2022 the Attainment 8 score is defined as a summation of the grades students achieve in their best 8 GCSEs, including Mathematics and English Language. A student's Mathematics GCSE and English Language GCSE grade will be included in this measure and both the Mathematics and English Language grades will be double weighted. For example, a score of 8 in English Language will be awarded 16 points towards the minimum target of a 60. The remaining 6 GCSEs are not double weighted and can come from any other GCSE subject studied by the students as part of the AGSB curriculum, or equivalent subjects at a different school.

Each year we are delighted to welcome a number of students from other schools who choose to join our Sixth Form. The criteria applied to their admission are the same as those for internal candidates set out above, although of course this will depend on places being available. Where places for external candidates are likely to be available, these will initially be allocated in accordance with our admission criteria.

External candidates are encouraged to apply between December and February during Year 11. Please use our online application system, link here: https://www.agsb.co.uk/page/?title=6th+Form+External+Applications&pid=56

All internal Year 11 students will be issued with application forms in January and these should be returned in February.

A copy of our Admissions Policy is available to download from the School website at http://www.agsb.co.uk/admissions/admission-policies/

SUBJECTS AVAILABLE

The number of combinations theoretically possible is far in excess of what is, in practice, possible to timetable. Therefore, it must be understood that while we will do our best to accommodate all first choices, it may not be possible, or indeed desirable, to provide all combinations.

Art
Biology
Business Studies
Chemistry
Computer Science
Design & Technology
Economics
English Language
English Literature
Further Mathematics
French
Geography
Geology
German
Government and Politics
History
Latin
Mathematics
Music
Philosophy
Physical Education
Physics
Religious Studies
Spanish

All of these subjects are on offer but the School reserves the right to withdraw any subject where the number of students interested is too low.

All subjects are now linear A-Levels. Students will be asked to select three subjects to study throughout Year 12 and 13.

Some students may choose to study 4 A-Levels. This is restricted to students choosing to study Further Maths and/or those achieving a high overall attainment score (greater than 70). This option is only open to the most able in the cohort and students will need to make a commitment to studying four A-levels for the full two years.

OTHER ELEMENTS OF THE CURRICULUM

The Enrichment Programme (including Lecture Programme, mentoring and study skills)
Completion of a relevant MOOC (Massive Open Online Course) or EPQ (Extended Project Qualification)
Physical Education/Volunteering or Drama

CAREERS and LINKS WITH INDUSTRY

Careers Advice
Work Shadowing
Programme of careers talks throughout the year

OPTIONAL CURRICULUM

In addition to their A-levels students should choose at least one of the following three options, this will add depth to their experience and improve their personal statement and CV:

1) Massive Open Online Course (MOOC)

There is a wide range of MOOCs available. Students can select their own MOOC to complete, in consultation with their mentor. The MOOC could be related to their chosen future career/degree studies or related to a topic of wider interest. Students will have access to Unifrog which contains a useful tool for searching for relevant MOOCs.

2) Extended Project Qualification (EPQ)

The AQA Extended Project Qualification is a stand-alone qualification started towards the end of Year 12 and completed in Year 13. The EPQ requires commitment and passion, but rewards with some excellent skills in preparation for further study. It is worth 50% of the UCAS points awarded for a full A2 level and is highly regarded by leading Universities. Pupils choose their own topics and are assigned a supervisor in the School to guide them. Recent topic titles include:

- A study into modernist and post-modernist architecture in order to redesign a current building project
- Can the use of ionizing radiation in medicine be justified?
- Explaining the difference between mind and consciousness through the relationship between psychiatry and neurology
- Clash of the ideologies: the political and economic contradictions of China.

Assessed work will be in the form of a 5,000-word essay or a 1,000-word essay and some form of artefact, video etc. In addition to this, pupils must keep a monitoring log of their progress and present their completed project to an audience. The project title cannot be on any element that is included in the syllabi that you are studying for A Level.

3) Fourth A-Level

Some students choose to pursue 4 A-Levels throughout Year 12 and Year 13; this includes those studying Further Maths. They will not have to choose between either a MOOC or an EPQ. However, some students may wish to undertake an EPQ following discussion with the Head of Sixth Form or a MOOC.

A very small number of students may also choose to study 5 A-Levels.

EXTRA-CURRICULAR

The School offers a wide range of activities which in previous years has included:

- An award winning Esports team
- The Young Enterprise Scheme
- Student Investor Challenge
- Chess Club
- Drama (including the LAMDA qualification)
- Music – the Choir, Barbershop, School Orchestra, Swing Band
- Debating, Model United Nations and the Sixth Form Book Club (with AGGS and SGS)
- Public speaking competitions including ESU national competitions
- Christian Union, Islamic Society, Hindu and Sikh Society
- AGSB Volunteers Programme and Charity Work
- School sport – Soccer, Rugby, Cricket, Hockey
- The Library is also a valuable resource available to all students.

Languages

Exchanges
MFL students regularly enjoy immersive and very rewarding annual exchanges /Trips to France, Germany and Spain where they gain a greater sense of independence and confidence in their chosen foreign language(s).

Work Experience Abroad
A number of dynamic students have undertaken work experience placements abroad during School holidays with a reputable and well-established company.

Summer Camp to China
This has been available in the past.

Young Enterprise Scheme
This is a business/industry related competition run by Trafford Young Enterprise in collaboration with local industry. The competition gives you the chance to run a business – your chance to become a successful entrepreneur! The School has a fantastic record in the YE scheme having reached many regional finals and thus providing a great learning experience.

Student Investor Challenge
All students in Years 12 and 13 can take part in this national share trading competition. Additional classes are held outside of lessons to inform students about how to make the right decisions.

Drama
Drama is a performing art. It is a discipline that has a unique appeal, it has immediacy; a "here and now impact" that creates a bond between performers and audience. A shared experience which at its very best is utterly compelling and absorbing: loosely translated as – it's great fun! We are proud to say that extra-curricular drama at AGSB is vital and exciting. Our productions range from the magical, "A Midsummer Night's Dream" to the fabulous, "History Boys", and most recently, "The Thwarting of Baron Bolligrew". We welcome any budding actors or technical crew alike to come and join the team at AGSB.

Music

Sixth Formers are welcome to join staff and junior boys in the School Choir which performs concerts at Christmas and in the Spring. They are also welcome to participate in any of the School instrumental groups; the Swing Band, the Orchestra or the Concert Band.

Instrumental or vocal Lessons continue to be available from beginners to advanced levels. For more details of the above see the Music Department's entry earlier in this prospectus.

Debating Society

Jointly run by staff and a committee of Sixth Formers, the Debating Society meets one lunchtime every week debating a wide range of political, economic and ethical issues. In recent years, members of the society have had great success reaching the latter stages of a number of national public speaking and debating competitions. The society liaises with several local schools to hold regular joint debates while also giving sixth formers wider experience of organising and mentoring students lower down the School.

Model United Nations

The School's MUN Society offers students an opportunity to hone their debating skills while also adding a unique role-play/drama element, with "delegates" debating "in role" representing different member states. MUN conferences are regularly held at Manchester Grammar School, Withington Girls' and Cheadle Hulme School. The Society is largely student-run and provides a great grounding for those interested in careers in law, the civil service, politics and public life.

AGSB Volunteers

AGSB Volunteers is our Community Service Scheme. It is offered as an option to all Year 12 students and it is a year-long commitment. Students take part in the various activities available, either on Wednesday afternoons or during another morning or afternoon when they have one or two free periods.

The range of opportunities we offer in the community is extensive and is subject to change as we try to cater for the interests of the students involved. A number of our Sixth Formers visit primary and junior schools or help in charity shops. They often choose to help at schools they attended when they were younger. Another popular option is to assist in retirement and nursing homes. The residents look forward to visits by young people who can chat to them or play cards or board games. Several students opt to do their Community Service at hospitals, although the number of places is limited and students must find and progress their own applications.

Through these activities we are keen to help the community, but also to broaden the experience of our students and give them an insight into aspects of delivering services to local people. Our students also find their community service option a very useful topic to include when completing application forms for employment or for university or college courses.

Charities and Chad's Challenges

Every year the Sixth Form gives assistance to both local and national charities mainly by helping with collections. This is one of the ways in which the School aims to serve the Community. "Chad's Challenges" is a focus for some Sixth Form fun and fundraising, and in previous years we have raised tens of thousands pounds for local and national charities. Committee members represent Year 12 and Year 13 but ALL of the Sixth Form can propose, and take part in, Challenges.

School Sport

As mentioned previously there are many opportunities to take part in sport, whether in teams or otherwise. Most activities are now held on-site within the Sports Development.

CAREERS and LINKS WITH INDUSTRY

Aspirations

We provide information to help our Sixth Form students develop their academic, extra-curricular and social interests into their "Aspirations". Through the opportunities listed in the next sections of this document and many other events and activities we work closely with students to ensure they consider many post-18 options which include Higher Education, Apprenticeships, Sponsorship, Gap Years, Year in Industry and many more. There is a wide range of information and a calendar of events, which we hold within "The Engine", a web-based resource that students can access, which includes a programme of visiting speakers, advice on job applications and employment rights, student finance, volunteering and much more.

Careers Guidance

All members of the Sixth Form are encouraged to consult with members of staff about education and employment opportunities at 18+. A student may, at any time, request an interview with our own Head of Careers, Mr Gallamore. This service and the Sixth Form team provide help and advice on a wide variety of matters including:

- Higher Education Choices
- HE procedure
- Electronic Application System
- Employment Opportunities at 18
- Year in Industry
- Interview techniques and practice
- Apprenticeship opportunities.

Unifrog is an excellent tool which is made available to all students throughout their time in the Sixth Form.

Work Shadowing/Internships

All Year 12 students are required to arrange a Work Shadowing/Internship Placement in the last week of the Summer term. This enables the student to shadow a professional in a career area in which he himself may be interested in the future.

Young Enterprise

Young Enterprise is an opportunity for all Year 12 students. They are encouraged to write a letter of application detailing why they think they would be suitable for the Young Enterprise Company programme. Once selected, they undertake the task of setting up and running their very own business. Each student is encouraged to take a position of responsibility, such as Human Resource Manager or Finance Manager, as they work closely together developing many valuable skills such as their team working, decision-making and leadership skills. Towards the end of the year the company is invited by Young Enterprise to write a full business report detailing all aspects of their business from product design, to sales levels, to disciplinary issues, to final profit figures.

ART

Exam Board: AQA

The Requirement

Students intending to take 'A' level Art should normally have attained at least a grade 6 at GCSE in Art & Design. Those who have not taken Art & Design for GCSE are not precluded from taking this 'A' level, but suitable evidence would need to exist as to the student's suitability for the course. **Anyone in those circumstances MUST discuss their wishes with the Head of Art at the earliest opportunity during Year 11**.

The Course and Examinations

The A Level:

Component 1: Personal Investigation

60% of total A Level marks.

A personal project of practical work, set through discussion with the teachers, and supported by 1000 – 3000 words. Marked by the Centre, moderated by AQA.

Component 2: Externally Set Assignment

40% of total A Level marks.

An exam paper containing a number of starting points will be provided by AQA, with a fixed period of preparatory time and a supervised time of fifteen hours for the final piece of work. Marked by the Centre, moderated by AQA.

Combination of Subjects

A Level Art and Design can work in any combination of subjects. Technology is a frequent companion subject, and many students benefit greatly from the natural relationship of these two subjects. It may also surprise pupils to know, however, that in recent years we have had a number of students intending to read medicine at university who have taken Art and Design through to A2 as a fourth A Level. In a highly competitive environment where a full set of top grades in sciences may be just a starting point, universities may well look to see what else students have done outside of their chosen field.

Further and Higher Education

Not everyone who takes Art for A level intends to pursue a career in Art and Design. The traditional path for those who do, however, is to begin with a one-year Art Foundation Course at one of a number of local colleges/universities. That would normally lead to a three year B.A. (Hons.) degree course at a university on one of a range of disciplines such as Fine Art, Graphic Design, Three-dimensional Design, Fashion and/or Textiles, Photography, Film, Multi-media, Theatre/TV Design etc. A number of Universities now offer four-year courses, taking students directly from school after A levels; in some cases, the first year is rather like a Foundation Course. We have also had a steady output of students onto Architecture courses, and recently a student left to read Art History.

It should be noted that Art is the single most important requirement for Architecture courses.

Whilst there may be some universities who say that they will accept students onto architecture courses without A Level Art & Design, in today's competitive world it will usually be more difficult to get in without this subject. Once on the course, students without Art & Design may well find themselves at a severe disadvantage as courses may assume a level of understanding of this subject (going well beyond basic drawing ability). We consider that any Year 11 student who **may** be considering a career in architecture or a related field would put himself at a big disadvantage by not taking A Level Art & Design.

BIOLOGY

Exam Board: AQA

What is Biology?

Saving threatened species, feeding people, GM organisms, curing diseases……the 21st Century offers many challenges to a biologist. Which ones are you interested in meeting head-on?

New knowledge in areas such as genetics, molecular Biology, biodiversity and ecology have effects on human society and the environment all over the planet. The world moves quickly; in order to move with it and participate fully people need to be 'in the know'.

Studying Biology gives you the skills and opportunities to advance human knowledge and understanding in today's world, in order to make a difference to tomorrow's world. A background in Biology gives you transferable skills and increases your career options so you can adapt to the world changing around you. Biology is always relevant to life!

Entry Requirements

A level Biology is a demanding academic subject; therefore, we recommend that students have a minimum of a level 7 in Biology. Students embarking on this course should have a real interest in the subject. To be successful in Biology at this level, students will have to commit a substantial amount of time to homework and learning. Practical work is an integral part of the course and students must be fully involved in this aspect of the course at all levels.

Course Content and Assessment

At AGSB we will teach the AQA Biology specification as we believe it offers a good grounding in a range of Biological Sciences which enables students to progress to the widest range of higher education courses.

A Level

This qualification is linear, which means the students will sit all of their exams at the end of the two years of A level study.

The Subject content of the course is as follows:

1 Biological molecules
2 Cells
3 Organisms exchange substances with their environment
4 Genetic information, variation and relationships between organisms
5 Energy transfers in and between organisms
6 Organisms respond to changes in their internal and external environments
7 Genetics, populations, evolution and ecosystems
8 The control of gene expression

The A level is assessed in three examination papers where the content and type of question are different in each paper.

Paper 1	Paper 2	Paper 3
What's assessed Any content from topics 1– 4, including relevant practical skills	**What's assessed** Any content from topics 5 – 8, including relevant practical skills	**What's assessed** Any content from topics 1– 8, including relevant practical skills
Assessed by written exam: 2 hours 91 marks 35% of A-level	**Assessed by** written exam: 2 hours 91 marks 35% of A-level	**Assessed by** written exam: 2 hours 78 marks 30% of A-level
Question type 76 marks: a mixture of short and long answer questions	**Question type** 76 marks: a mixture of short and long answer questions	**Question type** 38 marks: structured questions, including practical techniques
15 marks: extended response questions	15 marks: comprehension question	15 marks: critical analysis of given experimental data
		25 marks: one essay from a choice of two titles

Practical skills assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments.

A-level grades will be based only on marks from written exams.

A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Special Features

Students are required to take part in a residential field trip which will form the basis of the experimental work done for the ecology part of the specification. Students and parents must be prepared to budget for the financial implications of this trip which is currently around £250. (Please note bursaries may be available for qualifying students).

Students in both AS and A2 years are given the opportunity to attend lectures and workshops held at local universities and in school.

Higher Education and Career Prospects

Biology is a versatile subject that complements many different subject combinations. Popular combinations include Biology taken with:

- Chemistry
- Physics
- Maths
- Geography
- PE
- ICT
- Geology

What do biologists do?
In general, there are several career paths you can follow as a biologist, including:

Research: Research biologists study the natural world, using the latest scientific tools and techniques in both laboratory settings and the natural environment, to understand how living systems work. Many work in exotic locations around the world, and what they discover increases our understanding of biology and may be put to practical use to find solutions to specific problems

Health care: Biologists may develop public health campaigns to defeat illnesses such as tuberculosis, AIDS, cancer, and heart disease. Others work to prevent the spread of rare, deadly diseases, such as the now infamous Ebola virus. Veterinarians tend to sick and injured animals, and doctors, dentists, nurses, and other health care professionals maintain the general health and well being of their patients. Additionally, biologists in the health care field can choose to work for organizations like the Peace Corps and Doctors Without Borders, which help bring much-needed health care services to less developed and/or war-impacted regions.

Environmental management and conservation: Biologists in management and conservation careers are interested in solving environmental problems and conserving the natural world for future generations. Employees of The National Trust look after national parks, help preserve their natural resources, and educate the general public. Zoo and aquarium biologists carry out endangered species recovery programs and serve as a vital education conduit to the general public. In addition, management and conservation biologists often work with members of a community such as landowners and special interest groups to develop and implement management plans. Other potential employment opportunities may exist with government natural resource agencies, not-for-profit conservation organizations, private ecological consulting firms, or wildlife rehabilitation centers.

Education: Life science educators enjoy working with people and encouraging them to learn new things, whether in a classroom, a research lab, the field, or a museum.

- **Colleges and universities**: Professors and lecturers teach introductory and advanced biology courses. They may also mentor students with projects and direct research programs. Many biology faculty at colleges and universities engage in their own research and serve as reviewers or editors for scientific journal publications, members of working groups and advisory boards, and as part of research collaborations with scientists from other institutions.
- **Primary and secondary schools:** Teaching younger students requires a general knowledge of science and skill at working with different kinds of learners. High school teachers often specialize in biology and teach other courses of personal interest. There is a high demand for educators that are trained in biological sciences and have strong backgrounds in classroom management, and primary/secondary school administration.
- **Science museums, zoos, aquariums, parks, and nature centers**: Educators in these settings may design exhibits and educational programs, in addition to teaching special classes or leading tours and nature hikes. Often, these professionals serve as an organization's "front line" and are responsible for communicating complex biological information to the public, writing grant proposals to fund new programs and exhibits, and working with community partners to leverage resources and gain exposure on local and national levels.

Other directions in biological careers: There are many careers for biologists who want to combine their scientific training with interests in other fields. Here are some examples:

- **Biotechnology**: Biologists apply scientific principles to develop and enhance products, tools, and technological advances in fields such as agriculture, food science, and medicine. Scientists in this field may work in genetic engineering, pharmaceutical development, or medical technologies (such as nanomedicine), or as a lab technician or technologist.
- **Forensic science:** Forensic biologists work with police departments and other law enforcement agencies using scientific methods to discover and process evidence that can be used to solve crimes. Biologists in forensic science often choose a specialty, such as forensic odontology, forensic anthropology and crime scene examination.
- **Politics and policy**: Science advisors work with lawmakers to create new legislation on topics such as biomedical research and environmental protection. Their input is essential, ensuring that decisions are based upon solid science. Professional biologists can serve as policy advocates for scientific organizations or non-profits, political advisors at the state or national level, or even as a representative serving on a political committee or working group.
- **Business and industry**: Biologists work with drug companies and providers of scientific products and services to research and test new products. They may also work in sales, marketing, and public relations positions.
- **Economics**: Trained professionals work with the government and other organizations to study and address the economic impacts of biological issues, such as species extinctions, forest protection, and environmental pollution. Biologists may also study the impacts of socio-economics on humans, environmental economics or ecological economics.
- **Mathematics**: Biologists in fields such as bioinformatics and computational biology apply mathematical techniques to solve biological problems, such as modeling ecosystem processes and gene sequencing. Mathematical and theoretical biology are two recent scientific fields that use mathematical representations and tools to both understand and model biological processes in other research areas, including cell biology, biotechnology, and ecosystem dynamics.
- **Science writing and communication**: Journalists and writers with a science background inform the general public about relevant and emerging biological issues. Biologists with excellent writing and communication skills can be employed by high-profile journals—such as Nature and Science—as well as online magazines and science blogs or print/media networks.
- **Art**: All of the illustrations in your biology textbook, as well as in newspaper and magazine science articles, were created by talented artists with a thorough understanding of biology. Individuals in this field may be employed by magazines and journals, museums and aquaria, hospitals and medical training centers, or even government agencies.

BUSINESS STUDIES

Exam Board: AQA

Business Studies provides students with an insight into the operation of both small and large enterprises. Year 12 Business Studies introduces students to the challenges and issues of starting a business, including financial planning. It then explores the key internal functions of business and how the management of these functions can assist in improving the effectiveness and performance of a business. In Year 13, students consider strategies for larger businesses and how these strategies may change according to circumstances. Finally, the course considers the effects that external factors can have on businesses and how a business can plan for, and manage change, including leadership style and change in business culture.

Business Studies A-Level is not only designed to give students the extra skills and knowledge that are essential in starting and running a business should they wish to, but it also offers an invaluable insight into working for large Ltds and PLCs.

Studying Business Studies at A level does not require students to have studied the subject at GCSE level – in teaching the course we assume no prior knowledge.

The A Level Course:

Specification at a glance

Subject content:

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business *(A-level only)*
8. Choosing strategic direction *(A-level only)*
9. Strategic methods: how to pursue strategies *(A-level only)*
10. Managing strategic change *(A-level only)*

Examinations

There are three papers to the A-Level course. Each paper covers all of the content above (1 – 10).

Paper 1: Business 1

All subject content can be assessed (1-10). The paper is made up of three compulsory sections:

Section A has 15 multiple choice questions (MCQs) worth 15 marks.

Section B has short answer questions worth 35 marks.

Sections C and D have two essay questions (students are to choose one) worth 25 marks each.

Paper 2: Business 2

All subject content is assessed (1-10). This paper is made up of three data response compulsory questions worth approximately 33 marks each. Each question will be made up of three or four part questions.

Paper 3: Business 3

All subject content is assessed (1-10). The paper is made up of one compulsory case study followed by approximately six questions.

All papers are 2 hours long, out of 100 marks and make up 33.3% of the A-level grade

Students must undertake all three assessments in order to be awarded the A-Level

Choosing Business Studies

Students considering reading a Business degree at university should seriously contemplate studying Business Studies A-level. This would provide an invaluable platform for progression onto the higher level course. Business Studies combines well with other academic subjects at university, providing many avenues for a student to choose from. Having a better understanding of how organisations work will be valuable to all students, particularly those looking to achieve a management position. Business Studies may be used as a career progression into any of the following areas:

- Marketing
- Accountancy
- Human Resources
- Finance
- Banking & Insurance
- Retailing

CHEMISTRY

Exam Board: AQA Chemistry 7405

QUALIFICATION

We follow the AQA A Level specification. Members of the Chemistry Department have over half a century of expertise in the delivery of the AQA A Level Chemistry course. This level of experience has led to excellent results for many years

Overview

We build upon your GCSE knowledge, refining and extending ideas and concepts, as well as introducing new ones. A Level Chemistry allows time for in depth study in the three chemical strands (Physical, Organic and Inorganic). You can find the detail in the specification at AQA.org.uk.

Examinations

At the end of Y13 students are examined on the whole of the two-year Chemistry course via 3 x 2-hour exam papers.

There is no longer any coursework associated with A Level Chemistry. Instead, there is a separate Practical Skills mark that will be included on the final exam certificate as a simple pass or fail. The Practical component is assessed by your teacher.

WHY STUDY CHEMISTRY?

Many University degree courses such as Medicine and Veterinary Science place an enormous value on an A level qualification in Chemistry and demand the highest grades. However, our students have used their qualification in a wide variety of jobs in research and industry such as pharmaceuticals, mining, forensic science textiles, foodstuffs, oil industry and many others. Others have opted for Chemistry degrees and then gone on to additional study to become lawyers.

Extension Opportunities

There is the opportunity for students to participate in the Chemistry Olympiad and the Chemistry Dept. also enters a team for the ChemAnalysts competition. We have also invited speakers in who can give an idea of what it is like to study Chemistry and Chemistry related degrees at university. We have entered students for the C3L6 extension paper organised by Cambridge University. The certification they receive is highly valued and is used when writing during the UCAS reference writing process.

COMPUTER SCIENCE

Exam Board: OCR

Computer Science lies at the very heart of our modern world. There are few industries or careers that are not touched in some way or another by its frontiers. Our social lives are also increasingly interwoven with new and existing technologies. And in this continuously developing, computer-dependent world, there is an increasing need for technological skills, such as the ability to understand problems suitable for solution by computer, and the capability to construct and implement such a solution. After all, someone needs to maintain our computer based society and to push it forward to its next technological leaps.

The Course and Examination

Exam board: OCR
Two examination papers (80%)
Coursework project (20%)

Requirement

No previous knowledge or experience is required. However, a GCSE in Computer Science or ICT, or a computing background would be useful.

Why study Computer Science?

Industry has highlighted the demand for people with Computer Science knowledge and skills, as well as the shortage of young people that have them. In today's workplace, those with knowledge and skills in Computer Science will have the opportunity to pursue many new, exciting and well-paid careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities.

Computer Science also sits at the basis of many other academic fields; disciplines as varied as engineering, aerospace, surgery, computational biology, space industries, genetics, neuroscience, sociology and anthropology all depend heavily on computers and the science behind them.

To meet these varied career challenges and opportunities, students must be self-reliant as well as good communicators and problem solvers. They need interpersonal, academic, and possess technical skills. They must demonstrate an ability to work independently and as part of a team. They also need to develop an ethical approach to the use of computers. The Computer Science A level aims to provide and enhance these must have skills.

Course content
The Computer Science A level the course covers many topics, including:

- Computer systems (including the processor, fetch-execute cycle and processor performance)
- Operating systems
- Networking
- Computational thinking and algorithm design
- Programming in various languages, including Python, Java, HTML, CSS and JavaScript
- Algorithm analysis (including Dykstra's shortest path and Big 'O')
- Data structures (including binary trees, linked lists, stacks, queues and multi-dimensional arrays)
- Working with binary and hexadecimal (including floating point maths).
- Computer Science ethics and legalities

Possible Computer Science careers include:

- Application Programming – desktop and mobile
- Games Design and developer – desktop and mobile
- Web Design and developer
- Animator
- Computer Generated Imagery (CGI)
- Project Management
- ICT Consultancy
- Systems Engineering
- Systems Design
- Network Management
- Network Engineering
- Telecommunications
- Artificial Intelligence
- Robotics

Further studies

Many of our students go on to study Computer Science or related degrees at universities such as Cambridge, Oxford, Manchester and Bristol, while others study engineering, medicine, architecture and forensics.

For more information contact Mr J. Timmins, Head of Computer Science at jtimmins@agsb.co.uk.

DESIGN AND TECHNOLOGY
Product Design

Exam Board: Edexcel

Requirements

No previous knowledge or experience is required as the course is taught from first principles to an Advanced Level. If you have studied Technology at GCSE, you will have prior experience of time management which you would find useful.

Overview

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate modern and smart technologies, environmental and economic influences on design and students will experience what it would be like to move into design and engineering as a career choice. Students will gain a real understanding of what it means to be a designer and build an in depth knowledge of how to apply mathematics and physics to solve real problems. There will be opportunities to apply for the Engineering Education Scheme and work alongside chartered engineers from industry on real design problems.

Examination Summary

Component 1 Principles of Design and Technology – 2.5 hours 50% of A Level

Component 2 Coursework – 50% of A Level. Product Design Task

Coursework – 50% of A-level. Product Design Task with e-portfolio. 45 Hours.

To succeed on this course, students should be pro-active, enthusiastic and possess the ability to work independently on technical challenges.

Careers

The Russell Group Universities recommend this course as useful for the following careers choices:

- Architecture
- Engineering Product Design
- Marketing
- Civil Engineering
- General Engineering
- Mechanical Engineering
- Industrial Design
- Mechatronics

ECONOMICS

Exam Board: AQA

Economics is seen as a vitally important area of study for any young person considering a career in industry, commerce or politics. The study of Economics is a study of how the world works. It helps you understand more about how we can make the best possible use of the earth's scarce resources, the impact of government policies and the effects of globalisation.

What makes a luxury item such as a diamond more expensive than a necessity like water? Why should public transport be subsidised by the government? Should footballers be allowed to earn £250,000 per week? What are the Economic implications of Brexit and Coronavirus? Why is China one of the fastest growing economies in the world and how will it affect me?

Economics graduates have one of the highest average earning potentials. Many people with Economics degrees move onto Banking, Insurance and Law, or as professional Economists, advising multinational companies.

Studying Economics A-level does not require students to have studied the subject at GCSE level – in teaching the course we assume no prior knowledge. The Department will be following the AQA specification.

A-Level Subject content

The A-level qualification is split over two key topic areas: Individuals, Firms, Markets and Market failure, and The National and International Economy.

Individuals, Firms, Markets and Market failure:

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

The National and International economy:

9. The measurement of macroeconomic performance
10. How the Macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

A-Level Examinations

Paper 1: Markets and Market failure
Topic areas 1-8 above are assessed. The paper consists of two sections:
Section A consists of data response questions requiring written answers. Students have to choose one to answer from a selection of 2. Each is worth 40 marks.

Section B consists of essay questions requiring written answers. Students are to answer one essay question from a choice of 3. Each essay answer is worth 40 marks.

Paper 2: National and International Economy
Topic areas 9-14 above are assessed. The paper consists of two sections:
Section A consists of data response questions requiring written answers. Students have to choose one to answer from a selection of 2. Each is worth 40 marks
Section B consists of essay questions requiring written answers. Students are to answer one essay question from a choice of 3. Each essay answer is worth 40 marks.

Paper 3: Economic principles and issues
All topic areas (1 – 14) are assessed. The paper consists of two sections:
Section A consists of multiple-choice questions worth 30 marks.
Section B consists of case study questions requiring written answers. This section is worth 50 marks.

Each paper is 2 hours long, out of 80 marks and worth 33.3% of the A-level

All three papers are compulsory

Economics with …….
There is no ideal combination of subjects which includes Economics but some universities' Economics Departments look favourably on/expect applicants to offer A Level Maths. Anyone considering a career in the areas of banking, accountancy and financial services will find that professional examinations in these areas will have a strong Economics element and therefore prior knowledge of this subject would be beneficial. Combining Economics with Business Studies would undoubtedly provide a broad base of relevant knowledge for careers in the commercial world. Economics would also be an ideal subject as a fourth choice in the post-16 combinations – students with a major interest in the Sciences have seen Economics as a subject that would stand them in good stead when considering a wide range of careers from Production Engineering to Zoo Management.

ENGLISH LANGUAGE

The Course

"The limits of my language are the limits of my world." (Wittgenstein)

English Language will appeal to students who love English but are mainly interested in language use in contemporary contexts such as journalism, social media, business, TV, internet, politics, advertising, and sport. Unlike English Literature which involves reading fiction texts, English Language is largely focussed on non-fiction and spoken texts such as articles, speeches, screenplays, and conversations. For those who like their English studies modern and relevant, and who seek to master the technical aspects of language and become powerful communicators, English Language will be just the ticket.

In Year 12 you will study language and identity – how personal and commercial identities are forged through language. If you've ever wondered how Apple or Disney manage to create such powerfully strong identities, this unit will address those issues through examining language. You will also investigate language and contexts - observing how the meaning of language shifts according to contexts such as purpose, period, gender, and audience. Finally, you will learn about where language comes from, and how babies and young people learn to speak and master its power and potential.

In Year 13, the coursework component offers you the opportunity to write two pieces of creative writing from genres as diverse as feature articles, speeches, scripted presentations, dramatic monologues, short stories, and travel writing. You will also investigate one specific language topic in depth from a choice of: global English, gender identity, journalism, power, and regional language variation. In the final unit you will trace the changing nature of language from 1550 to the present day covering topics such as standardisation, globalisation, technology, and the age of the internet.

Assessment

Exam Board: Pearson-Edexcel

Paper 1: Language Variation
Written exam of 2 hours 15 minutes, worth 35% of the A-level

Paper 2: Child Language
Written exam of 1 hour 15mins, worth 20% of A-level

Paper 3: Investigating Language
Written exam of 1 hour 45 minutes, worth 25% of the A-level

Non-exam assessment: Crafting Language.
Two pieces of creative writing with a commentary, worth 20% of A-level

Requirement

You should have at least a grade B in English Language at GCSE to embark upon this course.

Careers

English Language provides a rigorous training in communicating powerfully and persuasively. English Language graduates are confident speakers, perceptive readers, incisive analysts, and clear, creative writers. Consequently, they are highly employable across a broad range of professions including: broadcasting, marketing, management, academia, journalism, public relations, teaching, law, the arts, and any roles that involve the skilful use of language. Well-known English graduates include: Emma Watson, Martin Scorsese, Sting, Emma Thompson, Matt Damon, and Andy Burnham.

ENGLISH LITERATURE

The Course

English Literature appeals to students who like to read novels, poetry and plays. The subject introduces students to a wide array of writers and texts from a range of genres, cultures and eras. For those who love the adventure of reading, the cut and thrust of classroom debate, and the challenge of writing bold, critical essays, A-level English Literature will be a joy.

English Literature is a "facilitating subject" which means it has been highlighted by the Russell Group - which represents 24 leading UK universities - as a subject whose students are particularly sought after by universities and employers.

During Year 12 and Year 13, you will study texts which explore different aspects of tragedy, including Shakespeare's King Lear, Miller's Death of a Salesman and a selection of the poems of Keats. You will also study protest writing in the form of Blake's Songs of Innocence and Experience, Jim Crace's novel Harvest, and Atwood's dystopian modern classic, The Handmaid's Tale. You will also produce two pieces of coursework informed by study of a Critical Anthology: one on a selection of poems, and one relating to a novel.

Assessment
Exam Board: AQA (B)

Paper 1: Aspects of Tragedy
Written exam of 2½ hours' worth 40% of the A-level

Paper 2: Elements of political and social protest writing
Written exam of 3 hours' worth 40% of A-level

Non-exam assessment: Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology. Two essays worth 20% of A-level

Requirement
You should have at least a grade B in English Literature at GCSE to embark upon this course; and preferably at least a grade B in English Language at GCSE as well.

Careers
English Literature provides a rigorous training in communicating powerfully and persuasively. As a result of the breath of reading involved, it has often been described as an "education in itself". Consequently, English Literature graduates are highly employable across a broad range of professions including: broadcasting, marketing, management, academia, journalism, public relations, teaching, law, the arts, and any roles that involve the skilful use of language. Well known English graduates include: Stephen Fry, Danny Boyle, Zadie Smith, and Clare Balding.

FRENCH

Exam Board: AQA

The Course

The ever-increasing importance of Modern Languages cannot be stressed enough and this is reflected in many courses offered at universities; it is possible to take a Modern Language with almost any other subject.

For example, a language may be taken with Law, Medicine, Accounting, Engineering, Business and many more courses.

As the world's fifth biggest economy and number-three destination for foreign investment, France is a key economic partner. Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with an advanced level of French are eligible for French government scholarships to enrol in postgraduate courses in France in any discipline and qualify for internationally recognised French degrees. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg.

Please find below an outline of the A-Level French course. The a course enables students to communicate confidently, clearly and effectively in French through both the spoken and the written word, using increasingly accurate, complex and varied language. Students will also develop critical insights into the contemporary French society and cultural background of countries where French is spoken.

A Level Year 1:

Topics: Aspects of French-speaking society: Social issues and current trends. Study of a set film or text.

The changing Nature of family (La famille en voie de changement)

The power of the 'cyber-society' (la <<cyber société>>)

The importance of voluntary work (le rôle du bénévolat)

A-Level (Year 2)

Topics:

- A further theme from Social issues and trends. *Diversity, poverty and criminality. (Les aspects positifs d'une société diverse. Quelle vie pour les marginalisés? Comment on traite les criminels)*
- A further theme from Political and / or intellectual and / or artistic culture.
- One book (or if studied in year 1, a film or a second book).
- Individual research project.

A-Level paper 1: 2.5 hours. 160 marks in total. 40% of the A-Level.

- Listening and responding to spoken passages from a range of contexts and sources.
- Questions in French to be answered with non-verbal responses or in the target language (60 marks).
- Reading and responding to a variety of texts written for different purposes.
- Questions in French to be answered with non-verbal responses or in the target language. (60 marks).
- Translation into English; a passage of minimum 100 words (20 marks).
- Translation into French; a passage of minimum 100 words (20 marks).

A-Level paper 2: Written exam: 2 hours 90 marks in total. 30% of A-Level.

- Either, one question on a set text and one question on a set film OR two questions on set texts.

A-Level paper 3: Speaking exam 21-23 minutes (including 5 minutes' preparation time) 60 Marks in total. 30% of A-Level.

Discussion of a sub-theme with the discussion based on a stimulus card. The student studies the card for 5 minutes at the start of the test. (25 marks).

Presentation and discussion of individual research project. (35 marks)

FURTHER MATHEMATICS

Requirement

Not for the faint-hearted. Do you enjoy Mathematics? Are you good at Mathematics? An enquiring mind?

A grade 9 at GCSE is highly recommended plus your teacher's recommendation.

Exam Board: Edexcel

The Course

You will be taking both A Level Mathematics and A Level Further Mathematics on one single option line. This is of course a very tall order but is proving very successful. A normal option at A level takes up 10 periods on a fortnightly timetable; for this Further Mathematics option extra periods are added to accommodate the increased number of modules. There is no option currently available to study Further Mathematics on one option line and Mathematics on another option line.

Examination

In Year 12 students will study AS Mathematics and AS Further Mathematics courses. Please refer to the Mathematics section for information on the AS and A2 Mathematics content.

Most Further Mathematicians continue with Further Maths in Year 13, however it is possible to sit a Further Maths AS level in Year 12 and take Maths A level only in Year 13.

In Year 13 the students will then go on to complete the A Level Mathematics and A Level Further Mathematics courses.

Course content

Further Maths students will study the compulsory modules of Core Pure 1, Core Pure 2, Further Statistics 1 and Decision 1. The Core Pure courses cover topics such as proof, complex numbers, matrices, vectors, calculus, polar coordinates, hyperbolic functions, differential equations.

We discourage pupils from self-studying these modules in preparation for the course. If pupils would like to complete preparation work prior to starting Year 12 we suggest that they study AS Pure to consolidate their understanding from their Further Maths GCSE courses.

Careers

Further Mathematics is extremely useful if you intend to follow a career in accountancy or actuarial work, or if you intend to read Physics or certain types of engineering especially electrical or civil. For a degree in Mathematics, it is not actually a requirement but you would start at a disadvantage without it.

Please Note:

Taking Maths with Further Maths as one option is not a decision that should be taken lightly and your son should speak directly to his Maths Teacher for advice on whether he will be able to cope with the work load. We sometimes have students who struggle with this quantity of work. Maths with Further Maths students will be taking a formal mock examination during the first term of Year 12 to help them to decide

if this is the best option for them. If they get less than a Grade B then we will recommend that they move to a Maths A Level only class.

GEOLOGY

KEY POINTS

A Geology A level will make you stand out from the crowd
A Geology A level facilitates entry to all university courses
A level Geology results are invariably among the best in the school

A LEVEL RESULTS

YEAR	A*	A	B	C	D	E
2019	11	4	1	1		
2020	15	6	4	1		
2021	11	4	1			
2022	15	7	3	3	2	

In the past, three past candidates have obtained the best Advanced Level Geology result in the country. Could your son be next?

WHAT IS GEOLOGY?

Geology: an 'everything you NEVER wanted to know' guide to

THE END OF THE WORLD!

We are living on borrowed time. Modern society has developed during an unusually quiet geological period in the earth's history. That must come to an end, and soon. But how? And when?

There are four REAL catastrophes lying in wait for us:

- A super volcanic blast powerful enough to devastate a continent and change the earth's climate.
- A giant wave capable of destroying entire cities along the coastline of the Pacific or Atlantic.
- A cataclysmic earthquake that could destroy the world's economy.
- An asteroid impact that would kill a billion people and take our civilisation back to the Dark Ages; like the one that did for the dinosaurs!

This is the stuff of our subject!

Studying GEOLOGY is like trying to read a book called:

"A HITCHHIKER'S GUIDE TO
LIFE, THE EARTH AND EVERYTHING"

However, unlike most books, this one has seen better times; but having been around for the past **4,567,000,000 years** it's no wonder really! As a result, many of the early chapters have been lost (eroded) while many more are incomplete. And of the remaining chapters, some pages have been partly destroyed by heat (we call this **metamorphism)**, are ripped (**faulted)** or severely screwed up (**folded).**

The result is that the story is very difficult to decipher and it is only by reading between the lines in the latter few pages (600-2 million years ago!) that we can get an idea of what might have gone on before. Its just like a "WHO DUN IT?" where we find the body, but have to work out WHO did the crime. HOW and WHY!

So like all good detectives (or **forensic scientists** in this case) we go to the scene of the crime and look for clues (the rocks) and by using the skills drawn from **Physics, Chemistry, Mathematics, Biology and Geography** we are able to piece together the evidence that enable us to establish the story of our planet.

WHAT ARE THE ENTRY REQUIREMENTS?

Being a science subject, the entry requirements are a **Grade 6 in both Chemistry and Physics. PRIOR STUDY OF GCSE GEOLOGY IS NOT REQUIRED.** The vast majority of students taking Geology A level nationally will not have studied GCSE Geology. **GCSE Geography is also not required.** There is very little overlap between the A level Geology and Geography courses.

WHY STUDY GEOLOGY?

Geology has many applications to human activities. Our modern society cannot exist without resources explored for, and exploited by, geologists; notable examples being oil, gas, coal, water, building materials and minerals. Geologists are also involved in hazard prediction, i.e. earthquake, volcano and landslide forecasting. In civil engineering projects, Geologists are required to investigate the ground foundations in civil engineering projects, and a major recent growth area for Geologists is in environmental projects.

PAST STUDENT DESTINATIONS

Most students have used their A level grade to obtain a place at university on varied non-Geology related courses, primarily engineering but also including: physical, chemical, biological and natural sciences, geography, computing, environmental science, economics, law and medicine. Geology facilitates the access of these students to the best universities.

Usually, one or two students continue with Geology to degree level each year, with past students having obtained places at Oxford, Cambridge, Imperial College, Durham, Bristol and Edinburgh. Taking Geology at A level makes a student different, a trait which is looked on favourably by University departments.

THE COURSE

The GCE Geology A Level followed is that offered by EDUQAS. The Year 12 course comprises the basic components of Geology and includes Planetary Geology, Plate Tectonics, Mineralogy, Palaeontology, Petrology (Igneous, Metamorphic and Igneous rocks), Structural Geology and Volcanic Hazards.

The Year 13 course affords an opportunity to extend the knowledge learned in Year 12 to a higher level. Additional new topics include Engineering Geology, Petroleum Geology, Economic Geology, Hydrogeology, The Lithosphere, Geological maps and Climate change.

A LEVEL ASSESSMENT

Theme	Content	Assessment	Weighting
Fundamentals of Geology.	Elements, minerals and rocks. Surface and internal processes. Time and change. Earth structure and global tectonics.	2 Hour 15 Mins Paper	35%
Interpreting the Geological Record.	Rock forming processes. Rock deformation. Past life and past climates. Earth natural resources.	1 Hour 45 Mins Paper	30%
Geological Themes	Geohazards. Geological map applications. Geology of the lithosphere.	2 Hour Paper	35%

GEOGRAPHY

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about Geography.' **Michael Palin.**

Our students love studying Geography A Level. Our aim is to engage them in exciting and intriguing Geography lessons that spark a love of the subject that will last a lifetime. Geography is an avenue in which to study and understand some of the biggest global issues of our time, such as globalisation, sustainability, climate change and mass migration. Geography A Level complements all other subjects and combines very well with Mathematics, Science, Economics, Business, Geology, History, Politics and English. Our A Level students develop a unique understanding of the 21st century world and an array of transferable skills, which set them up for a wide range of rigorous university and career options, including Geography itself.

Exam Board: Edexcel

Course overview

The course is highly academic, relevant and exciting and helps pupils develop geography-related and broader attributes that are important for post-18 education. It provides pupils with the opportunity to develop a greater knowledge and understanding of headline global issues and empowers them to consider how these issues can be tackled to enable sustainable futures. Geography is taught in classes which tend to be between 12 and 20 pupils in size.

A range of geographical issues are studied at different scales (local, regional, national and global). Examples include the impact of global heating and receding glaciers on global sea levels, the regeneration of Altrincham, the perceived 'threat' of migration to working class communities in Hackney, the emergence of China as a global superpower, water conflicts in North Africa, changes to the global carbon cycle and their implications, and changing carbon the impacts and management of global climate change.

Pupils further develop a wide range of skills throughout the course, including literacy, statistical analysis, data collection and data presentation, understanding of values and attitudes, teamwork, problem solving, decision making, independent learning and use of information and communication technology.

Fieldwork and research are interesting and fun aspects of the course. Students participate in a residential fieldtrip to Belncathra, in Cumbria. This helps to support pupils in developing their understanding of geographical processes and helps them to develop the skills required to undertake their own Independent Investigation - which is worth 20% of the A Level course. Independent learning is an important aspect of the A Level Geography. Pupils are expected to read around the subject, following teacher recommendations, the AGSB_Geography Twitter account and other sources.

Sixth form Geography Prefects run their own Geography Society, GeogSoc which includes a weekly Key Stage 3 Geography Club held on Friday lunchtimes and university style lectures that support and enhance their learning. These include Geographical Association lectures at Manchester University and the Trafford Grammar Schools Lecture Series.

Fieldwork requirements

Four days' fieldwork is essential for A Level Geography. As such, all pupils participate in geography fieldwork consisting of a trip to the Blencathra FSC in the northern Lake District. T**he estimated cost of this fieldtrip is in the region of £300.** (Please note bursaries may be available for qualifying students).

A level modules and examinations:

Paper 1: Dynamic Landscapes – 2-hour examination (30% of A level)

- Tectonic Processes and Hazards
- Glaciated Landscapes
- Water Cycle and Insecurity
- Carbon Energy Insecurity
- Climate Change

Paper 2: Dynamic Places – 2-hour examination (30% of A level)

- Globalisation
- Diverse Places
- Superpowers
- Migration

Paper 3: Dynamic World – 1 hour 45 minutes (20% of A level)

- A synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from all different parts of the course.

Paper 4: Coursework – An Independent Investigation – 3,000-4,000 words (20% of A level)

- Students are expected to independently build on their existing fieldwork.
- Each student will define a question or issue for investigation relating to an aspect of the specification. The student will incorporate fieldwork data and their own research to reach a substantiated conclusion. A written enquiry will be submitted.

Further Education and Careers

A level Geography is a 'facilitating' academic subject by Russell Group universities. Geography A level is highly regarded by a variety of graduate employers, who recognise the varied skills and understanding of the world that A level geographers develop. Some examples of related careers are given below:

Accountancy, Banking, Surveying, Auctioning and Estate Agency work, Civil Aviation, Commerce and Industry, Landscape Architecture, Engineering, Local Government, Merchant Navy, Armed Services, Meteorology, Cartography, City and Regional Planning, Purchasing and Supply, Travel industry, Transport industry.

Enrichment Opportunities

- A programme of outside, academic speakers is arranged for students in partnership with neighbouring schools including AGGS through the Geography Society (GeogSoc).
- Membership of the Geographical Association – enabling students to attend evening lectures, once a month, at Manchester University
- Subscription to journals e.g. Geography Review Magazine
- Fieldwork opportunities
- Attendance to a conference on Tectonic Hazards.

FURTHER INFORMATION

For any additional information please do not hesitate to contact Mr Bromley in S1, or by emailing: mbromley@agsb.co.uk

GERMAN

Why Study German at A Level?

The ever increasing importance of Modern Languages cannot be stressed enough and this is reflected in many courses offered at universities; it is possible to take a Modern Language with almost any other subject. It is possible to take German with almost any other subject:

Eg. Business and German
Medicine and German
Engineering and German etc.

In particular German ties in very well with the aforementioned courses as much of the leading research in these areas is carried out in Germany. We only have to look at the strong car manufacturing markets and world renowned medical research that is taking place in Germany to see the clear advantages of being able to speak the language.

With an ever-growing economy and dominance in the global markets, having strong knowledge of the German language and the German-speaking world will help you to stand out when trying to obtain a career in one of these areas. Furthermore, the looming Brexit means the ability to speak a foreign language is even more relevant than before. Speaking German will no doubt make you stand out from your peers as you will have the ability to communicate with counterparts in one of the strongest countries in the world. Many previous students of A Level German have gone on to live in Germany while studying German at university.

German universities also welcome students from the UK and many universities offer fee-free Degrees, some of have modules which can be studied in English. Being able to study in Germany is a great opportunity for you to live abroad while obtaining a Degree. Being able to speak German while studying there will help you to integrate, meet new friends and make new contacts.

The Course

Exam Board: AQA

Please find below an outline of the A Level German course. The aims of the course are to enable students to communicate confidently, clearly and effectively in German through both the spoken and the written word, using increasingly accurate, complex and varied language. Students will also develop critical insights into the contemporary German society and cultural background of countries where German is spoken. Topics such as immigration, politics and the reunification of Germany are all studied.

A Level Year 1:
Topics:
Aspects of German-speaking society
• The changing state of the family (Familie im Wandel)
• The digital world (Die digitale Welt)
• Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)

Artistic culture in the German-speaking world

• Festivals and traditions (Feste und Traditionen)
• Art and architecture (Kunst und Architektur)
• Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)

Students will also acquire an in-depth knowledge of German grammar, building on the solid foundation learnt during GCSE.

A Level (Year 2)
Topics (in addition to the AS topics):
Multiculturalism in German-speaking society

- Immigration (Einwanderung)
- Integration (Integration)
- Racism (Rassismus)

Aspects of political life in the German-speaking world

- Germany and the European Union (Deutschland und die Europaïsche Union)
- Politics and youth (Die Politik und die Jugend)
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)

A-Level Exam
Paper 1: Listening, Reading and Writing exam. 2.5 hours. 160 marks = 40% of the A-Level.

- Listening and responding to spoken passages from a range of contexts and sources.
- Questions in German to be answered with non-verbal responses or in the target language (60 marks).
- Reading and responding to a variety of texts written for different purposes.
- Questions in German to be answered with non-verbal responses or in the target language. (60 marks).
- Translation into English; a passage of minimum 100 words (20 marks).
- Translation into German; a passage of minimum 100 words (20 marks).

Paper 2: Written exam. 2 hours 90 marks = 30% of the A-Level.

- Either one question on a set text, and one question on a set film OR two questions on set texts.

Paper 3: Speaking exam. 21-23 minutes (including 5 minutes' preparation time) 60 Marks = 30% of the A-Level.

- Discussion of a sub-theme with the discussion based on a stimulus card. The student studies the card for 5 minutes at the start of the test. (25 marks)
- Presentation and discussion of individual research project. (35 marks)

POLITICS

Exam Board: AQA

The Course

The Politics course is distinguished from all other A Levels by its focus on current affairs. A genuine interest in the world is paramount because the course requires wider reading to keep up-to-date with the latest developments within the British and American political systems. Prospective students would be expected to have achieved a grade 6 or above in a Humanities subject such as History, Geography or Economics.

Politics is an academic A Level. It is assessed through essay writing and extended answers, some of which are based around stimulus material. Lessons require thought, preparation and hard work. There are wide-ranging opportunities for discussion and debate which promote higher-level thinking. Students are advised to consult a variety of media in order to gain an appreciation of different perspectives on key topical issues.

From September 2017 Politics has been a linear course over two years following the new AQA syllabus. It is assessed through three summative examinations at the end of Year 13. There is no coursework or controlled assessment.

UNIT 1 GOVERNMENT AND POLITICS OF THE UK

This focuses on the major government institutions and political processes within the UK. It encourages students to develop a critical understanding of the role and effectiveness of the Parliament, the Prime Minister & Cabinet and the Judiciary, operating under Britain's uncodified Constitution. It also develops students' understanding of the relationship between the government and the people by encouraging them to evaluate the adequacy of existing arrangements for ensuring representative democracy and political participation.

UNIT 2 GOVERNMENT AND POLITICS OF THE US & COMPARATIVE POLITICS

This is focused primarily around American Government and Politics. It takes an in-depth look at the US Constitution, Congress, the Presidency and the Supreme Court, as well as investigating political participation in America, political parties, pressure groups and the country's record on civil rights. There is also a comparative element which encourages students to analyse the similarities and differences between the UK and US political systems.

UNIT 3 POLITICAL IDEAS

This unit focuses on the major political ideologies that have shaped the modern world including liberalism, conservatism, socialism and anarchism. It introduces students to the basics of university level political theory and philosophy, focusing on the individual's relationship with the state, why we have government and what the role and limits of government should be. The unit also encourages students to consider how our contemporary political debates are still shaped by these core ideological foundations.

Format of the Exams

Unit 1
2 hours written examination
33.3% of the A Level

Unit 2
2 hours written examination
33.3% of the A Level

Unit 3
2 hours written examination
33.3% of the A Level

Complementary Subjects
Politics is a social science and naturally complements History, Economics, Geography, English, Philosophy, Latin and Modern Foreign Languages. It can also provide added breadth of education to those students who are primarily focused on Maths and the Sciences by widening their skills sets.

Careers
Politics is not a vocational subject but instead widens opportunities for students because it develops their analytical minds and higher-level thinking skills. The discussion and debate which is intrinsic to the subject also develops the interpersonal skills that can make highly qualified graduates really stand out in the twenty-first century job market. We live in a complex and rapidly changing world and a deeper understanding of issues like why Britain opted to leave the European Union, how long-term societal and political forces contributed to the election of Donald Trump and what the clash of ideologies between re-assertive nationalism and political and economic globalisation might mean for our shared futures has never been more pressing. Common career paths include law, journalism, education, the business world, the senior civil service and front-line politics.

HISTORY

Exam Board: AQA

The Course

The A Level History course is wide-ranging, engaging and challenging. It is a genuinely academic course which combines a breadth study of Tsarist and Communist Russia with a depth unit on contemporary British History and a piece of coursework on the collapse of the authority of the Bourbon Monarchy in France. Students are expected to go beyond the demands of GCSE History by engaging in much more wider reading to give them a much greater appreciation of the key concepts which underpin our diverse and inclusive knowledge-rich curriculum in History. This includes a deeper exploration of legacy and perspectives, as students are challenged to think critically about how and why the past has been interpreted in different ways and ultimately to construct more nuanced extended essays. Most A Level History students will have studied History at GCSE and have obtained a grade 6 or above. However, it is not essential to have done GCSE History providing you have a grade 6 or above in a similar subject like English Literature and have had a good record in History up to the end of Year 9. The most important ingredient is that you must actively enjoy wider reading and be able to confidently express well-supported arguments both verbally and in writing. The ability to appraise the relative merits of different sources of information has perhaps never been more important than it is now and the develop of that skill lies at the very heart of the study of History. We seek to develop critical thinkers who adopt a questioning approach to the study of the past and, in doing so, embrace the investigation of complex realities. A level History is a linear course which is assessed through coursework (20%) and two summative examinations (80%) at the end of Year 13.

A Level

The A level course, in which follow the AQA syllabus, involves three components:

COMPONENT 1

Tsarist and Communist Russia 1855-1964

COMPONENT 2

The Making of Modern Britain 1951-2007

COMPONENT 3

A Historical Investigation (Coursework) based around 'The collapse of authority of the Bourbon Monarchy in France, 1685-1789.'

Assessment Format

COMPONENT 1

2 hours and 30 minutes written examination.
40% of total A level marks

COMPONENT 2

2 hours and 30 minutes written examination
40% of total A level marks

COMPONENT 3
Historical Investigation (Coursework)
20% of total A level marks

COMPLEMENTARY SUBJECTS
History naturally complements a wide range of academic A Levels including Politics, English, Economics, Geography, Philosophy, Modern Languages and Latin. It is also highly valued in an increasingly competitive job market as a subject which widens the skills base of students who focus principally on Maths and the Sciences.

CAREERS
History is not a vocational subject but dramatically widens students' opportunities as a highly respected academic A Level that promotes critical thinking and develops a wide range of transferable skills. Indeed, History graduates are consistently regraded as amongst the employable of all young people. History departments remain amongst the largest faculties at Russell Group universities. The training of historians prepares students for a wide variety of careers. These include posts in law, journalism, education, the civil service, publishing, broadcasting, the business world, management, surveying and town planning. It has also provided highly effective training for sociologists, economists and politicians.

LATIN

Exam Board: OCR

The Course

Latin challenges pupils to combine the skills of language-learning, literary analysis and evaluating historical evidence. It demands precision and high standards of self-discipline. This subject can illuminate our own culture by showing how Classical civilisation underpins it in the most surprising ways. And it gives students the ability to assess this from primary evidence, in the language, the very words, of the people that shaped our world.

Your grammar at GCSE level will already be of a very high standard – very little is left to teach you in this regard at A Level. Some of the dustier corners of it, the pronouns and obscurer tenses will need sharpening up. Through lots of reading practice and careful note-making you will aim to rapidly expand your vocabulary, to cope with all the artistic expression of the best writers over several centuries.

Working in a very similar structure to GCSE Latin, we will also study a Prose text and a Verse Text in each of Years 12 and 13. You'll research the context and background to the writers themselves and the events or stories they hand down to us. You'll complete your translation, and your analysis of its descriptive powers and literary artistry, of every line of those texts, with all the help your teacher can offer you.

Being a public-school dominated subject, Latin scholars tend to apply for the University courses the public-school students like to dominate – Classics obviously, but also the likes of PPE, History, Economics, English Lit. Nevertheless, increasingly the Maths, Medicine and other Science courses appreciate that they get something more with an A Level Classics student. You will also have a capacity for learning in great detail, and an eye for analyzing it quickly, that appreciation for human qualities that only studying Literature gives you, and a perspective over how an entire culture can be born, develop and evolve into the problematic world around us today.

Assessment Overview for Latin

Paper 1: Unseen Translation
100 marks

1hr 45 min paper

33% of total A Level

Paper 2: Prose Composition or Comprehension
50 marks

1 hr 15 min paper

17% of total A Level

Paper 3: Prose Literature
75 marks

2 hr paper

25% of total A Level

Study two Prose texts in depth

Paper 4: Verse Literature
75 marks

2 hr paper

25% of total A Level

Study two Verse texts in depth

MATHEMATICS

Exam Board: Edexcel

The Course

In both Years 12 and 13 students will study elements of Pure and Applied Mathematics. Pure Mathematics is an extension of the GCSE course although it does involve some new topics. It provides students with basic techniques for use in the application of Mathematics. It broadly covers calculus, algebra, co-ordinate geometry, trigonometry, functions, approximate methods of solution, logarithms, indices, differential equations and vectors. On the Applied side of the course students study Mechanics and Statistics, covering topics such as Newton's Laws, forces, moments, probability, statistical distribution and analysing data sets.

Requirement

An 8 grade is strongly recommended. Students who gain a grade 7 often struggle with the difficulty of the content.

Calculators

A scientific calculator is essential, we recommend the Casio 991EX-Classwizz. A graphic programmable calculator is a useful, though not essential tool, at A level.

Other Subjects

Obvious choices would be Physics, Chemistry, Biology but almost any A levels are complemented by Mathematics, especially Geography and Economics.

Career

Almost anything nowadays, Mathematics is increasingly used by all branches of industry and commerce as well as in the obvious science-based careers.

MUSIC

Exam Board: AQA
The Course

Component 1 –Appraising Music: 40%
Candidates are expected to demonstrate and apply musical knowledge through completing a 65-minute Listening Exam. In this they will answer three sets of linked questions on the following areas of study;

- Western Classical Tradition 1650-1910
- Music for Media
- Popular Music

They must also demonstrate an ability to use analytical and appraising skills to make evaluative and critical judgements about music. This will be examined a 40-minute Analysis examination and a 45-minute Essay question, answering questions on set works from the above areas of study.

Component 2 – Performing: 35%
Candidates offer two (or more) contrasting pieces to form a short programme, as a soloist, as part of an ensemble or using music technology or a combination of these. The programme will last 10-15 minutes.

Component 3 – Composing: 25%
Candidates must produce two compositions:

1. Free composition
2. Composition to a set brief

Extra-Curriculum Activities in Music

The Music Department runs a wide range of extra activities and instrumental lessons that are available for all students.
Instrumental lessons are available on the following instruments:

Strings
Brass
Woodwind
Percussion
Guitar
Electric Guitar
Voice

These lessons take place from 8.00 am until 4.30 pm every day. Experienced specialists provide tuition in all areas and lessons are normally ½ hour in length and take place during free periods, before or after School or during lunchtime.
A wide range of ensembles runs throughout the School year - at present they include the following:

Choir
Barbershop Vocal Group
String Orchestra
Chamber Orchestra
Symphony Band
Concert Band
Studio Orchestra
Big Band
Jazz Orchestra

If you require further information of any of the above, please contact Mr Monument at the School.

PHILOSOPHY

Exam Board: AQA

The Course

Philosophy A level has been a part of the Sixth Form curriculum at Altrincham Grammar School for Boys for more than fifteen years. It is a subject which has grown rapidly in popularity in recent years, especially in Grammar and Independent school sixth forms. Many of the most able and academic sixth form students find the study of Philosophy valuable, interesting and stimulating. The subject helps to develop skills of argument and analysis, as well as inviting students to consider fundamental questions about our understanding of the world.

Subject Content

In Plato's 'Republic', when Socrates was asked to define 'true philosophers', he replied that they are, "Those who love to see the truth". He also explained that, "A philosopher's passion is for wisdom of every kind without distinction".

It is the task of Philosophy to strive for wisdom and understanding by challenging assumptions about the way we see the world, by asking questions and by attempting to formulate answers. The following is only a sample of the questions which we shall be considering during the course.

What do we know? How do we know it? Are the senses reliable sources of knowledge? What is 'the good for man'? What makes our actions right or wrong? Which ideals and ends should we pursue and why? Are there any moral truths or are there simply our 'tastes' and 'preferences?' What is the mind? What is the relationship between mind and body? Could a machine ever achieve self-awareness? Do human beings have "free will"?

Syllabus

We will be following the AQA A Level Philosophy syllabus, which combines the study of major topics of philosophical enquiry with great philosophical texts. The set texts include works by Plato, Aristotle, Descartes, Locke, Hume, Kant, Berkeley, Mill and Russell.

The course is divided into four major topic areas:

- Epistemology [The Theory of Knowledge]
- Moral Philosophy
- Metaphysics of God [Philosophy of Religion]
- Metaphysics of Mind [Philosophy of Mind]

Assessment

A level Philosophy is examined in **two 3 hour papers** at the end of the course. Candidates are required to produce answers of varied lengths, the longest of which are full essays.

Qualifications for entry to the subject

Students wishing to take this subject at A level must demonstrate they possess good all-round academic ability, but with a particular aptitude for essay writing. A minimum of B grades in both English Language and English Literature is required.

Academic and Career Value

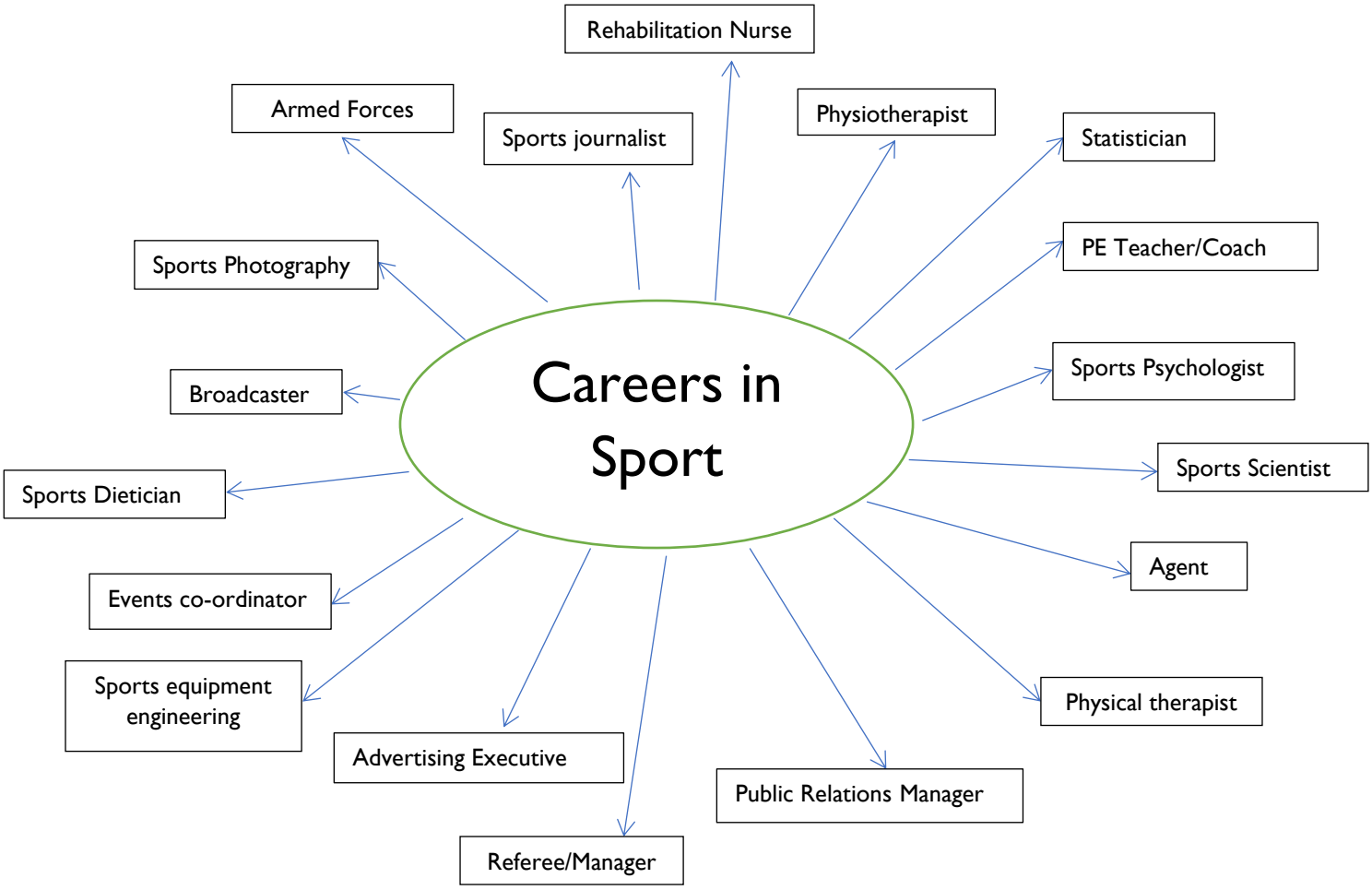
As with all Arts and Humanities subjects, Philosophy does not lead into one specific career area. However, it is a valuable foundation for further academic study and careers such as Law, in which high quality skills of argument and analysis are required. At A level it combines very well with a wide variety of subjects; Philosophy is popular in combination with English, History, Politics, Economics, Religious Studies, Mathematics and Physics.

Please note that Philosophy and Religious Studies are separate academic subjects, they complement each other and may be studied together, as is the case with Maths and Further Maths.

PHYSICAL EDUCATION

Why study A Level PE at AGSB?

- Have you ever thought about the careers that a qualification in PE can lead to?



Do I need to have studied PE at GCSE?

- Students who have not studied GCSE PE can still take A Level PE, but you will need to demonstrate a strong interest in sport and be prepared to work very hard.

Is PE seen as a 'soft' option?

- No! PE at A level is one of the most diverse and varied subjects on the curriculum.
- It covers units of Sports History, Sports Psychology, Physiology, Training methodology; as well as looking at contemporary issues in sport and comparing different countries and cultures.
- It is engaging and interesting and will provide students with a great deal to offer to potential universities.
- All Universities require a MAXIMUM combination of 2 subjects, therefore your third choice should be one that you enjoy. No career choice requires 3 specific A Levels.

Please speak to your PE teacher if you need any assistance on this.

Do I need to play sports at a high standard to be successful at A Level PE?

- The short answer is no but you must be proficient in one sport: In the role of Performer or Coach.
- The most important thing to note is the importance of being a performer who regularly engages in formal competitive fixtures, events or competitions at club level or higher in your sporting specialism.

Who should apply for the course?

- Anyone who has a genuine interest in sport.
- If you are interested in how the body works both psychologically and physically.
- Pupils who are driven to find out how you can improve their own performance.
- Pupils who are keen to learn how people train to be at the top of the game, what gives certain individuals 'the psychological edge' and who is responsible for elite sporting success.
- If you are motivated and want to study a genuinely fascinating and varied subject.

Which subjects compliment the course?

- Biology
- History
- English
- Chemistry

What will I study?

Please consult the following tables.

2a. OCR's A Level in Physical Education (H555)

Learners take all components (01, 02, 03 and 04) to be awarded the OCR A Level in Physical Education.

Content Overview	Assessment Overview	
• Applied anatomy and physiology • Exercise physiology • Biomechanics	**Physiological factors affecting performance** (01)* 90 marks 2 hour written paper	**30%** of total A level
• Skill acquisition • Sports psychology	**Psychological factors affecting performance** (02)* 60 marks 1 hour written paper	**20%** Of total A level
• Sport and society • Contemporary issues in physical activity and sport	**Socio-cultural issues in physical activity and sport** (03)* 60 marks 1 hour written paper	**20%** of total A level
• Performance or Coaching • Evaluation and Analysis of Performance for Improvement (EAPI)	**Performance in physical education** (04)* 60 marks** Non-exam assessment (NEA)	**30%** of total A level

* Indicates inclusion of synoptic assessment.

** Examination is weighted up to 90 marks to equal the total marks combined for the two tasks.

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component. See section 4a for details.

PHYSICS

AQA Specification (7408)

Physics is the study of Matter and Energy: What is our universe made of and how do these particles interact with each other to produce the universe we see? Physics explains how things work; from the very small scale (quantum mechanics and particle physics), to the very largest scales – astronomy and cosmology.

The A-level Physics course covers a good range of Physics topics from quantum and particle physics to gravitational fields and black holes.

This is a challenging course for the student who possesses good numeracy skills. Therefore, an 8 or 9 in GCSE Physics (and also in GCSE Maths) is the ideal preparation for A-level Physics.

Though it certainly does no harm to take A-level Maths with A-level Physics, the necessary maths skills are taught within Physics lessons. The Maths on the Physics course is perfectly accessible for the able student who is not taking A-level Maths.

Career Opportunities

Physics A-level is highly regarded by academic institutions and employers in general. There are numerous degree and career opportunities if you have an A-level in Physics. These include:

Engineering/Technology (e.g. Mechanical / Civil / Nuclear Engineering, Electrical or Electronics Engineering, communications industry, nanotechnology), Physics research, (e.g. astrophysics, particle physics, superconductors, cosmology, fusion power), Business management, Accountancy, IT, Law and Medicine*****.

Please note that no UK medical school prefers Mathematics A-level to Physics A-level or *vice-versa.

Those who go on to study for a degree in Physics have access to careers ranging from research at the cutting edge of science and technology, to employment as specialists in quantitative finance, dealing with risk management and financial products.

Year 1 Physics course content

- **Particle physics, Quantum Physics, Electricity, Waves, Mechanics, Materials** and **experimental physics**

Year 2 Physics course content

- **Circular motion, simple harmonic motion and resonance, Thermal physics, Electric, Gravitational and Magnetic fields and Nuclear physics.**

optional topic to be decided by class / teacher consensus from:

- **Astrophysics** or **Engineering Physics**

There are also twelve required practical activities assessed over the two years.

Assessment for A-level physics:

Three written exam papers at the end of the final year, covering the entire specification content including practical skills and data analysis.

SPANISH

Exam Board: AQA

The Course

The ever increasing importance of Modern Languages cannot be stressed enough and this is reflected in many courses offered at universities; it is possible to take a Modern Language with almost any other subject.

For example, a language may be taken with Law, Medicine, Accounting, Engineering, Business and many more courses.

Spanish is the second most widely spoken language in the world with over 550 million native speakers. Spanish is spoken across North, Central and South America as well as Spain and a number of other countries worldwide making it one of the most popular Modern Foreign Languages to study in the UK.

Please find below an outline of the A-Level Spanish course. The aims of the course are to enable students to communicate confidently, clearly and effectively in Spanish through both the spoken and the written word, using increasingly accurate, complex and varied language. Students will also develop critical insights into the contemporary Hispanic society and cultural background of countries where Spanish is spoken.

A Level Year 1:
Topics: Aspects of Hispanic-speaking society: Social issues and current trends. Study of a set film or text.

- Modern and Traditional Values (los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal Rights (La igualdad de los sexos)

Artistic culture in the Spanish-speaking world:

- Modern day idols (la influencia de los ídolos)
- Spanish regional identity (la identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

A-Level (Year 2)
Topics:

- Aspects of Hispanic society: A further theme from Social issues and trends. Multiculturalism in the Hispanic world; (immigration, racism, living together in society).
- Aspects of Political and / or intellectual and / or artistic culture in the Hispanic world; (Politics, unemployment, an ideal society, monarchies and dictatorships across the hispanic world).
- One book (or if studied in year 1, a film or a second book).
- Individual research project (Research an area of Hispanic culture/history/art/literature and present in the Target Language for your speaking exam).
- Grammar

A- Level paper 1: 2.5 hours. 160 marks in total. 40% of the A-Level.

- Listening and responding to spoken passages from a range of contexts and sources.
- Questions in Spanish to be answered with non-verbal responses or in the target language (60 marks).
- Reading and responding to a variety of texts written for different purposes.
- Questions in Spanish to be answered with non-verbal responses or in the target language. (60 marks).
- Translation into English; a passage of minimum 100 words (20 marks).
- Translation into Spanish; a passage of minimum 100 words (20 marks).

A-Level paper 2: Written exam: 2 hours 90 marks in total. 30% of A-Level.

- Either, one question on a set text and one question on a set film OR two questions on set texts.

A-Level paper 3: Speaking exam 21-23 minutes (including 5 minutes' preparation time) 60 Marks in total. 30% of A-Level.

- Discussion of a sub-theme with the discussion based on a stimulus card. The student studies the card for 5 minutes at the start of the test. (25 marks)
- Presentation and discussion of individual research project. (35 marks)

THE LIBRARY

Located in the brand new English and Geology block, the Library is an integral study space for pupils of all ages. At break times and lunch times, the library is open to all and hosts a variety of extra-curricular clubs and events.

During lessons, the library is open to all Year 13 pupils and also welcomes Year 12 English Literature and Language pupils. You are welcome to use the computers and printer provided or, alternatively, bring your own device and set yourself up in one of the open areas. During lessons, pupils are asked to work quietly so as not to disturb the lessons being taught in the space. You are free to come and go as you please.

The library's fictional stock is updated regularly and has separate sections for the classics and for sixth form and staff-appropriate texts. The library still has a fairly extensive non-fiction offering, including newspapers, journals and magazine subscriptions, but you're likely to find many subject-specific texts in the new departmental micro-libraries. The Library also has a regularly updated Instagram page, agsblibrary, where we profile the latest books, news and reviews. Further stock information is also available on stu_library pages

If you need a hand finding something, our librarian Mrs Marson is around on Wednesdays, Thursdays and Fridays. We also have a team of dedicated student librarians and sixth form English Prefects who help out every day.

The Library also has a regularly updated Instagram page, agsblibrary, where we profile the latest books, news and reviews. Further stock information is also available on stu_library pages

Extra-Curricular Timetable

Thurs WB	Public Speaking Competition	12.45 – 1.15
TBD	Year Group Book Clubs	12.45 – 1.15

We hope to see you soon!

Mrs C Mahony
Library Coordinator

OTHER COMPULSORY ELEMENTS of the CORE CURRICULUM

ENRICHMENT - Advanced Curriculum Enrichment

Advanced **C**urriculum **E**nrichment (ACE) lessons.
In this programme of study we have devised a carousel of lessons and activities, which will run over the two years of the Sixth Form course at AGSB. The objective of ACE is enrichment – making our students more rounded, more independent and more aware of the world we all inhabit. We hope it will help our students manage their studies and build up knowledge and skills which are relevant to life outside of the classroom. The course will be engaging, thought provoking and at times challenging.

The lessons are going to be ACE as we have utilised the wide ranging skills, experience and interests of our staff to ensure a varied programme of topics such as:

Money and Finance for University
Mentor Sessions – which focus on your progress and supporting you to overcome challenges
Yoga
Cooking skills
Being an Ally
Interview Techniques
And much more!

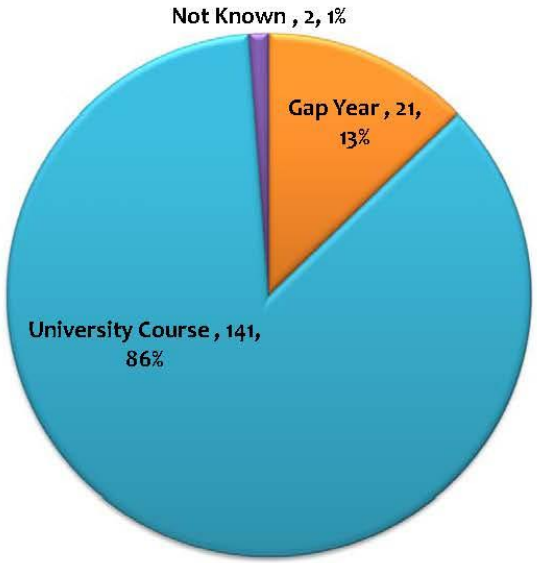
LecACE Lecture Programme

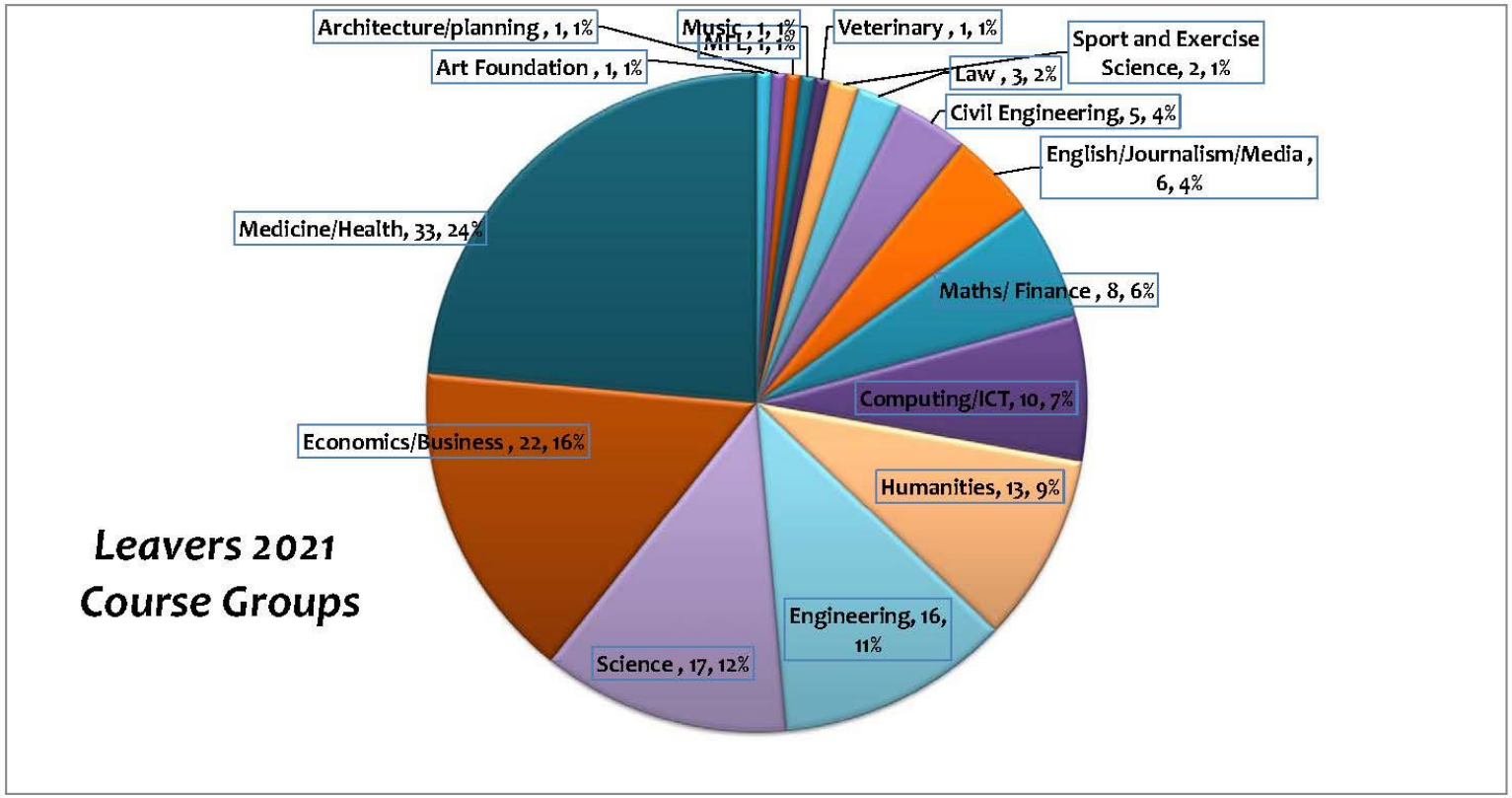
Each year a range of speakers visit the school to present on a variety of issues to our Sixth Form students. Attendance at these talks is compulsory for all students. The talks will be on a variety of different issues, examples of some include: Positive Mental Health, Alcohol & Sexual Health and Safe Driving Skills.

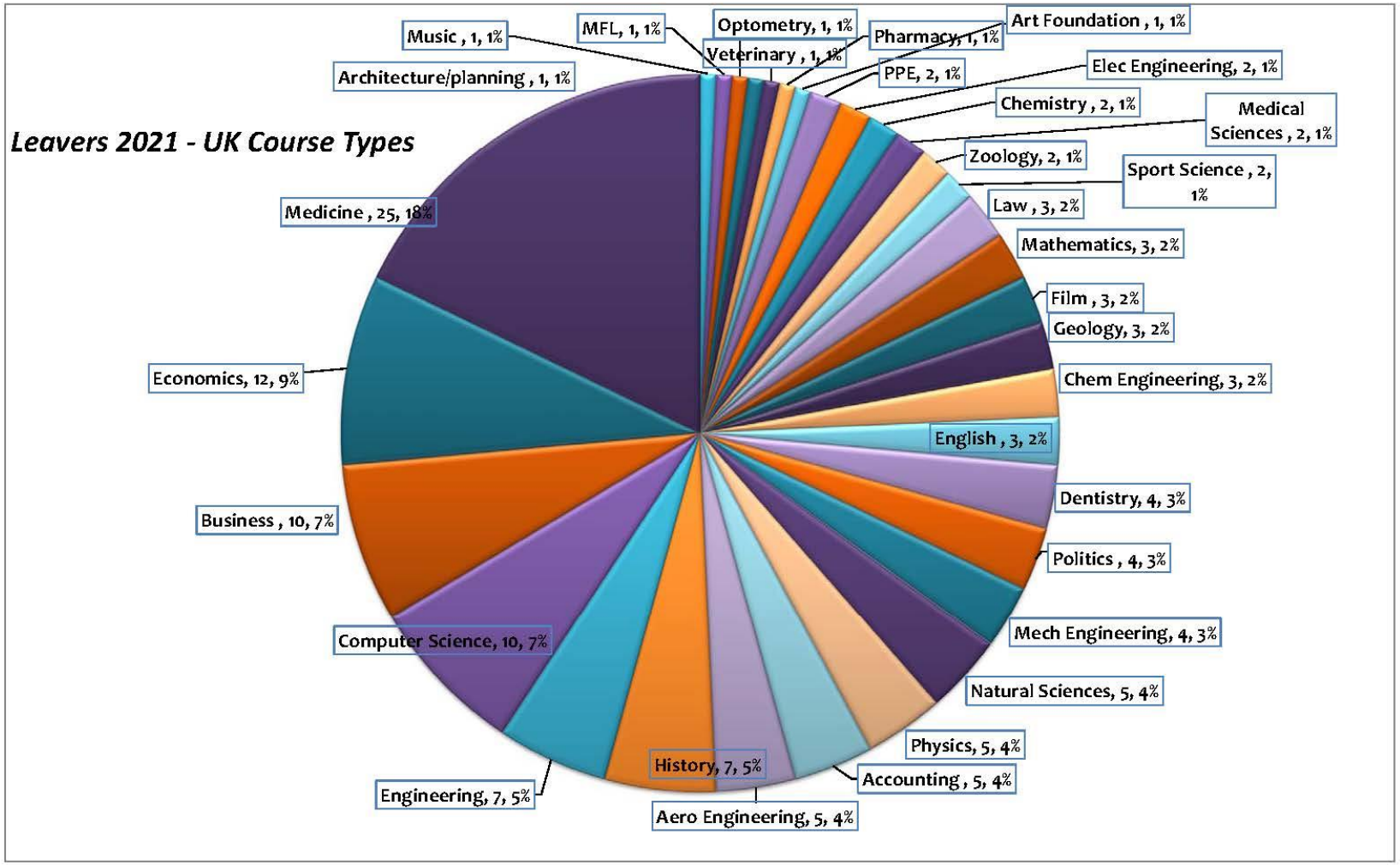
Physical Education

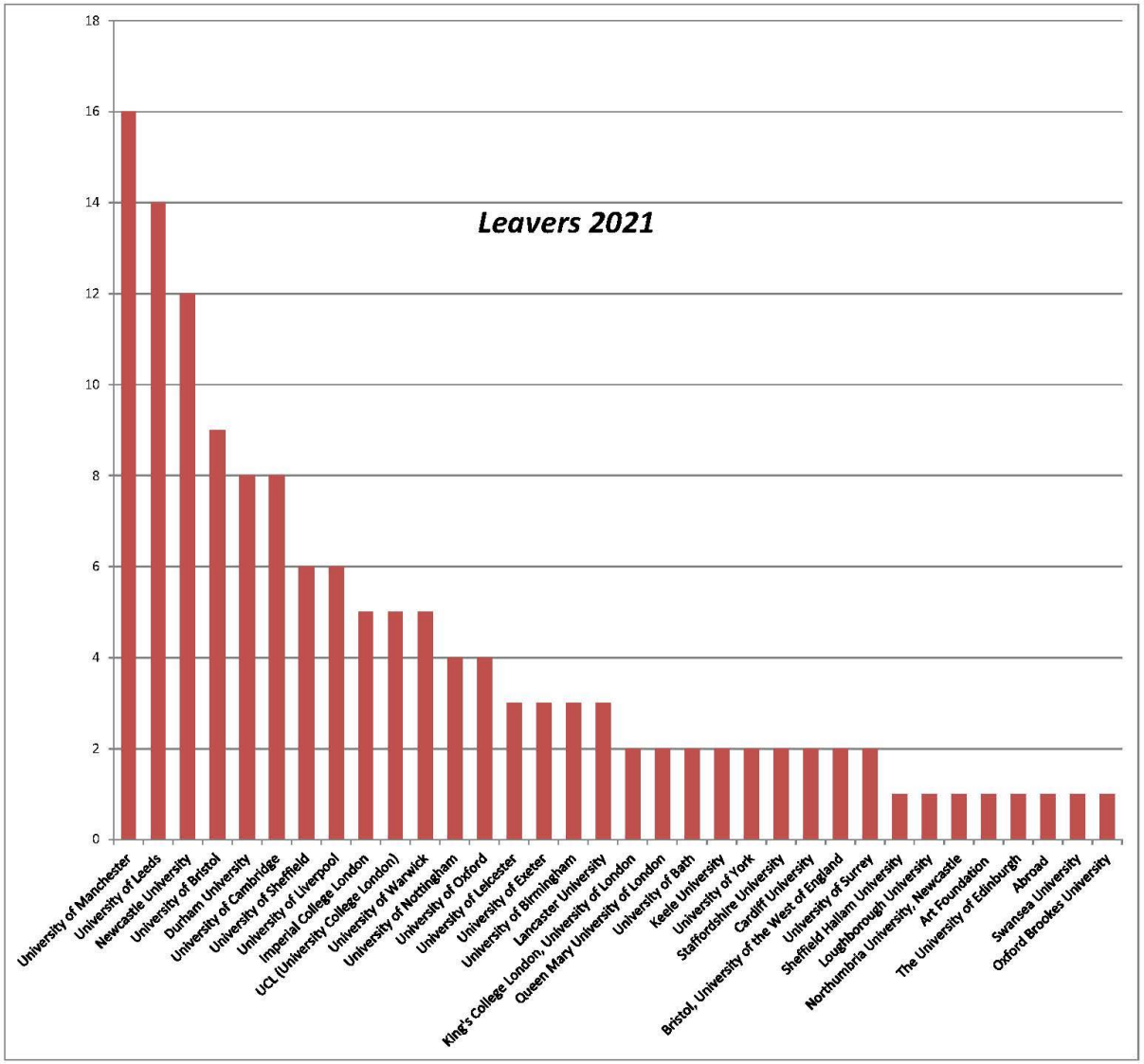
All pupils in the Sixth Form will have a session devoted to Physical Recreation on a Wednesday afternoon, unless they are involved in AGSB Volunteers or a worthwhile "on-site" alternative such as the Drama Group. There will be a variety of activities available at School in the Sports Hall and the fields and Astroturf pitch. Pupils will be required to 'opt' for an activity on a termly basis.

Leavers 2021 Destinations




Architecture/planning , 1, 1%
Music , 1, 1%
MFL, 1, 1%
Veterinary , 1, 1%
Art Foundation , 1, 1%
Sport and Exercise Science, 2, 1%
Law , 3, 2%
Civil Engineering, 5, 4%
English/Journalism/Media , 6, 4%
Medicine/Health, 33, 24%
Maths/ Finance , 8, 6%
Computing/ICT, 10, 7%
Economics/Business , 22, 16%
Humanities, 13, 9%
Engineering, 16, 11%
Science , 17, 12%
Leavers 2021
Course Groups


Leavers 2021 - UK Course Types
Music , 1, 1%
MFL, 1, 1%
Optometry, 1, 1%
Art Foundation , 1, 1%
Pharmacy, 1, 1%
Veterinary , 1, 1%
Architecture/planning , 1, 1%
PPE, 2, 1%
Elec Engineering, 2, 1%
Chemistry , 2, 1%
Medical Sciences , 2, 1%
Zoology, 2, 1%
Sport Science , 2, 1%
Medicine , 25, 18%
Law , 3, 2%
Mathematics, 3, 2%
Film , 3, 2%
Geology, 3, 2%
Economics, 12, 9%
Chem Engineering, 3, 2%
English , 3, 2%
Dentistry, 4, 3%
Business , 10, 7%
Politics , 4, 3%
Mech Engineering, 4, 3%
Computer Science, 10, 7%
Natural Sciences, 5, 4%
Physics, 5, 4%
History, 7, 5%
Accounting , 5, 4%
Engineering, 7, 5%
Aero Engineering, 5, 4%


Leavers 2021
18
16
14
12
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0
University of Manchester
University of Leeds
Newcastle University
University of Bristol
Durham University
University of Cambridge
University of Sheffield
University of Liverpool
Imperial College London
UCL (University College London)
University of Warwick
University of Nottingham
University of Oxford
University of Leicester
University of Exeter
University of Birmingham
Lancaster University
King's College London, University of London
Queen Mary University of London
University of Bath
Keele University
University of York
Staffordshire University
Cardiff University
Bristol, University of the West of England
University of Surrey
Sheffield Hallam University
Loughborough University
Northumbria University, Newcastle
Art Foundation
The University of Edinburgh
Abroad
Swansea University
Oxford Brookes University