

**SIR WILLIAM BORLASE'S GRAMMAR SCHOOL**

**Application Procedure  
for Sixth Form Entry 2008**

Open Evening  
**Tuesday 29 January**



Complete Initial Registration Form, including CV and Letter of Application  
**by Monday 25 February**  
*(late applications will be considered at the school's discretion)*



Mr A Shannon requests reference from current school



Interviews to be held  
**10 March – 16 May**



Response:  
(a) Offer    (b) Waiting List    (c) Unable to offer



Applicants accept / decline offer



Introductory Day (attendance compulsory)  
Friday 27 June



Results Day (attendance compulsory)  
**Thursday 21 August**

## CONTENTS

	Page No.
Admissions Procedure	4
Clothing Regulations	9
Education & Maintenance Allowance	12
Information Technology	8
Initial Registration Form	47
Introduction	3
Notes for Parents and Students	5
Other Activities	46
Physical Activities in the 6 <sup>th</sup> Form	44
Sixth Form Enrichment Programme	45
Transport	10
University Entrance	8
<b>Subjects for Study:</b>	
Accounting	13
Archaeology	14
Art and Design	15
Art History	16
Biology	17
Business Studies	18
Chemistry	19
Computing	20
Dance	21
Design & Technology	22
Drama and Theatre Studies	23
Economics	24
English Literature	25
French	26
Geography	27
Geology	28
German	29
Government & Politics	30
History	31
ICT	32
Mathematics	33
Music	35
Music Technology	36
Philosophy of Religion	37
Photography	38
Physical Education	39
Physics	40
Psychology	41
Spanish	42
Technical Theatre	43

# INTRODUCTION

Thank you for your enquiry about entry into the Sixth Form of Sir William Borlase's Grammar School. I hope that you will find this brochure helpful and that you will raise any questions you have, either with the Head of Department at the Open Evening on Tuesday 29 January 2008 from 7.30 pm, or subsequently with Mr Antony Shannon, the Assistant Headteacher responsible for sixth form admissions, or with me.

The Sixth Form is a large part of this 11-18 co-educational grammar school. The school's "standard number" for sixth form entry is 170 per year with up to 50 places available to external applicants. Our current total number in Years 12 and 13 is 352. We are very pleased therefore to receive applications from both boys and girls, either from schools within Buckinghamshire or from elsewhere. Sixth formers take a prominent part in school drama productions, in sport, in music and in the day-to-day running of the school. If you join us as a sixth former we shall expect enthusiasm, commitment and, of course, a dedication to your chosen course of study, which will lead to the highest results at A-level and at University entry.

## Entry requirements

- 1 The Sixth Form caters only for young people who wish to study AS and A level subjects. The workload is significant. In Year 12 all pupils study five subjects, **including an Enrichment Option**. In Year 13 all pupils study three A-levels **plus General Studies**. It is worth noting, therefore, that Department for Education statistics, and the school's own experience, suggest that candidates will normally need to achieve at least 374 points at GCSE. This total is calculated using English and Mathematics, plus the best six other subjects (eight grades in total) using the following scale: A\* = 58, A = 52, B = 46, C = 40, D = 34. **Candidates must have gained B grade or better in their chosen AS level subjects.** There are no facilities to repeat GCSE courses and it is anticipated that all candidates should gain A\*-C grades in English and Maths. However, if an applicant falls short of the entry standard we will gladly consider individual circumstances. Anyone who has any concerns about this matter is invited to contact the school for a preliminary discussion.
- 2 The school will also seek a reference from your present school to ask whether or not you are a strong candidate for your proposed Sixth Form courses. A separate question will be asked about your skills in the appropriate science subject if this forms part of your chosen course. Candidates with strong creative talents are particularly welcomed for suitable courses at A level and hence normal entry requirements may be varied to take account of evidence of creative ability.
- 3 **In addition, the school expects all pupils entering the Sixth Form to have completed an appropriate work experience placement. Anyone whose circumstances make this impossible should discuss the matter with the Assistant Head, Mr Antony Shannon, at an early stage.**

You do not need to have studied the following subjects at GCSE in order to be considered to read them at A-level: art, archaeology, business studies, computing, dance, drama, economics, geography, geology, history, physical education, politics, religious studies and psychology. We are able to offer combinations of nearly all subjects but if the combination you choose becomes impossible, or if individual subjects are seriously undersubscribed, we will let you know immediately. We may be able to offer new subjects if there is sufficient demand and you should indicate such a choice on your application form.

If you decide to apply for a place in our Sixth Form you will be invited to interview. Please complete the Initial Registration Form in this booklet and return it to us as soon as possible, and we will make contact with your present school when you consider it appropriate.

Peter Holding PhD, Headmaster

## **ADMISSIONS PROCEDURE FOR ENTRY INTO THE LOWER SIXTH FORM**

If you wish to apply for a place in the Sixth Form for September 2008 you should complete the Initial Registration Form which can be found at the end of this prospectus. You should also enclose a letter of application, of no more than 300 words, explaining why you would like to study in the sixth form at Sir William Borlase's, and why you have chosen your particular combination of A level subjects. You should also enclose a CV which highlights your achievements and interests.

After the publication of GCSE results all students should complete a new Admissions Confirmation Form. This form will show the student's original preference of A level subjects. This choice should either be confirmed or amended. Senior staff will be available to offer advice to students if they feel that they need to change their A level options in the light of their results.

Borlase students should collect their Admissions Confirmation Forms from the school when they collect their results on Thursday 21 August. These should be completed and returned immediately.

Students who are applying from other schools should collect an Admissions Confirmation Form from the school office by 3.00 pm on Thursday 21 August, but earlier if possible. They must also include a copy of their examination results slips with their application. The form should preferably be completed and returned immediately.

All Admissions Confirmation Forms must be returned to the school office by 10.30 am on Friday 22 August at the very latest. The completion of this form will signify a student's definite decision to join Year 12 in September 2008. **If a student fails to complete this form the school will assume that he/she no longer wishes to be considered for a place here.**

The minimum entry requirement is normally 374 points, together with an A or B grade in any GCSE subject that is being taken at A level. Some A level subjects also have other minimum requirements which are outlined in the relevant sections in this brochure. If a student narrowly misses this entry requirement an application may still be submitted. All such students will be interviewed by a senior member of staff in order to discuss options and provide guidance before a final decision is reached.

**All students must come into school to register in person on Thursday 21st or Friday 22<sup>nd</sup> August. Holidays should not be arranged to coincide with this critical period.**

## **SUBJECTS FOR STUDY**

All Year 12 students will be expected to opt for four AS levels, plus a Fitness Option, plus an Enrichment Option. Ideally students should list complementary AS levels as their fourth and fifth choices on the Initial Registration Form, i.e. students studying sciences as their AS/A2 options should choose arts based subjects as their additional subject and vice versa. However, it is also vitally important that students should enjoy the subjects they have chosen so, in practice, any combination is possible. We cannot guarantee to offer the student's first choice of a complementary AS level subject, but we usually manage to accommodate all the first three subject choices. **Please also note that if a subject is over-subscribed we reserve the right to require a higher grade as a condition of entry to that subject.** Further maths can only be studied with maths. Those choosing this option cannot count maths as one of the four main subjects. Candidates studying mathematics must have at least a B grade at higher level GCSE.

**Enrichment Option:** Year 12 students are required to choose one from the following four: Community Sports Leadership Award (CSLA), Arts Award, Critical Thinking, Personal Finance.

## **NOTES FOR PARENTS AND STUDENTS**

We expect all our sixth form students to behave in a mature and responsible manner at all times and to set a good example to the junior members of the school. These notes are designed to ensure the smooth running of the school and the maintenance of a disciplined academic environment so that all students can fulfil their potential. Students and parents will be asked to sign a Sixth Form Contract agreeing to abide by these guidelines.

### **CURRICULUM ISSUES**

#### **Homework**

A-level students will be given a variety of assignments each with specific deadlines. Students will be expected to organise their own study time and should be prepared to spend at least three hours a day, in addition to any study time in school, on A-level work. Eighteen hours per week of home study is the bare minimum needed to cope successfully with A-level courses. If students hope to achieve good grades they should spend considerably more time than this as all AS/A2 levels are open-ended and there is no limit to the amount of work that a student can do. Students should not have to give up other activities; university admissions tutors expect students to be able to combine sporting, cultural and other activities alongside their academic work.

#### **Assessment**

Twice termly an assessment is completed at school and sent home for a parent's signature and comments. This records the student's attainment and progress and also indicates the opinions of the teachers on the student's attitude, effort and attendance. More detailed written reports are provided at the end of the Summer term for Year 12. In addition subject teachers and form tutors report regularly to the Heads of Year so that students who are having difficulties or problems can be identified rapidly and support provided. Parents' evenings and a student review day are held each year but parents are free to contact the school at any time if they are concerned about their son's or daughter's welfare or progress. Requests for consultation with individual teachers should be made through the appropriate Head of Year.

#### **Study periods**

Sixth form students have a number of study periods each week when they are not being formally taught. Year 12 students are advised to spend at least four independent study periods per week either in the new Learning Centre or in the new Sixth Form Study Area. If the Learning Centre is chosen students must remain there for the complete session. Absolute silence is required at all times in the Learning Centre. Students whose work or behaviour falls below a satisfactory standard will be expected to spend all their study periods in the Learning Centre; this will be monitored by Mrs. H. Robinson, the Sixth Form Learning Mentor.

#### **Extra-Curricular Enrichment**

All students are expected to participate in activities outside their main academic choices. A wide variety of opportunities are provided by the school, including the Community Sports Leaders Award, the Duke of Edinburgh's Award and the Young Enterprise Scheme. These schemes are designed to give students accreditation for activities they pursue both within and outside the school curriculum. All are highly regarded by university admissions tutors and are an effective way of encouraging personal development.

#### **Induction and Training**

All Year 12 students will take part in an induction programme at the start of the autumn term. This will focus on team building, study skills and target setting. The system of tutor interviews will enable these themes to be developed throughout the year and students will be reviewing their progress every half term. A leadership training course will take place in the summer term for newly appointed prefects.

## **ADMINISTRATIVE MATTERS**

### **School times**

School hours are from 8.35 am until 3.30 pm. Students are expected to be in school before the start of morning and afternoon registration. Punctuality is also required for lessons and lateness will not be tolerated. If a student is late he/she should sign the late book in Mrs Robinson's office immediately on arrival in school and provide a valid explanation. If a student has to leave school for any reason during the day (lunchtime excepted) he/she must sign out in Mrs Robinson's office, provided permission has been given by a member of the senior management team. Students must also sign in on their return.

### **Illness and absences**

If a student is absent from school for illness or any other reason a note of explanation should be given to the form tutor on the day that the student returns to school. If a student is absent parents/guardians should telephone the school at once with an explanation. A letter will still be required on the student's return to school.

Every effort should be made to ensure that students do not miss school unnecessarily. In exceptional circumstances only requests for permission for absence for family holidays, medical or dental appointments, driving tests or any other reasons (if they can only be arranged in school time) should be made to Dr. Holding or Mr Shannon, as early as possible. Requests for absence must be made before the event; explanations after the event will be recorded as unauthorised absences.

If a student is feeling unwell he/she should report to Matron. **Under NO circumstances should students go home without permission.**

### **School uniform**

Students should wear the school uniform at all times when travelling between home and school and whenever travelling as a member of a school team or party. The uniform regulations are enclosed. Outdoor coats should not be worn within school. Smoking is not permitted. Boys must be clean shaven. Appearance should always be consistent with the wearing of uniform and sixth formers are expected to set a good example to junior members of the school. Inappropriate items of clothing will be confiscated.

### **Mobile Phones and MP3 Players**

Students are discouraged from bringing desirable and expensive items into school as we cannot accept responsibility for losses and theft. Mobile phones may be brought into school provided that they are turned off and are only used in an emergency. Students who use their phones or MP3 players during the school day, within the school premises, will have them confiscated. They will only be returned to a parent who will have to collect them from the school office.

### **Lunchtime**

As a privilege sixth form students are allowed into town each lunch break without having to request permission. If students purchase food it must not be eaten while walking along the street. School lunch is available from the canteen; there is also a new coffee shop selling a variety of drinks and snacks, which sixth formers will be able to use during their non-contact time. **Students may not go into town during morning break, nor during non-contact time.** For reasons of fire safety we need to be able to account for all persons on site at any time.

### **Assemblies**

The week is divided into year, house and form assemblies. ALL students are expected to attend the appropriate assembly each day. Assemblies play an important part in school life and are often a means of disseminating urgent information.

## Common Room

A brand new sixth form centre opened for the academic year 2007/2008. Consequently we are asking all sixth form students to pay £25\*\*\* each as a sixth form subscription fee. This will be used to upgrade facilities in consultation with the CR Committee. However students are expected to treat the Common Room with care and respect. Any damage not due to normal wear and tear will incur an additional charge.\*\*\*\* put up subscription

**The consumption of food and drink is absolutely forbidden.** Any student breaking this rule will have their sixth form privileges suspended indefinitely. Students may only use the two designated eating areas for the consumption of food.

## Pastoral

All sixth form students are assigned to a tutor group. The form tutor is responsible for monitoring each student's academic progress and welfare and should be the first point of contact if a student is experiencing any difficulties or problems. We are also fortunate to have Mrs H Robinson as a full-time sixth form learning mentor, and Mr R Sheen as careers consultant.

In addition pastoral support and academic guidance in the sixth form is provided by the two year heads, Miss Mary Brooke and Miss Suzannah Shaw. They should be contacted if parents have any serious concerns about their son's or daughter's welfare or progress. Their specific responsibilities for the next two academic years are outlined below:

	2008/2009	2009/2010
Year 12	Miss S. Shaw	Miss M. Brooke
Year 13	Miss M. Brooke	Miss S. Shaw

Overall direction of the sixth form is the responsibility of Mr A Shannon.

## **UNIVERSITY ENTRANCE**

The majority of Borlase Sixth Form students progress to higher education. Most of last year's Year 13 cohort are currently at university or art college, and we expect the remainder to be successful with their applications for 2008 entry.

In order to help students with their higher education and career choices we now have a full-time careers advisor Mr R Sheen. His office is adjacent to the sixth form centre.

The school also holds a meeting for parents in the spring/early summer to explain the entry procedure for higher education. We feel that if parents are informed, they can play a very useful role in helping their children through the complex applications process.

During Year 12 interviews will be arranged, either with the school's new careers advisor or the Connexions advisor, for students who would like independent advice. Mr Shannon, the Year 12 and 13 Year Heads and Sixth Form tutors also interview all students to provide initial advice and to ensure that students have drawn up an appropriate action plan. In addition all students are taken to the appropriate higher education fairs and are encouraged to visit university open days. One day during Activities Week in July is devoted to university entrance. All students also go through a written self-assessment process to help them clarify their ideas and to prepare them for the personal statement that they must make on their application form.

This process of careful monitoring and the provision of advice continues into Year 13. All students have further interviews with their form tutors and with either Mr Shannon, the careers advisor or the Year 12 and 13 Year Heads to ensure that they have made suitable choices and have filled in their application form correctly. Advice is also given to students on how to conduct themselves at interview and practice interviews are provided.

## **INFORMATION TECHNOLOGY**

The development of Information Technology is part of a continuing process, giving students and staff access to information and software tools where they are needed. Currently we have a Windows network, supporting seven computer suites, as well as a number of stand-alone machines in individual subject areas. More computers will be added to the network over the course of the next few years.

The networked computers are IBM compatible with Pentium processors running industry standard software. Information stored on compact disk is available over the network, as is access to the Internet and e-mail. Students are able to view the latest information about career options, courses available and the world of work.

Sixth Form students are encouraged to become familiar with the systems and to use them to assist their academic studies. The Learning Centre is equipped with ninety computers enabling Sixth Formers to use them during their study periods, and is available to the whole school at lunchtime and after school until 5.00 pm every weekday.

## CLOTHING REGULATIONS

Sir William Borlase's Grammar School is a place of work. It has a long standing tradition and a place of respect in the local community. Our Sixth Form students have a special role in representing the school within the community and as an aspiration for younger students. They are, therefore, expected to dress accordingly. Those working in part-time jobs will know that a company like John Lewis would not expect male employees to go round with their shirts hanging out or female employees to have bare midriffs. The school expects a similar standard of dress. The basic uniform requirements are as follows:

### GIRLS

Black tailored suit or black blazer\* and black skirt or tailored, full length, black trousers (**jeans, leggings, ¾ length trousers or similar are NOT permitted**)

Shirt or blouse - plain white with collar

Footwear - black leather shoes; no sling-backs; no stilettos

Tights - black or natural

Cardigan or pullover (V-necked) - black, grey or cardinal red (**sweatshirts/round-necked/hooded pullovers are NOT permitted**)

Optional: Sixth Form tie (available only from the school office), make up and jewellery in moderation, school or plain black scarf, dark plain outdoor coat

- Fitted shirts are permitted but they must be of a length that they do not expose the midriff, particularly when reaching or stretching. Consider your shirt in conjunction with your skirt or trousers – bare midriffs are not acceptable.
- Red jumpers should only be seen, outside of the classroom, under a jacket.
- Jewellery and make-up should be modest in appearance.

### BOYS

Black blazer\* and dark grey trousers, or black or dark grey tailored suit. The Sixth Form tie (£5.00 available from the school office) must be worn.

Shirt - white

Footwear - black leather shoes

Socks - black

Pullover (V-necked) - black or grey (**sweatshirts/round-necked/hooded pullovers are NOT permitted**)

Optional : school\* or plain black scarf (\* £12.50 available from the school office)  
dark plain outdoor coat

- Boys should be clean shaven, though modest sideboards are allowed.
- Shirts should always be tucked in.

### GENERAL

PE clothing - the school will advise on the purchase of team kit. Otherwise clothing should be suitable for the appropriate sport. It is essential that all science students (physics, chemistry, biology) have a white laboratory overall.

The following are NOT permitted : all types of headgear (with the exception of cycle helmets)  
denim and leather type clothing  
scarves (other than the Borlase School or plain black scarf),  
boots  
coloured T-shirts worn underneath white shirts

**IT IS IMPORTANT THAT ALL ARTICLES OF CLOTHING ARE CLEARLY MARKED WITH THE OWNER'S NAME. NAME TAPES ARE STRONGLY RECOMMENDED.** Shoes and hockey/soccer boots can be marked with indelible ink of a suitable colour. No particular shop has to be used for buying any of this uniform.

**\*Whilst blazers with the school badge may be worn, this is not normal practice by Sixth Formers.**

## TRANSPORT

Transport to the school is available from a very wide area. Close to the school links are provided by dedicated Bucks County Council contracted school coaches. In common with all county transport, subject to seats being available, Sixth Formers can purchase passes to travel on these coaches half-termly, termly or annually at the rate of just over £2 daily. An annual pass costs around £360 from Bucks Council for use on any one student service, subject to space being available. Tickets can also be purchased on a termly or half termly basis. An application form can be downloaded at <http://www.buckscc.gov.uk> by looking for "Home to School Transport" under the "Public Transport" heading or contact Ms Neelam Amin on 01296 383733. Younger children are entitled to free travel on County services subject to eligibility: Contact the Transport Officer, Mrs Terri Savin on 01296 383742.

For those living in Maidenhead, transport advice is available, including possible assistance with school bus fairs and First Great Western season ticket. Responsibility for these arrangements lies with Neil Beswick, the Transport Officer for Windsor & Maidenhead; contact Neil on 01628 796666. Carousel Buses operate Service 617 principally for students at Borlase from the Maidenhead area.

Arriva, the major bus operator in the area, offers an all zones ticket giving unlimited use of all their services in Bucks, Beds, Oxon & Herts seven days a week at any time for as many journeys you care to take, whether to school or otherwise. This is the cheapest way to travel with Arriva between Marlow and either Henley or Wycombe. Costs (as at Nov 2007) are £110 for 8 weeks or £160 for 12 weeks. These must be purchased from Arriva offices and a valid NUS or ISIC card will be required. Application forms for NUS cards are available from Mr Sheen in the Sixth Form Centre. Contact Arriva on 0870 7288188 or buy on-line at [www.arrivabus.co.uk](http://www.arrivabus.co.uk) once you have your NUS or ISIC card.

<b>From</b>	<b>Provided by</b>	<b>From</b>	<b>Provided by</b>
<i>Amersham</i>	Arriva 362 via Bus Stn. then Carousel 2, Arriva 800/850 or school coach	<i>Loudwater</i>	Carousel 617 or Arriva, First or Carousel services via Bus Stn then School coach, Arriva 800/850 or Carousel 2
<i>Aylesbury</i>	Red Rose HC1 direct or Arriva 300 via Bus Stn then Carousel 2, Arriva 800/850 or school coach	<i>Maidenhead</i>	Carousel 617 or train
<i>Beaconsfield</i>	Train to Wycombe then school coach, Arriva 800/850 or Carousel 2	<i>Maidenhead</i>	School coach or Carousel 617
<i>Bolter End</i>	Carousel 157	<i>Bridge</i>	
<i>Booker</i>	School coach, Arriva 800/850 or Carousel 2	<i>Marlow Bottom</i>	School coach
<i>Bourne End</i>	School coach, Carousel 617 or train	<i>Medmenham</i>	Red Rose 330, School coach or Arriva 800/850
		<i>Naphill</i>	Red Rose HC1 direct or Arriva 300 via Bus Stn then school coach, Arriva 800/850 or Carousel 2
<i>Cadmore End</i>	Carousel 157	<i>Prestwood</i>	Arriva 45 via Bus Stn then Arriva 800/850, School coach or Carousel 2
<i>Chesham</i>	Arriva 362 via Bus Stn. then Carousel 2, Arriva 800/850 or school coach	<i>Princes Risboro</i>	Red Rose HC1 direct or Arriva 300 via Bus Stn then school coach, Arriva 800/850 or Carousel 2
<i>Cookham</i>	School coach, Carousel 617 or train	<i>Reading</i>	Arriva 800/850
<i>Cookham Dean</i>	School coach	<i>Shiplake</i>	Arriva 800
<i>Cressex</i>	School coach, Arriva 800/850 or Carousel 2	<i>Skirmett</i>	School coach or Silver Rider 101/102
<i>Downley</i>	Red Rose HC1, School coach direct or Arriva 31 via Bus Stn then Arriva 800/850 or Carousel 2	<i>Slough</i>	Train
<i>Fingest</i>	School coach or Silver Rider 101/102	<i>Sonning</i>	Train
<i>Flackwell Hth</i>	School coach or walk to Loudwater for Carousel 617 return via Wycombe or train to Bourne End then Carousel 400	<i>Stokenchurch</i>	Carousel 157 direct or Arriva 40 via Bus Stn then Arriva 800/850. Return Arriva 40, National Express 737 or Red Rose 275 via Wycombe
<i>Frieth</i>	School coach or Silver Rider 101/102	<i>Studley Green</i>	Arriva 40 via Bus Stn then Arriva 800/850. Return Arriva 40 or Red Rose 275 via Wycombe
<i>Furze Platt</i>	Train or Carousel 617	<i>Taplow</i>	Train
<i>Great Kingshill</i>	Arriva 45 via Bus Stn then Arriva 800/850, School coach or Carousel 2	<i>Terriers</i>	School coach or Arriva/Carousel services via Bus Stn then Arriva 800/850 or Carousel 2
<i>Great</i>	Arriva 45 via Bus Stn then Arriva 800/850, School coach or Carousel 2	<i>Turville</i>	School coach or Silver Rider 101/102
<i>Missenden</i>	Red Rose 330, Silver Rider 101/102, School coach or Arriva 800/850.	<i>Twyford</i>	Arriva 850
<i>Hambleton</i>	Red Rose 330 or Arriva 800/850	<i>Wargrave</i>	Arriva 850
<i>Henley</i>		<i>West Wycombe</i>	Arriva 40 via Bus Stn then Arriva 800/850. Return Arriva 40 or Red Rose 275 via Wycombe
<i>High Wycombe</i>	Red Rose HC1, Carousel 2, School coach or Arriva 800/850	<i>Wheeler End</i>	School coach or Carousel 157
<i>HughendenVall</i>	Red Rose HC1 direct or Arriva 300 via Bus Stn then Arriva 800/850, School coach or Carousel 2	<i>Widmer End</i>	Arriva 45 via Bus Stn then Arriva 800/850, School coach or Carousel 2
<i>Lacey Green</i>	Red Rose HC1 direct or Arriva 300 via Bus Stn then Arriva 800/850, Carousel 2 or school coach	<i>Wooburn Green</i>	School coach or Carousel 617
<i>Lane End</i>	School coach, Carousel 157 or Silver Rider 101/102	<i>Wycombe Marsh</i>	Carousel 617 or Arriva, Carousel or First services via Bus Station then School coach, Arriva 800/850 or Carousel 2

### **For further information:**

**Arriva** services 800/850, conventional bus service, High Wycombe-Marlow-Henley-Reading. Other services connect with the 800 & 850 at Wycombe.  
0870 7288188 or Travel Line 0871 200 22 33. ([www.arrivabus.co.uk](http://www.arrivabus.co.uk))

### **Carousel Buses**

Line 2, conventional bus service. Fares daily £2.80 return or weekly £9.90, High Wycombe – Marlow. 157 from Stokenchurch to Henley College. This route serves Marlow, but is timed to suit the College. Fares are approx. £5 return (no singles) and are subject to space availability, though as most pick up students in Marlow for college, there is space on the bus. The buses are contracted by Bucks County Council for students attending the colleges. Contact the County for service details  
617, conventional bus service. Fares daily approx. £2.70 return. (singles currently only available in the afternoons: £1.50) High Wycombe - Loudwater - Wooburn Green - Bourne End - Cookham - Maidenhead Bridge - Maidenhead - Furze Platt - Marlow.  
01494 533436 or Travel Line 0871 200 22 33 ([www.carouselbuses.com](http://www.carouselbuses.com))

**First** service 74, conventional bus service, Slough – Loudwater - Wycombe 01753 524 144 or Travel Line 0871 200 22 33 ([www.firstgroup.com](http://www.firstgroup.com))

### **National Express**

Oxford-Stansted 737 express coach serving the Wycombe-Stokenchurch corridor. Local fares available. 08705 808080 or Travel Line 0871 200 22 33 ([www.nationalexpress.com](http://www.nationalexpress.com))

### **Red Rose Travel**

275, conventional bus service, Wycombe – Stokenchurch – Oxford.  
330, special service for Borlase, tickets purchasable from the Finance Office approximately £65 half termly, Henley – Marlow.  
HC1, conventional bus service, Aylesbury via Downley to Marlow and on to Henley for the college.  
01296 747926 or Travel Line 0871 200 22 33 ([www.redrosetravel.com](http://www.redrosetravel.com))

**School coach (Council contract bus)** - Fares as indicated earlier. Contact Mrs Neelam Amin in the Transport Department - 01296 383733. When authorised by the County Council, the school coach from High Wycombe will collect passengers transferred from Hughenden Valley Arriva service 300, Loudwater and West Wycombe services. It may be possible for students to join these services at these points from destinations further afield and pay the commercial fare to the joining point. Connecting services to school coach from & to High Wycombe Arriva 37, 40, 48, 74, 300, 305 & 362; Carousel A40, 1 & 4; First 74; National Express 737 and Red Rose 275.

**Silver Rider 101/102** are unconventional bus services designed around the needs of Marlow's rural community, but some useful journeys provide alternative transport to school. The service is operated by Walter's Limousines under contract to Wycombe & Bucks Councils. Contact the County for service details ([www.buckscc.gov.uk/travelinfo](http://www.buckscc.gov.uk/travelinfo))

**Train (First Great Western)** - a direct service operates from Maidenhead via Bourne End. Links from other areas will involve a change of train at Maidenhead. Normal fares apply. Contact National Rail Enquiries phone line 08457 484950  
([www.nationalrail.co.uk](http://www.nationalrail.co.uk) or <http://www.firstgreatwestern.co.uk>).

### **Further travel information can be found on**

- Bucks County Council's website [www.buckscc.gov.uk/travelinfo](http://www.buckscc.gov.uk/travelinfo)
- The National Travel Enquiry Line 0871 200 22 33.
- [www.transportdirect.info](http://www.transportdirect.info) to optimise your journey by whatever mode of transport.

The school is happy to advise on transport. The table shows which services are available and from where further information can be obtained. Whilst we have done our best to ensure that it is up to date at the time of writing, we cannot guarantee that the services will be available or suitable throughout the student's time at school.

### Car parking

To minimise congestion and impact on the environment the school does not encourage students to drive to school. There is no provision for students or visitors to park on the school site. ALL car drivers must register with the school reception as there are occasions when drivers need to be contacted urgently. Cars must only be used for journeys to and from school at the beginning and end of the school day. **Students should not drive, or be driven by other students, during the school day without permission from parents and written permission from the Head. Students should not park in Harwood Road, Quoatings Drive or Westwood Road** or other local streets where their vehicle's presence would annoy our tolerant neighbours. It is anticipated that free parking will be available at the Marlow Sports Club. Permits to use this facility will be available at Reception. The school cannot accept responsibility for students driving during the school day.

### Car share

To further minimise the congestion and protect the environment, when there is no alternative but to use the car, we are happy to put students in contact with others who journey from the same area to promote car sharing. Contact Dr Isles at school for assistance.

### Scooter parking

There is free parking in a designated area for scooters in the District Council's car park opposite the school and adjacent to *The Thai Square* restaurant. Scooters must only be used for journeys to and from school at the beginning and end of the school day and students are advised to inform school reception of their scooter registration number.

### Bicycles

Bike racks are available in school. Students should purchase a padlock to secure their bicycle and wear cycle helmets to and from school.

### Meeting students

Parents are warned that waiting for students in Wycombe District Council Car Parks without acquiring the appropriate "Pay & Display" ticket could lead to a parking fine in the post. The Council does operate a "Clock Card" annual pass valid for combined morning and afternoon drop-off and pick-up parking. 01494 421 417 ([www.wycombe.gov.uk](http://www.wycombe.gov.uk))

## EDUCATION MAINTENANCE ALLOWANCE (EMA)

EMA pays up to £30 a week directly in the student's bank account if he/she stays on in education at school or college after GCSEs. It is now available for any academic or vocational course which involves at least 12 hours of guided learning per week. The cash can cover items such as travel costs, books or equipment and will be paid every week of the course provided the student turns up to classes. Payments may be of £10, £20 or £30 a week depending on your household income, as indicated in the table below:

Up to £20,817 per year	you get £30 per week
£20,818 - £25,521	you get £20 per week
£25,522 - £30,810	you get £10 per week
More than £30,810 per year	No entitlement

For further advice call free – 080 810 16219. [www.ema.dfes.gov.uk](http://www.ema.dfes.gov.uk)

**ACCOUNTING Course Code At\*\***  
**AQA AS 1121**  
**Head of Department: Mr J S McNally BA**

Although desirable, it is not necessary for students to have studied business studies previously at GCSE level though they should have at least a grade B in Maths at GCSE. The Business Studies and Economics department is planning to introduce this subject for the first time in September 2008. It will be offered to AS level only and would complement other A levels such as Maths, Business Studies and Economics. The course is designed to give students a practical understanding and appreciation of the important accounting principles and methods used in all businesses. It can serve as a useful stepping stone toward an accounting based degree as well as extend students' practical skill base and improve their employment prospects at an earlier age.

**Scheme of Assessment**

AS level candidates take Units 1 & 2.

**AS Units**

**Unit 1: Introduction to Financial Accounting**

Students look at: purposes of accounting, accounting records, ledger accounts, verification of accounting records, profit & loss accounts and balance sheets. It is assessed by a 1 hour & 30 minute written paper consisting of four compulsory questions. It is worth 50% of the AS exam and is sat in the January of Year 12.

**Unit 2: Financial and Management Accounting**

Students look at: types of business organisation, accounting concepts, sole trader accounts, limited company accounts, ratio analysis, budgeting, ICT in accounting. It is assessed by a 1 hour & 30 minute written paper consisting of four compulsory questions. It is worth 50% of the AS exam and is sat in the June of Year 12.

*\*\*This course is only available as an AS level.*

**ARCHAEOLOGY Course Code Ac\*\***  
**AQA AS 1011**  
**Head of Department: Mrs L O'Connell MA (Hons)**

Pupils need no prior experience or GCSE in this subject, but an interest in applied science, history and geography will be an advantage.

Due to the ever-increasing number of television programmes focusing on archaeology (e.g. Time Team, Meet the Ancestors etc.) this subject area has become very popular and generates a great deal of interest. Archaeology as a university subject is also becoming popular.

The subject draws together many of the GCSE subjects offered by the school, including science, art, history, geography, geology and technology, and applies and extends the knowledge of these subjects. ICT is also now a very important aspect of archaeology. The specification is designed to encourage students to see the broader aspects of archaeology as well as to encourage candidates to develop the transferable skills of critical thinking and evaluation of information.

Archaeology's theoretical aspect is enriched by practical experience. Although the subject has necessarily to be taught academically due to the restraints of the curriculum, practical avenues will be explored as much as possible, using artifacts and practical activities wherever feasible, including site visits and (if open during the school year) possibly excavations. A hand axe in your hand is much more informative (and satisfying) than a picture of the same axe.

It is difficult to put a value on archaeology. To anyone interested in the past, whether in a single aspect or more generally in how people lived, studying archaeology brings part of the past to life. Many people find this fascinating and enjoy the link with our ancestors. Physical remains give us a jigsaw of facts, and interpreting this jigsaw of physical remains – apart from being challenging and often very satisfying - can make sense of the sciences we have studied and encourages the development of interpreting skills. Studying the past may also have a value in preparing us for the future by showing previous mistakes.

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises two compulsory assessment units.

**Assessment Units**

**Unit 1 (Written Paper - 40% of the total AS marks) 1 hour 15 minutes**

The Archaeology of Ritual and Religion

This has one compulsory question and two based on one of three cultures: Prehistoric Europe (30,000BC to AD43); Ancient Egypt (3,000BC to 50BC), or Roman Europe (753BC to AD410)

**Unit 2 (Written Paper - 60% of the total AS marks) 1 hour 45 minutes**

Archaeological Skills and Methods (covering finding sites, excavation, and post-excavation and recording of all of them)

*\*\* This course is only available as an AS level*

**ART, CRAFT AND DESIGN Course Code Ar  
EDEXCEL AS/A2 3510  
Head of Department: Mrs W J Hodges BA**

Students will undergo a series of units/projects where they will establish and develop a broad range of technical and creative skills in a variety of media and materials. Students who achieved a grade A or B at GCSE will recognise this new course as a direct extension of their previous studies and will move the work on to an even higher level of sophistication.

The ownership of the course largely lies completely with the students. Each unit starts with teacher lead activities over the first few lessons to enable students to see the creative and technical potential of the projects, but the emphasis is with the students challenging themselves to learn by experimentation. A high level of motivation is required.

Regular trips to galleries and museums are recorded visually and through analytical writing. The ability to communicate and use an art vocabulary and to evaluate these visits through discussion is expected. Although this is not a history of art course, a historical and cultural context is strongly evident in all the work and research.

Private study is an essential requirement and enables the student to personalise their work further. Private study is also an opportunity to pursue individual research, undertake visits, read and collect information and resources not available in the art room. This private study/research is a minimum of 5 hours each week.

**Equipment and Expenses**

A range of personal equipment will need to be built up over the course. Termly visits to London and other regional galleries are paid for by student contributions. Costs will always be kept to a minimum. Residential visits to Dorset in September and a foreign trip in February are features of the course.

<b>Unit</b>	<b>Component</b>	<b>Weighting</b>	<b>Method of Assessment</b>
1	Coursework	60% of AS 30% of A2	Internally set Internally marked Externally moderated
2	Externally set assignment	40% of AS 20% of A2	Externally set Internally marked Externally moderated 8 hours timed examination
3	Coursework – including 1000-3000 word personal study	30% of A2	Internally set Internally marked Externally moderated
4	Externally set assignment	20% of A2	Externally set Internally marked Externally moderated 12 hours timed examination

## **ART - CRITICAL AND CONTEXTUAL STUDIES (HISTORY OF ART) Course Code Ah \*\***

**EDEXCEL 3860**

**Head of Department: Mrs W J Hodges BA**

This is primarily a History of Art course. Students will be introduced to a range of themes, movements and ideas covering painting, sculpture and architecture. They will develop their knowledge and understanding of contemporary, historical and cultural art, craft and design. After an initial period of teaching, the course can be personalised with students carrying out appropriate research into aspects of art movements and others' work of their own choice in response to a given starting point. Students must gain first hand experience of some or all of the works that they are studying. Trips will be organised to galleries and museums, including an overseas trip during the February half term, and students are encouraged to make independent visits also.

The coursework unit requires students to produce a personal study of between 1000 and 3000 words. This study will build on and develop written, oral and visual recording skills. It is not necessary for students to produce any practical work as illustrations can be photographs and reproductions. However, the more practically minded student can include personal illustrations and experimentation as part of the study.

The Edexcel specification states that this in-depth study must include:

- Selected and focused investigation from a given or chosen starting point
- Selections from appropriate research into a range of contextual studies
- Critical analysis of relevant aspects of the work of others
- In-depth critical and analytical study
- A bibliography/list of references

Supporting studies must be submitted with the study and show evidence of the breadth and depth of students' research and development in the progress of their work. These studies could take the form of an annotated sketchbook, a folder, a notebook, photographs, etc. They must include:

- Research into a range of images/objects from contemporary and historical art, craft and design and movements through themes explored across time and place
- Exploration of the visual qualities of selected works, together with development of an understanding of the personal, cultural, spiritual and/or political context within which the work was made
- Review of progress
- Draft writing for their investigations
- Consideration of alternative structures and formats for the presentation of the study

The examination unit follows the same format as the coursework and is worth 40% of the overall AS level. A starting point will be given by Edexcel at the start of February. Students have approximately 10 weeks to complete their supporting studies before completing the personal study in the 8 hour examination period (split over 2 days).

This course would suit students with an interest in Art but not necessarily the ability to complete a practical course. It would also combine well with the practical course for those students who wish to pursue Art and Design to a higher level.

*\*\* This course is only available as an AS level.*

**BIOLOGY Course Code Bi**  
**OCR AS H021 A2 H421**  
**Head of Department: Mrs H Milne BSc**

Biological science is a field currently undergoing a dramatic expansion both in terms of research, and in commercial and popular awareness. It is very much the subject of the future with a large number of vacancies for trained and ambitious graduates in biological-based disciplines.

The subject is, of course, inherently fascinating, from the complexities of chemical processes within cells to the subtle, homeostatic control mechanisms of higher organisms. The A-level course will give ample scope for students with such a keen interest. The new 2008 syllabus reflects the change in emphasis in biological-based research and new A-Level students will study biotechnology and environmental issues such as sustainability as well as the more traditional aspects of physiology, biochemistry and genetic control.

Presentation of topics in lessons is aimed at understanding ideas and processes. Learning facts is ultimately very important, but students are expected to carry out a proportion of this work in their own time by reading and formulating their own notes. Careful guidance is always given by staff and use of the extensive reference material in the library is encouraged. However Biology is not an easy option and students must be aware of the need for further reading if they are to achieve their target grades.

The pass rate at A-level is usually very good with a high proportion of A and B grades. Many students go on to read biologically-based university courses including Medicine, Veterinary Science and Dentistry. We are also proud to send candidates to study Biology or Natural Sciences at Oxbridge and other prestigious universities.

Potential students should also give serious consideration to taking up A-level Chemistry; this facilitates understanding in the biochemical and cell biology modules which are covered early in the course. Chemistry and Biology are pre-requisites for some biologically based degrees and all medical courses.

**Please note:**

The new OCR A-Level Biology syllabus offers the opportunity for the best students to achieve an A\* grade. This grade is based on performance in the A2 modules and can therefore not be achieved through retaking modules. It is likely that the top universities and courses will be looking for this grade in their application procedures.

**AS** consists of 3 units:

- F211: Cells, Exchange and Transport
- F212: Molecules, Biodiversity, Food and Health
- F213: Practical Skills

**A2** consists of 3 units:

- F214: Communications, Homeostasis and Energy
- F215: Control, Genomes and Environment
- F216: Practical Skills

**BUSINESS STUDIES Course Code Bs**  
**OCR AS H030 A2 H430**  
**Head of Department: Mr J S McNally BA**

Although highly desirable, it is not necessary for students to have studied this subject previously at GCSE level though they should have at least a grade B in Maths and English at GCSE. The vast majority of Borlase pupils find future employment with a business and many students taking A level Business Studies go on to study it at university. An understanding of the way different types of organisations make decisions is at the heart of business studies. Throughout the course students are taught how to analyse situations, evaluate alternative strategies and justify decisions. These are skills that not only make our students invaluable as future managers and entrepreneurs, but also equip them with critical thinking skills for life.

**Scheme of Assessment**

AS level candidates take Units 1 & 2. A2 level candidates take Units 3 & 4.

**AS Units**

**1. Unit F291 An Introduction to Business**

This concentrates on the nature of business, the objectives and classification of businesses and the external environment that can influence them such as economic, social, technological, ethical and social factors. It is assessed by a 1 hour written paper consisting of short answer questions and a data response question. It is worth 40% of the AS exam (20% of the A level) and is sat in the January of Year 12.

**2. Unit F292 Business Functions**

This focuses on the four main functional areas of a business: marketing, accounting and finance, people in organisations and operations management. It is assessed by a 2 hour written paper consisting of short answer questions followed by more detailed questions based on a pre-released case study. It is worth 60% of the AS exam (30% of the A level) and is sat in the June of Year 12.

**A2 Units**

**3. Unit F293 Marketing**

This builds on the marketing content learnt at AS in Unit 2 and focuses on the importance of market research, marketing planning and the marketing mix. It is assessed by a 2 hour written paper based on an unseen case study. It is worth 40% of the A2 exam (20% of the A level) and is sat in the January of Year 13.

**4. Unit F297 Strategic Management (Synoptic Paper)**

This looks at the integrated nature of business decisions and requires students to be able to devise and evaluate strategies using the content and theories learnt in all previous units.

It is assessed by a 2 hour written paper based on a pre-released case study. It is worth 60% of the A2 exam (30% of the A level) and is sat in the June of year 13.

**CHEMISTRY Course Code Ch**  
**EDEXCEL AS 2009 A2 2010**  
**Head of Department: Mrs E Singh BSc**

The course studied will be the Edexcel syllabus. There are three units leading to the AS examinations in Year 12 and a further three units leading to the A-level examinations in Year 13. Students must have achieved a minimum of a BB grade at GCSE level in science: double award, or a B grade in chemistry, together with a minimum of a B grade in GCSE mathematics.

**Year 12 course**

AS level (assessed at the end of Year 12).

**Introductory Topic** (3 weeks)

This is designed to bridge the gap between GCSE double award science and AS level chemistry. There will be an assignment at the end of this topic which students will be expected to satisfactorily complete before starting the main AS units.

**Unit 1: Autumn Term** (Written paper 1 hour 15 mins. AS 40%. A level 20%)

Atomic structure, formulae, equations, moles, bonding, energetics, introduction to organic chemistry.

**Unit 2: Spring Term** (Written paper 1 hour 15 mins. AS 40%. A level 20%)

Intermediate bonds and intermolecular forces, groups 2 & 7, redox, kinetics, equilibria, introduction to organic mechanisms. Green chemistry and climate change.

**Unit 3: Spring & Summer Terms** (Chemistry Laboratory skills I. AS 20%. A level 10%)

\*Internal assessment of experimental skills.

**Year 13 course**

A2 (assessed at the end of Year 13).

Students must have passed the AS modules before sitting the A2 modules

**Unit 4: Autumn Term** (Written paper 1 hour 40 mins. A level 20%. Assessed in January)

Quantitative kinetics, equilibria and entropy, organic chemistry of carbonyl compounds and carboxylic acids..

**Unit 5: Spring & Summer Terms** (Written paper 1 hour 40 mins. A level 20%. Assessed in June)

Electrode potentials, redox and transition metals, further organic chemistry and organic synthesis.

**Unit 6: Autumn & Spring Terms** (Chemistry Laboratory skills II. A level 10%)

\*Internal assessment of experimental skills.

The course will be fully supported by textbooks and other resource material but it is strongly recommended that a subscription to "Chemistry Review" be taken out at the start of the course.

\*The students will complete a series of practical assessments during the course.

**COMPUTING Course Code Co**  
**AQA 2510**  
**Head of Department: Dr S Fadhil BSc MSc PhD**

This course has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. One can study Computing and go on to a career in medicine, law, business, politics or any type of science.

There is a clear distinction between Computing specification and the GCE ICT and GCE Applied ICT specifications. It has been written to avoid any overlap of subject content. Students following this specification do not need to have any prior knowledge of Computing or ICT.

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes. This leads to the question, does the natural world 'compute'?

Experimental Computer Science can be done with computers whereby we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computing / Computer Science is about designing new algorithms to solve new problems. In this sense Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

**AS Specification**

There are two units:

**Unit 1** is a practical, on-screen, examination which allows candidates to demonstrate their knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material.

**Unit 2** focuses on the hardware and software aspects of Computing and the social and economic consequences of Computing.

**A2 Specification**

The A2 specification builds on the content of AS. There are two units:

**Unit 3** focuses on computational thinking, what can be computed, programming and problem-solving including communication and networking.

**Unit 4** is an internally assessed unit, with candidates required to complete a report on a computer-based programmed solution to a problem-solving exercise of their choice.

**DANCE Course Code Da**  
**AQA AS 1231 A2 2231**  
**Head of Department: Miss C Brady BA**

The Assessment and Qualifications Alliance specification provides candidates with the opportunity to acquire experience of performance and choreography and to engage in critical thinking about dance. The content allows candidates to study a subject which can be extended through higher education and promotes a healthy lifestyle through an awareness of the importance of exercise and training.

For the Advanced Subsidiary award the focus is on:

- solo choreography
- performance of own choreography
- performance within a duo/trio
- training, technique, health and safety of the dancer
- analysis of choreography and performance within professional repertoire.

For the Advanced Level award candidates have the opportunity to develop skills and extend and apply knowledge gained at Advanced Subsidiary level. The focus is on:

- group choreography
- knowledge and understanding of a specific area of study related to the development of one of the following: modern dance, ballet, jazz dance
- performance skills related to one of the specific areas of study
- training, technique, health and safety of the dancer
- the analytical study of one set work and its cultural and artistic context.

**AS Examination 1231**

<p><b>Unit 1 :Understanding Dance DANC1</b>          Written examination externally assessed 40% of total AS marks          1½ hours 60 marks          20% of total A Level marks</p>	<p>The paper comprises two sections, A (structured questions worth 20 marks in total) and B (two essay questions worth 20 marks each). Questions are set on the dancer as a performer, the process and craft of choreography and the significance of dances.</p>
<p><b>Unit 2 : Choreography and Performance DANC2</b>          Practical coursework centre-assessed          60% of total AS marks          90 marks          30% of total A level marks</p>	<p>Section A: <i>Solo Choreography and Performance</i> 60 marks          Questions are set and pre-released by AQA; the candidate selects one from four. Candidates choreograph and perform a solo dance of two to three minutes duration.          Section B: <i>Performance in a duo/trio</i> 30 marks          Candidates demonstrate performance skills within the context of a duo/trio dance of three to four minutes duration.</p>

**A2 Examination 2231**

<p><b>Unit 3 :Dance Appreciation: Content and Context DANC3</b>          Written examination externally assessed 25% of total A Level marks. 1½ hours; 80 marks</p>	<p>The paper comprises two sections. Candidates answer one question from Section A on a chosen area of study and one from Section B on the set work studied.</p>
<p><b>Unit 4 : Group Choreography and Solo Performance DANC4</b>          Practical examination externally assessed          25% of the total A Level marks          75 marks</p>	<p>Section A: <i>Group Choreography</i> 45 marks          Questions are set and pre-released by AQA, from which the candidate selects one. Candidates choreograph a group dance, of two to three minutes duration, in which they do not perform.          Section B: <i>Solo performance</i> 30 marks          Candidates present a solo performance, of two to three minutes duration, which demonstrates understanding of a performance style linked to a specific practitioner from the areas of study prescribed in Unit 3.</p>

**Entry Requirements onto this course – students should have a GCSE in Dance at a Grade B or above and be attending private dance classes regularly.**

**DESIGN & TECHNOLOGY Course Code De**  
**AQA AS 5551 A2 6551**  
**Head of Department: Mr P Heywood B.Ed, MSc**

The Design and Technology Department is housed in purpose built accommodation in the Sports and Performing Arts building. The department offers the AQA Product Design specification for AS and A2. These courses have been chosen to meet the needs and demands of students with a range of creative skills and academic capabilities. At Advanced level this subject is suitable for students wishing to pursue a wide range of courses and careers in engineering, architecture, art and design, business studies, computer aided design, electronics, media, fashion, film, web design etc.

The department is equipped for the graphic, material and technological aspects of the subject. The accommodation has a CAD and product design area, a timber preparation and project store, two materials workshops and two design areas with dedicated electronics and textiles facilities. We have a reference library of specialised subject books, DVDs and e-learning resources on First Class. Each student is provided with a comprehensive course textbook and CAD software for home use. Students are encouraged to read beyond the set specification and formulate their own ideas and opinions. Extensive use is made of ICT especially for computer aided design and manufacture (CAD/CAM). A number of trips are undertaken to bring the students into contact with the reality of design influences, manufacturing environments and cutting-edge technology.

The AQA Product Design specification for AS and A2 is comprised of the following modules:

Unit No	Level	Module title	Duration and assessment	Weighting %	
				AS	A2
PROD 1	AS	Written Paper	2 hours	50	25
PROD 2	AS	Coursework	50 hours (moderated)	50	25
PROD 3	A2	Written Paper	2 hours		25
PROD 4	A2	Coursework	60 hours (moderated)		25

**PROD 1 Written paper:** This paper contains questions based upon materials, components and applications.

**PROD 2 Coursework:** A project or two smaller projects or a portfolio that satisfies the coursework requirements

**PROD 3 Written paper:** This paper contains two sections from which candidates must answer three from six questions.

**PROD 4 Coursework:** Candidates are required to submit a single substantial designed and manufactured prototype.

The large practical aspect of this course means that students must devote a suitable proportion of private study periods to workshop or design related activities. Students considering this as a Sixth Form choice should have achieved a B grade in D&T: Resistant Materials, Graphic Products or Product Design GCSE.

**DRAMA AND THEATRE STUDIES Course Code Dr  
AQA AS 1241 A2 2241  
Head of Department: Mrs S Davie MA**

Drama and Theatre Studies is an exciting, wide-ranging subject at 16+. The content of the Advanced GCE course in this subject encourages students to develop their interest in and enjoyment of drama and theatre, both through their development as performers and through experience as audience members. Students will develop as confident and independent interpreters of drama and theatre, studying a range of dramatic texts and exploring a variety of dramatic styles and theatrical methods.

This specification provides opportunities for progression to courses in higher education in drama and theatre studies, in related subjects and is supported by all higher education institutions as an entry qualification in other subjects. Equally, it provides a worthwhile experience for students wishing to pursue a career that involves communication and people orientated skills. Business employers, for instance, particularly like to see drama on a prospective employee's CV, because it suggests a high level of presentational and interpersonal skills which they consider to be vital in today's competitive working environment.

**Course Structure**

**AS Level**

**Unit 1 : Live Theatre Production Seen and Prescribed Play**

40% of total AS marks; 20% of total A Level marks

1 hour 30minutes written examination. Externally examined.

One question from each of the two sections.

Section A : response to live theatre seen during the course.

Section B : study of one set play from a choice of six.

**Unit 2: Presentation of an Extract from a Play**

40% of total AS marks; 20% of total A Level marks

Practical performance. Internally assessed, externally moderated.

Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.

**A2 Level**

**Unit 3 : Further prescribed plays including pre-twentieth century**

30% of A level.

Two-hour written paper.

Study of two further set plays.

Externally set and assessed.

**Unit 4 : Presentation of Devised Drama**

20% of total A Level marks

Practical performance.

Performance by a group of devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.

Internally assessed, externally moderated.

6<sup>th</sup> Form students are required to take a prominent role in extra-curricular drama such as participating in the Senior School production or assisting with Lower School drama performances and clubs. Since there is a heavy practical bias in this course, students must be prepared to rehearse outside of curriculum time. Visits to a range of theatre productions arranged by the school are also compulsory, since much of the examination is based on live theatre performances. Drama and Theatre Studies is an exciting course and will inspire all those who have a real interest in drama and theatre.

**ECONOMICS Course Code Ec**  
**EDEXCEL AS 8EC01 A2 9EC01**  
**Head of Department: Mr J S McNally BA**

Although highly desirable, it is not necessary for students to have previously studied this subject at GCSE though they should have at least a grade B in Maths and English at GCSE. If this is likely to become a choice for a future university degree it is advisable to study maths to AS level.

Economics can be split into two main areas of study: Micro-economics and Macro-economics. Micro-economics is the study of how *particular markets* behave and economists analyse and examine the reasons why, for example, a litre of petrol is cheaper than a litre of water. Furthermore, they analyse and examine how changes in markets and prices can affect other markets. This inter-relationship needs to be understood, as does why some markets work “better” than others, if we are to make any sense of macro-economics.

Macro-economics is the study of how *all markets* behave and economists focus on how they can influence inflation, economic growth, unemployment and trade with the rest of the world. Consequently, this leads to an understanding of how all markets that make up the economy can be influenced and manipulated to improve the standard of living, or welfare, of the population. This involves the use of interest rates and taxes and, therefore, provides A level economists an extra dimension to their understanding of current affairs.

**Scheme of Assessment**

AS level candidates take units 1 & 2. A2 level candidates take units 3 & 4.

**AS Units**

**Unit 1: Competitive Markets – How They Work and Why They Fail**

Students look at: basic economic problem, opportunity cost, demand and supply, price determination, elasticity, specialisation, wage rates, market failure, public goods, externalities, immobile factors of production, government intervention, government failure.

It is assessed by a 1 hour & 30 minute written paper consisting of supported multiple choice questions and one data response question from a choice of two. It is worth 50% of the AS exam (25% of the A level) and is sat in the January of Year 12.

**Unit 2: Managing the Economy**

Students look at: inflation, economic growth, unemployment, balance of payments, aggregate demand and supply, national income, fiscal, monetary and supply side policies. It is assessed by a 1 hour & 30 minute written paper consisting of one data response question from a choice of two. It is worth 50% of the AS exam (25% of the A level) and is sat in the January of Year 12.

**A2 Units**

**Unit 3: Business Economics and Economic Efficiency**

Students look at: growth of firms, theories of competition (perfect competition, monopoly, oligopoly, contestable markets), costs and revenues, pricing strategies, efficiency, government regulation of industries. It is assessed by a 1 hour & 30 minute written paper consisting of supported multiple choice questions and one data response question from a choice of two. It is worth 40% of the A2 exam (20% of the A level) and is sat in the January of Year 12.

**Unit 4: The Global Economy**

Students look at: inflation, economic growth, unemployment, balance of payments, globalisation, exchange rates, international competitiveness, protectionism, the EU, the Euro, aggregate demand and supply, national income, fiscal, monetary and supply side policies, poverty and inequality, limitations on economic growth. It is assessed by a 2 hour written paper consisting of one essay question from a choice of three and one data response question from a choice of two. It is worth 60% of the A2 exam (30% of the A level) and is sat in the January of Year 12.

### **A level study**

English Literature is a most stimulating and enriching subject to study at A level. The course aims to encourage an enjoyment and appreciation of English literature based on an informed personal opinion. While acquiring knowledge and understanding of the texts being studied, students develop the ability to recognise and analyse literary effects, to comment precisely on the use of language and consequently increase their capacity to make judgements of value based on close reading. During the course students will inevitably develop their own ability to communicate effectively and appropriately in both speech and writing, a key skill increasingly demanded by universities and employers. It can also provide a breadth of study for a student specialising in the sciences.

### **Examination**

The full A level is awarded after two years but it is possible for a student to continue his/her enjoyment of literature in the Sixth Form at an intermediary level for a year in order to gain an AS, the equivalent of half an A level. Students need to realise, however, that universities are likely to require a full A level (A2) should they wish to study English at degree level. Students will be assessed through a combination of units involving coursework and examinations spread through the course.

### **YEAR 12**

AS Units comprise the following:

Unit 1: Aspects of narrative – the study of one set text in detail and three complementary texts.

(One 2 hour examination – open book)

Unit 2: Introduction to genres – tragedy. Candidates must study at least two plays within the dramatic genre of tragedy. At least one of the plays must be by Shakespeare. Coursework portfolio of two responses to two plays.

### **YEAR 13**

A2 Units comprise the following:

Unit 3: Exploration of genre through study of texts in two broad categories: *Elements of the Gothic* and *Elements of the Pastoral*. Three texts (or more) will be compared as representatives of that genre.

(One 2 hour examination – closed book)

Unit 4: Comparative coursework portfolio. A) A comparative study of an aspect of two texts. B) The application of critical ideas taken from a pre-released anthology to a chosen text or texts.

### **University subjects**

As well as providing an opportunity to study English and other languages at university, English Literature A level provides access to courses on law, politics, philosophy and economics, PE, psychology, accountancy and business studies, art and design and other creative or performing arts.

### **Careers and prospects**

A level English can lead to a wide variety of careers. It is a recognised preparation for careers in administration and management in industry, finance, commerce and government, both national and local (in communications industries such as journalism, advertising and, of course, broadcasting). The subject is also regarded as excellent preparation for those who intend to take up professions in the creative and plastic arts, or the theatre, whether as a designer, a producer, a theatre manager, a film editor or an actor. If you are thinking of any career in which you deal with people, such as physiotherapy, nursing, social work or business, then English Literature can be a valuable component in your 16+ course.

**FRENCH Course Code Fr  
EDEXCEL AS 8FR01 A2 9FR01  
Head of Department: Mrs J Hopper BA, MBA**

The French Department welcomes students wishing to study a language for either one year (AS) or two years (A2). Students develop their language, grammar and overall communication skills significantly beyond GCSE to deal successfully with a broad range of moral, ethical and often controversial subjects. AS topic areas cover youth culture and concerns, lifestyle, (health and fitness), the world around us (travel tourism and environmental issues) and education and employment. In Year 13, additional topics include customs/traditions/beliefs/opinions, national and international events, and literature and the arts. The main focus throughout the course is on being able to formulate, express clearly, and defend opinions on the full range of issues. The course also covers aspects of French literature, history and the arts, and allows students to carry out independent research (with teacher support) on topics of specific interest to them.

The structure of the A level course is as follows:

Level	Unit	Module Description	AS	A2	Method of Assessment
AS	1	Oral	30%	15%	Exam conducted by teacher and externally marked (8-10 minutes)
AS	2	Understanding and Written Response in French	70%	35%	Exam (2hrs 30 mins) Section A : listening Section B : reading comprehension Section C : writing letter, report or article (200-220 words)
A2	3	Oral		35%	Exam conducted by teacher and externally marked (11-13 minutes)
A2	4	Research, Understanding and Written Response in French		65%	Exam (2hrs 30 mins). Section A: Translation from English to French Section B: 270 word essay Section C: 270 word research-based essay on one of: <ul style="list-style-type: none"> <li>• Education and employment</li> <li>• Customs, traditions, beliefs</li> <li>• National/international history and current affairs</li> <li>• Literature and the Arts</li> </ul>

Students taking French at AS or A2 should have at least a B at GCSE. In order to maximize their chances of success. Attention is given in the early stages to “bridging the gap” post GCSE; basic grammar is revised and students’ confidence in the active use of the language is built up, so that by the end of the first term, students should be able to cope well with the considerable step up from GCSE. Students are expected to use French as the normal means of communication in the classroom. They also need to be able to work independently as well as in small groups. Weekly individual or small-group lessons with a native French language assistant are an integral and essential part of the course.

In addition to classroom work, students will also benefit significantly from independent work including regular reading of French press, listening to French radio and watching French TV extracts. Links to many of these native language resources are provided on the school’s ‘First Class’ communications system. The department also encourages regular attendance at showings of new French language films at Norden Farm in Maidenhead and Windsor Arts Centre, as well as French plays performed by professionals from our French twin town.

Opportunities are also available to undertake one or two-week work experience placements in France during Year 12, and a Year 13 trip to Lille and Brussels is being planned.

There are many benefits in studying French to A level, not least of which is the increasing demand for foreign language skills in the international employment market. (Knowledge of French is sought after in Europe, North America, Africa and Asia.) French can be studied either on its own or in combination with a full range of other subjects at university, and sits equally well with arts, humanities and sciences. Many large research, engineering, construction and cultural projects are undertaken with French partners, and knowledge of the language can be an important distinguishing factor in the employment market.

**GEOGRAPHY Course Code Gg**  
**WJEC AS 2201 A2 3201**  
**Head of Department: Mr P King LLB**

Geography studies the distribution of things at or near the Earth's surface. Geographers seek to describe and explain these patterns and consider the issues that arise as these distributions change over time. Geography is concerned with both **people** (human geography) and the **natural environment** (physical geography). As such, geography draws upon virtually all other subject areas to provide a more complete understanding of the world that we experience each day, and of the issues that fill our newspapers every morning.

The A level geography course adopts a systematic approach to provide a genuine understanding of such topical issues as earthquakes and volcanic eruptions, global warming and ice ages, inner city riots and the pensions time bomb, globalisation and poverty in the developing world, the energy crisis and sustainable development. It will tell you, amongst other things, how the ice sheets have diverted the Thames, how the collision of Africa and Europe formed the Chilterns, and why British soil is brown.

The AS course is divided into two modules: 'Changing Physical Environments' and 'Changing Human Environments'. The examination for both modules is divided into three sections comprising a series of short-answer questions. One of the sections in each module is fieldwork based, so the AS course includes a five-day residential **field trip** to Somerset.

### **AS Level Components**

Module 1: Changing Physical Environments - plate tectonics, rivers & flooding, climate change.  
Module 2: Changing Human Environments - population, migration, settlement.

The A2 course is also divided into two modules: 'Contemporary Themes' and 'Sustainability'. The Contemporary Themes examination is composed of three essays – one on the physical geography theme, one on the human geography theme, and one on the student's individual research topic. The research topic allows the investigation of an area of particular interest to a greater depth. The Sustainability examination involves short-answer questions relating to pre-released resources on a contemporary sustainability issue and one essay on sustainability.

### **A2 Components**

Module 3: Contemporary Themes - glaciations/ deserts, development/ globalisation, individual research project.  
Module 4: Sustainability - sustainable water supply, sustainable food supply, sustainable energy, sustainable cities.

**GEOLOGY Course Code Ge**  
**WJEC AS2211 A2 3211**  
**Head of Department: Mr P V King LLB**

From September 2008, we will be following the new and very exciting WJEC specification. The AS modules introduce important geological ideas and are designed to include a large amount of practical work, so be prepared to have fun modelling folds and faults with plastacine in addition to investigating volcanic eruptions, fossils, crystals and rocks!

The A2 units examine an extensive range of topics including mass extinction of the dinosaurs, the impacts of the last ice-age, the location of gold placer deposits and reasons for the present position of Britain (and where it might be in the future).

There will be two field trips. The AS field trip will be to the Isle of Arran to learn field mapping techniques in a coastal area cut by igneous intrusions. There will be wonderful opportunities to examine and record dinosaur track ways, and a 'fossilised oasis' complete with remains of ancient trees. The A2 trip will be to Pembrokeshire and as well as mapping folds and faults, you will have time for fossil hunting!

Geology is very much a science, and an AS or A2 in Geology is accepted as a science qualification by universities. The WJEC A Level provides an excellent foundation for university geology, leading to a potentially lucrative career. The present shortage of geologists means they are highly sort-after and obtain jobs which frequently involve extensive travel.

AS or A level geology combines with all subjects. Our present students are following a diverse range of subjects varying from the other sciences and geography to English, Government and Politics and French. Do talk to Mr King about subject combinations, anything should be possible!

**The modules studied at AS level are:**

- **Foundation Geology** which introduces the principals of structural geology, palaeontology and petrology.
- **Geology and the Human Environment** which includes research into volcanic and earthquake hazards.
- **Practical Geology** which will largely be based on the field trip.

**The modules studied at A2 are:**

- **Interpreting the Geological Record** including the theories behind mass extinctions and evidence from the fossils.
- **Geological Themes** which allow detailed individual study of the geological history of Britain, climate change and economic geology.
- **Geological Investigations** based on two pieces of work carried on the A2 field trip.

**GERMAN Course Code Gm**  
**Edexcel AS (8GNO1) A2 (9GNO1)**  
**Head of Department: Mrs C Carter BA**

In our A-level German studies, we take the knowledge of the language and the culture way beyond GCSE. The work is challenging, but rewarding, and students engage with written and audio material, which Germans themselves read and listen to. German is the medium for discussing moral, social and political issues such as abortion, euthanasia, cloning, vegetarianism, tourism, the media, terrorism, world poverty, racism, materialism and the environment. The emphasis is on students forming, sharing and defending their opinions. There is weekly conversation practice with the German assistant.

Level	Unit	Module Description	AS wtg	A2 wtg	Method of Assessment
AS	1	Oral: spoken expression and response	30%	15%	8-10 minutes. Oral is teacher-conducted and externally assessed
AS	2	Understanding and written response.	70%	35%	exam – 2 hours 30 minutes consisting of listening comprehension, reading comprehension and writing (letter, report or article of 200-220 words)
A2	3	Oral: understanding and spoken response – issue and discussion of topics		35% 17.5% total GCE	exam conducted by teacher and externally marked – 11-13 minutes
A2	4	Research, understanding and written response		65% 32.5% total GCE	exam – 2 hours and 30 minutes consisting of translation from English into German, a discursive or creative essay of 240-270 words and a research-based essay of 240-270 words

The AS topic areas are youth culture, lifestyle, the world around us (travel, tourism, the environment) and education and employment. The additional A2 topics are customs/traditions/beliefs/religions, national and international events and literature and the arts. With regard to the research-based essay, the emphasis is very much on individual work and independent (but teacher-supported) research. Students may focus their research on the geography, the history, the society or the literature/arts of a German-language country.

For the last five years, the Headmaster has kindly agreed to allow those students in Year 12 who wish to participate in a work-experience exchange to take a week out of school in the Spring term, either after or before half-term, so that they can spend two weeks working in Germany. Places where students have previously worked include kindergartens, primary schools, a tourist information office, a dental surgery and a doctor's practice. In Year 13, there is a study visit to Berlin in the October half-term.

Students wishing to study German at AS or A2 should have at least a B at GCSE. They will increase their chances of success, if they can do extra work outside the classroom, such as reading German magazine and newspaper articles, watching a film in German and tackling extra comprehension assignments. Having been selected as a Youthbridge school, the department has satellite television, which students can access at lunch-time.

German can be read at university as the main subject and it can be studied in association with a large number of other subjects – law, economics, commerce, music, international relations, engineering, physics, European studies, drama, as well as with English and other foreign languages, to mention but some of the possibilities. Germany is at the heart of an expanded Europe and students with a qualification in German will enhance their career prospects. People with foreign languages are highly sought after. A very good command of German is relatively rare and hence could prove to be a very useful string to the proverbial bow!

**GOVERNMENT & POLITICS Course Code Po**  
**Edexcel AS (8GPO1) A2 (9GPO1)**  
**Head of Department: Mrs A M Piper BA**

The History and Government and Politics Department will offer the Edexcel AS/A2 Level for teaching to Year 12 from September 2008. This specification has been designed to encourage an interest in and enthusiasm for the study of politics. It will enable students to develop an insight into political beliefs, central to an understanding of the modern world. It is fun as a discipline, both to teach and to learn, as it is stimulating and engenders debates, which can often be fierce. It also provides the platform to take up degrees in politics, international relations, comparative government, and European and American studies, among others.

The course is made up of the following components:

**Unit 1**

People and Politics (6GPO1)

**Unit 2**

Governing the UK (6GPO2)

**Unit 3**

Key Themes in Political Analysis (6GPO3)

One of the following themes will be taught

- Introducing Political Ideologies
- Representative Processes in the USA
- Structure of Global Politics

**Unit 4**

Extended Themes in Political Analysis (6GPO4)

One of the following themes will be taught

- Other Ideological Traditions
- Governing the USA
- Global Political Issues

**Examination timings**

- Advanced Subsidiary consists of Units 1 and 2. These will be taught in the first year. Unit 1, People and Politics, will be examined in January, whilst Unit 2, Governing the UK, will be examined in June of that academic year.
- A level consists of Units 3 and 4. These units will be taught in the second year and examined in June of that academic year.

**HISTORY Course Code Hi**  
**EDEXCEL AS (8HI01) A (9HI01)**  
**Head of Department: Mrs A M Piper BA**

The History Department will offer EDEXCEL AS/A level for teaching to Year 12 in September 2008. This qualification offers a wide and stimulating choice of content and acts as a natural progression from the GCSE course in History whilst supporting progression to further study. It builds upon the substantial success our pupils have achieved at A level, i.e. an average of 73% A/B pass rate, over the last 5 years.

The course is made up of the following components:

**Unit 1 Historical Themes in Breadth**

Pupils will study two of the following topic areas:

- D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship
- D4 Stalin's Russia, 1924-53

or

- F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism
- F7 From Second Reich to Third Reich: Germany, 1918-45

**Unit 2 British History Depth Studies**

Pupils will study one of the following topic areas:

- B1 Britain, 1830-85: Representation and Reform

or

- E1 British Political History, 1945-90: Consensus and Conflict

**Unit 3 Depth Studies and Associated Historical Controversies**

Pupils will study one of the following topic areas:

- B1 France, 1786-1830: Revolution, Empire and Restoration

or

- D1 From Kaiser to Fuhrer: Germany, 1900-45

or

- E2 A World Divided: Superpower Relations, 1944-90

**Unit 4 Historical Enquiry**

Pupils will study one of the following topic areas and produce a two-part assignment:

- CW31 Autocracy and Enlightenment in Europe, c1700-c1800

or

- CW37 The Changing Nature of Warfare, c1845-1991

**Examination timings.** Advanced Subsidiary consists of Units 1 and 2. These will be taught in the first year and will be examined in June of that year. A level consists of units 1, 2, 3 and 4. Units 3 and 4 will be taught and prepared in the second year, and will be examined in the June of that year.

**Teaching.** Our aim is for our students to enjoy History and to prepare them with the skills necessary for the writing of History, namely:

- Question analysis
- Essay planning and writing
- Documentary analysis
- Revision technique
- Exam technique

This is done at appropriate stages throughout the course by means of a series of presentations. Our teaching system is based on teacher presentation including a substantial video element, and seminar work on topic sheets which students have researched prior to seminars. Students then complete an essay, and receive a subsequent essay debrief, hand back of papers and individual interview. In the case of documentary analysis, the arrangements are the same, but the seminar sessions entirely involve analysis of historical documents and instead of completing an essay the students complete a document paper. This method has achieved notable success recently and we expect to be able to achieve the same or better in the future. Indeed, about a quarter of our students have gone on to read History at university, including Oxbridge.

**ICT Course Code It**  
**AQA 2520**  
**Head of Department: Dr S Fadhil BSc MSc PhD**

Computers have become critical to many aspects of industry, commerce, government, education and leisure. An understanding of how computers work and how information processing is effected is consequently highly appropriate for anyone planning to enter these fields, particularly if a career involving information technology management is envisaged. However, the study of the principles, properties, uses and limitations of computer applications will be useful to all students as they will undoubtedly come into contact with such applications whatever their future direction. The subject will therefore be of value and interest to students whose principal interests lie in a variety of fields, both arts and sciences.

The course is designed for students who wish to go on to higher education or to the world of work where understanding how ICT can be used in society and organisations, and the implications of its use, will be a valuable asset.

The aims of the course are to encourage students to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically the skills to work collaboratively
- the ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems
- an understanding of the consequences of using ICT for individuals, organisations and society and of social, legal, ethical and other considerations about the use of ICT
- an awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society

The course consists of the following four modular components:

**AS Units**

**Unit 1 Practical Problem Solving in the Digital World INFO1**

Question paper/answer booklet examination. Externally marked by AQA.

Section A: short answer questions

Section B: three or more structured questions requiring discursive answers.

All questions are compulsory.

1½ hours duration; 50% of the total AS marks; 25% of the total A-level marks

**Unit 2 Living in the Digital World INFO2**

Question paper/answer booklet examination. Externally marked by AQA.

Section A: short answer questions

Section B: three or more structured questions requiring discursive answers.

All questions are compulsory.

1½ hours duration; 50% of the total AS marks; 25% of the total A-level marks

**A2 Units**

**Unit 3 The Use of ICT in the Digital World INFO3**

Question paper/answer booklet examination. Externally marked by AQA.

Section A: structured questions based on pre-release material;

Section B: questions requiring extended prose answers.

All questions are compulsory.

2 hours duration; 60% of the total A2 marks; 30% of the total A level marks

**Unit 4 Coursework: Practical Issues Involved in the Use of ICT in the Digital World INFO4**

Candidates must produce a project report based upon their practical work/investigation. The report will be internally marked and externally moderated.

40% of the total A2 marks

## MATHEMATICS

### EDEXCEL Course codes:

Maths	AS 8371	A2 9371
Further Maths	AS 8372	A2 9372
Further Maths (Additional)	AS 8374	A2 9374

**Head of Department: Mrs M Moore MA**

Mathematics and its applications are central to many aspects of modern life. The school follows the specifications of the EDEXCEL Board, updated for 2008. All modules are examined in either January or June. Pupils should have achieved an A or above at GCSE Maths before embarking on the A level course.

### The Modular System

A summary of the contents of each module appears at the bottom of the page. Pure Mathematics modules are numbered C1-4 & FP1-3, whilst the other modules are Mechanics (M1-5), Statistics (S1-4) and Decision Maths (D1-2).

### A level Maths and Further Maths (Course Code Mf)

- Students will complete modules: C1-4, M1 and S1 by the end of Year 12, normally sitting C1, C2 and one applications module in January and the remaining modules in June.
- Further Mathematicians are expected to gain A in A level Mathematics by the end of Year 12.
- In Year 13, Modules FP1-3, M2, S2 and D1 are studied. This makes up the second Mathematics A level.

For those wishing to pursue the application of Mathematics still further, there is an opportunity to study M3-5, S3-4 and D2 in order to earn a third mathematics A level. This will require a high level of commitment and a natural talent for the subject. It should only be considered by those gaining almost full marks in the A level Mathematics modules in Year 12.

### AS level Maths

We offer two different AS level mathematics courses (Course Code Ma):

- C1, C2 and S1 (finishing in year 12)
- C1, C2 and M1 (finishing at end of Year 13).

### A2 Maths

The A2 mathematics course includes modules C1-4, S1 and M1. It is completed either at the end of Year 13 (Course Code Ma), or Year 12 (Course Code Mf).

### Modular Summaries

C1	Algebra and functions, co-ordinate geometry in the (x,y) plane, sequences and series, differentiation, integration.
C2	Algebra and functions, co-ordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration
C3	Algebra and functions, trigonometry, exponentials and logarithms, differentiation, numerical methods
C4	Algebra and functions, co-ordinate geometry in the (x,y) plane, sequences and series, differentiation, integration, vectors

D1	Algorithms, algorithms on graphs, the route inspection problem, critical path analysis, linear programming, matchings
D2	Transportation problems, allocation problems, the travelling salesman, game theory, further linear programming, dynamic programming, flows in networks.

FP1	Series, complex numbers, numerical solutions of equations, co-ordinate systems, matrix algebra, proof.
FP2	Inequalities, series, first order differential equations, second order differential equations, Maclaurin & Taylor Series, further complex numbers.
FP3	Further matrix algebra, vectors, hyperbolic functions, differentiation, integration, further co-ordinate systems.

M1	Mathematical models in mechanics, vectors in mechanics, the kinematics and the dynamics of a particle moving in a straight line or plane, statics of a particle, moments.
M2	Kinematics of a particle moving in a straight line or plane, centres of mass, work and energy, collisions, statics of a rigid body.
M3	Further kinematics, elastic springs and strings, further dynamics, circular motion, statics of rigid bodies.
M4	Relative motion, elastic collisions in two dimensions, further motion of particles in one dimension, stability.
M5	Applications of vectors in mechanics, variable mass, moments of inertia of a rigid body, rotation of a rigid body about a fixed smooth axis.

S1	Mathematical models in probability and statistics, representation and summary of data, probability, correlation and regression, discrete random variables, discrete distributions, the Normal distribution.
S2	The Binomial and Poisson distributions, continuous random variables, continuous distributions, samples, hypothesis tests.
S3	Combinations of random variables, sampling, estimation, confidence intervals and tests, goodness of fit and contingency tables, regression and correlation.
S4	Quality of tests and estimators, one-sample procedures, two-sample procedures.

**MUSIC Course Code Mu**  
**EDEXCEL AS 8MU01 A29MU01**  
**Director of Music: Mr P D Gazard BA**

**Requirements:** Ideally GCSE music, and grade 6 standard on at least one instrument/voice. Other qualifications (e.g. general musicianship, grade 5 theory) may be acceptable. Please consult the Director of Music. Students should expect to use basic keyboard skills.

### **Year One: AS Level**

There are three units of study: *Performing Music, Composing and Developing Musical Understanding.*

#### **1 Performing Music:**

Performance as a soloist and/or in an ensemble, lasting not less than 5 minutes.  
Recorded and assessed internally.

#### **2 Composing:**

A 3-minute composition based on a chosen brief, and the writing of a CD sleeve to describe the composition. Controlled coursework, externally assessed.

#### **3 Developing Musical Understanding:**

A Listening

B Investigating Musical Styles

Based on a study of works from the Instrumental and Vocal repertoire, identifying important musical features and social and historical context

C Understanding Chords and Lines

Identification of harmonic and tonal features and completion of a simple passage for SATB

Two hour examination, externally assessed.

### **Year Two: A2 Level**

Three further Units of Study: *Extended Performance, Composition and Technical Study and Further Musical Understanding.*

#### **4 Extended Performance**

A solo and/or ensemble recital of not less than 12 minutes. Internally assessed.

#### **5 Composition of Technical Study**

A One 3-minute composition in response to a chosen brief

B Building on harmonic knowledge gained in 3C, two further compositions and/or technical studies

#### **6 Further Musical Understanding**

A Aural Analysis

B Music in Context

C Continuity and change in instrumental music.

Based on a study of works from the instrumental and applied music repertoire

Two-hour examination, externally assessed.

### **An Overall View**

The qualification is designed to allow students to study music as a practical, intellectual and creative subject. There is plenty of scope for a variety of different musicians to undertake this course; you certainly do not have to be classically orientated. Improvisatory skills are supported. A willingness to learn about different musical styles, combined with effective performance skills, are all that is required.

The Borlase Music Department is well equipped to teach all of the above, with particular specialisms in Composition and Arranging (and the connected use of technology through computer sequencing, score writing and recording), film music, musical analysis and performance. Please see the Director of Music if you have any queries.

**MUSIC TECHNOLOGY Course Code Mt  
EDEXCEL AS 8MT1 A2 9MT01  
Director of Music: Mr P D Gazard BA**

Music technology, like other forms of technology, advances rapidly. This new Music Technology specification provides opportunities to embrace recent developments in the field.

**Emphasis on a wide range of practical work**

The new Music Technology specification involves much practical work and encourages the cultivation of a wide range of skills. Students will have opportunities to:

- Sequence MIDI
- Sequence Audio
- Record Live Instruments
- Produce CDs
- Compose using Music Technology

**Understanding technical processes and principles**

Students will have opportunities to build understanding of the technical processes and principles that underpin effective use of music technology, and comment on it in writing.

**AS Unit 1: Music Technology Portfolio 1**

Students will learn to use a variety of music and music technology skills in order to complete this unit. MIDI sequencing and multi-track recording as well as arranging skills are all key components assessed through the practical work carried out.

- TASK 1A: Sequenced Realised Performance
- TASK 1B: Multi-track Recording
- TASK 1C: Creative Sequenced Arrangement

**AS Unit 2: Listening and Analysing (1 hour 45 minute examination)**

This unit provides students with an opportunity to study the styles most common in popular music. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills. Students are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music.

**A2 Unit 3: Music Technology Portfolio 2**

This unit builds on the skills required in Unit 1, and extends these to include a composition task. It also involves detailed study of Area of Study 3: The Development of Technology-based Music.

- TASK 3A: Sequenced Integrated Performance
- TASK 3B: Multi-track Recording
- TASK 3C: Composing using Music Technology

**A2 Unit 4: Analysing and Producing (2-hour examination)**

Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD. Examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

**Requirements**

GCSE music is not a prerequisite for the course, but candidates who have a good pass will start with an advantage in some areas. An interest and enthusiasm for all varieties of music and I.T. is, however, essential.

**PHILOSOPHY OF RELIGION & WORLD RELIGION Course Code Rs  
EDEXCEL AS 6581 and 6582, A2 6583 and 6584  
Head of Department: Mrs P Bateman BA**

Religious Studies enables students to develop their understanding of spiritual, moral, ethical, social and cultural issues in considerable depth. It is helpful but not necessary to have studied the subject previously at GCSE level.

Edexcel's GCE in religious studies comprises four equally-weighted units and contains two AS units and two A2 units

Key skills include communication, IT, working with others, improving own learning and performance and problem solving.

**AS**

**Unit 1: Foundations which includes the study of Philosophy of Religion and St. Luke's Gospel**

This will be assessed by one public exam paper in which pupils must answer three questions in 1 hour 45 minutes.

Topics studied include

- A study of philosophical arguments for the existence of God: design, cosmological, religious and scientific interpretations of the origins of the universe.
- A study of the problem of evil and suffering, types of evil in relation to beliefs about the nature of God, Augustinian, Irenaean and process theologies.
- A study of philosophical debates about miracles, concept of miracles, reasons to believe in miracles, philosophical problems with reference to theme.
- A study of the key issues in the teachings of Jesus Christ based in Luke's Gospel. Including Jesus' moral teachings and the meaning and significance of the miracles.
- A study of Prayer, Praise, and the Sabbath in Luke's Gospel.
- A study of The Nature and demands of Discipleship in Luke's Gospel.

**Unit 2: Investigations unit assessed by one piece of Coursework**

This will be assessed by one piece of coursework with a recommended length of 1500-2000 words. Students should spend approximately 33% of their AS learning time on this component.

**A2**

**Unit 3: Developments unit on Philosophy of Religion and St. Luke's Gospel.**

- A study of philosophical arguments for the existence of God; religious experience, Ontological, concepts of proof and probability, non-existence of God and critique of religious belief.
- A study of beliefs about life after death, arguments for and against reincarnation, rebirth, resurrection, immortality of the soul.
- A study of religious language, analogy, language games, myth and symbol, verification and falsification debates.
- A Study of Theology and Christology including the kingdom of God in Luke's gospel and the purpose of the gospel.
- A study of conflict with the religious authorities and the crucifixion and resurrection stories in Luke's Gospel

**Unit 4: Implications a Compulsory Synoptic Unit**

Students will consider, examine or discuss:

- Consequences of holding certain opinions, views or beliefs, including their own
- How a particular belief or value could affect other people, either for good or ill
- How other people's lives might be affected if a certain belief were widely held or if a certain value were widely applied.

All these things will be considered and applied to the following areas of study: Religious language, Religious experience, Emergence of modern philosophy of religion, Who is Jesus Christ?, Teachings of Jesus Christ and the death and resurrection.

**PHOTOGRAPHY Course Code Pg \*\***  
**EDEXCEL 3570**  
**Head of Department : Mrs W Hodges BA**

Work in photography – lens and light-based media should form a means of personal enquiry and expression involving the selection and manipulation of images. On this AS level course students must employ creative approaches which go beyond mere observation and recording. The coursework and examination units must demonstrate the student's ability to:

- Record in a personal way experiences, ideas, information and insights
- Analyse and critically evaluate photographic images, demonstrating an understanding of purposes, meanings and contexts
- Use photography to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
- Use photography to present a personal, coherent and informed response, realising intentions, showing connections with the work of others
- Demonstrate effective and skilful use of equipment operation and technique
- Identify issues relevant to photography
- Relate image, text and format to produce a satisfactory solution in terms of aesthetic quality, legibility and function
- Demonstrate the ability to go beyond the traditional flat print by using a variety of techniques and settings; these may include montage, printing onto/incorporating other materials/media, 3D constructions, digital development and installations
- Demonstrate knowledge and understanding of contextual references through research into the work of others, extracting useful information about their working methods

This course will specialise in digital photography. The Art department is investing in a small number of cameras but it would be beneficial if students have their own camera so that they do not have to share and to enable them to complete work after school and at the weekends. The department is likely to be using the Fuji Finepix S5700 and will have one SLR digital camera, with a set of replaceable lenses, to enable students to experience a more sophisticated camera. These cameras will not be loaned out over night.

The basic requirements for a suitable camera are:

- A manual mode – the ability to change shutter speed and aperture and focus independently
- Optical zoom
- Macro facility
- Picture stabilisation
- A cable to download images

It should be possible for students to study Photography as well as the Unendorsed Art and Design AS/A level.

*\*\* This course is offered at AS level only*

**PHYSICAL EDUCATION Course code Pe**  
**OCR AS H154 A2 H554**  
**Head of Department: Mr C A Robertson BA Ed**

This is a very popular course. The syllabus is produced by the OCR Board and has been accepted by universities and colleges nationwide as a recognised qualification for entry into higher education.

The Advanced Subsidiary (AS) forms 50% of the assessment weighting of the full A Level. AS can be taken as a stand-alone specification or as the first part of the full A Level course.

Units	Level	Component	Duration	Weighting	
				AS	A
G451	AS	Anatomy & Physiology; Acquiring Movement Skills; Socio-Cultural Studies relating to participation in physical activity	2 hour written paper	60%	30%
G452	AS	Acquiring, developing and evaluating practical skills in Physical Education (practical coursework)	-	40%	20%
G453	A2	Principles and concepts across different areas of Physical Education includes: Historical Studies in PE & Sport; Psychology of Sport; Exercise Physiology; Biomechanics	2 ½ hour written paper	35%	
G454	A2	Practical coursework		15%	

**Practical Coursework**

Effective performance, demonstration of specific skills and understanding of performance through observation, analysis and application of knowledge in two (reduced to one at A2) chosen activities from different activity categories. The activity categories include: athletic, combat, dance, games, gymnastic, outdoor & adventurous and swimming. Within these categories there are activities such as triathlon, kayaking and horse riding. Additional activities available can be located at the OCR website.

**As there is a large biological content in the course, it is necessary that candidates have a good scientific background with at least a double 'B' in combined science GCSE or a 'B' in biology and chemistry in separate sciences. Students studying GCSE PE are expected to attain at least B (70%) in the theoretical component of the course (this GCSE PE theoretical % is only made available on results day).**

Candidates should also have a strong practical ability in their chosen sports. It is expected that they will be participating competitively in at least one of their chosen sports.

**PHYSICS Course Code Ph**

**OCR Physics (B) *Advancing Physics* AS H159 A2 H599**

**Head of Department: Mr S B Elcock BSc AMInstP**

Physics has always been a popular choice at Sir William Borlase's Grammar School. An AS/A2 level in physics can lead to a wide range of future careers which value the skills of thought and analysis which the subject develops. It is also a good choice for those who wish to leave their options for future study open.

Physics seeks to explore the world around us, attempting to describe and make sense of the way it works. Physics is an exciting and developing subject and is becoming increasingly more important as the pace of technological development in the world accelerates.

Students follow the *Advancing Physics* course that has been developed by the Institute of Physics. The course will:

- Provide extensive knowledge of physics
- Place the development of physics ideas in a social and historical context
- Develop the ability to learn independently
- Develop a wide range of analytical, practical and other skills
- Stimulate curiosity, and provide depth and challenge

The AS course will explore the nature of physics, and its place in the world, and concentrate on some of the core topics. It will provide a sound foundation for the A2 course. Leading to a full A level qualification, the A2 course will enable the student to gain the necessary skills and knowledge for further study of physics or engineering at university. For those not intending to study beyond A level, the course will provide an interesting and stimulating experience.

The *Advancing Physics* course considers the main topics of mechanics, radioactivity, electricity, wave behaviour and quantum theory. However, topics are presented much more in a contextual and applied manner; the theory is also taught through the applications or the context. The syllabus will include consideration of the latest developments in physics, such as quantum theory, material sciences, signalling, astrophysics and particle physics.

Mathematics and physics go together naturally, but the mathematical requirements of the course should be within the grasp of anyone who has gained a B grade at GCSE mathematics at the Higher tier. Confidence and competence in GCSE mathematics is important, but it is not necessary for students to be also studying mathematics at A level as mathematical concepts are taught within the course where appropriate. However, for those students intending to read engineering or physics at university, both physics and mathematics at A level are essential.

The physics department has an excellent record of success at A level, founded on a high level of commitment from students – essential for what is undoubtedly a demanding but rewarding course. It is vital that students keep up to date with the work set, and are prompt and regular in handing in assignments. Good study habits will be emphasised throughout the course, with plenty of encouragement given to students to develop these. The transition from GCSE to A level can be very daunting, and will be handled with care. Our intention is that study of physics should lead to an informed view of the role of science in an increasingly technological world, and an ability to approach problems in a structured and logical way, no matter what their future career.

<b>AS</b>	<b>A2</b>
<ul style="list-style-type: none"><li>• Physics in Action</li><li>• Understanding Processes &amp; Experimentation and Data Handling</li><li>• Physics in Practice (Two coursework tasks: 1. Quality Of Measurement 2. Physics in Use)</li></ul>	<ul style="list-style-type: none"><li>• The Rise &amp; Fall of the Clockwork Universe</li><li>• Field &amp; Particle Pictures &amp; Advances In Physics (Synoptic Module)</li><li>• Researching Physics (Two coursework tasks: 1. Practical Investigation 2. Research Briefing)</li></ul>

**PSYCHOLOGY Course Code Py**  
**AQA Specification A AS 1181 A2 2181**

**Head of Department: Mrs R G Bond MA MEd**

Psychology is defined as the scientific study of the mind and behaviour. Psychologists study how human beings feel, act and think. They try to find out how we learn, understand, remember and forget things. They are interested in how we make decisions, why we like some people and not others, what makes us succeed and fail. They study these problems by both observation and experiment, involving both people and animals. To find out more about the subject, have a look at the psychology section in the library (150) and the psychology department area on First Class if you are a Borlase student, or explore the British Psychological Society website at [www.bps.ac.uk](http://www.bps.ac.uk).

**Career Opportunities**

All universities accept A Level Psychology, with many counting it as a science 'A' level. It has a wide variety of applications including business studies, personnel, nursing, physiotherapy, teaching, sports studies, clinical psychology, educational psychology, occupational psychology, criminology, careers in the police force and armed services. Psychology fits well with a wide variety of subject combinations, for example business studies, biology, geography, history, English, P.E., maths.

**AS Examination:**

Two 1 1/2 hour papers, consisting of structured compulsory questions, taken at the end of Year 12. Questions include short answer, stimulus material and 12 mark extended writing questions. The course is designed to develop an understanding of the different core areas of psychology:

**Unit 1**

**Memory:** How and why we remember, memory improvement strategies, and eyewitness testimony.

**Attachment:** How and why we form our earliest relationships, the impact of day care on children.

**Research methods:** methods and techniques, design features, and analysis of data.

**Unit 2**

**Biological psychology:** What causes stress, coping with, and managing stress.

**Individual Differences:** definitions of abnormality, understanding mental disorders and therapies.

**Social psychology:** why we conform or obey and what causes independent behaviour.

**A2 Examination:**

Two written papers; one--1 1/2 hours, consisting of three essay questions. One-- two hours, consisting of two essay questions and one compulsory structured question.

**Unit 3**

**Relationships:** What attracts us to someone, why some relationships work and others fail. How our relationships with friends and parents affect us. How relationships differ from one culture to another.

**Biological rhythms and sleep:** What happens when our biological rhythms are disturbed by shift work or jet lag. The nature of sleep and the purpose of dreams. Explanations of sleep disorders.

**Gender:** psychological biological explanations of gender development and how we develop our gender identity. Social and cultural influences on gender roles.

**Cognition and development:** How we learn to think and how these theories apply to how we learn. How we develop moral understanding and how we develop our sense of self.

**Unit 4**

**Psychopathology:** In depth study of schizophrenia—including clinical symptoms, biological and psychological explanations, and treatments for the disorder.

**Psychology in Action:** The psychology of addictive behaviour. Explanations of addictions, such as smoking and gambling. Ways to reduce addictive behaviour.

**Psychological Research and Scientific Method:** developing understanding of the design and conduct of scientific research in psychology, carrying out and analysing small-scale investigations.

**Course Entry Requirements:** Grade B at GCSE in English, maths and double award science (or two Bs at triple award science).

**SPANISH Course Code Sp**  
**EDEXCEL AS 8SP01 A2 9SP01**  
**Head of Spanish: Miss S L Shaw BA**

Spanish is an inspiring and popular language spoken by millions worldwide. Our A level course aims to develop students' skills in speaking, listening, reading and writing. There is full focus on grammar and its application. Students broaden their cultural and linguistic awareness of Spanish speaking societies. All students receive excellent guidance and support from teachers: students meet staff regularly for extra practice sessions and self-study is fully supported. We interview our students individually once a term to gauge and evaluate their progress and to set specific targets. Topics covered will encompass art, environment, history, literature, philosophy, politics, religion, society and technology. They integrate into the Course book *Ponte al Día* and are supplemented by other resources.

We expect and encourage students to take the initiative and responsibility to improve their skills and make the most of available learning tools in the department, library and on our First Class website. They will be advised to read and explore 'beyond the textbook', for example poetry and literature or news articles in the media, Internet and programmes on Satellite TV. The department and library can lend students a range of books, magazines (ie *Autentik*) and DVDs (ie *Almodóvar*) and our library section is well resourced in terms of reading and A2 reference materials. We have links on First Class to useful languages websites. We run a film club and encourage all of our students to see Spanish films, attend plays and demonstrate their ability in Spanish through the performing arts where possible.

We employ a native language assistant in the department, who will help build up the confidence of the students through weekly sessions in pairs. Students research, discuss and share ideas on a range of moral, social and political issues. The language of presentation, argument and opinion is very important, as is intonation, pronunciation and spontaneity. Students will be expected to give presentations in Spanish to be assessed by their peers and teachers. Following a successful GCSE exchange, we have a partner school in Northern Spain and students are encouraged to maintain any existing friendships and establish new contacts. We are willing to organise both work experience and working holidays in Spain, for sixth formers who wish to take advantage of this opportunity. Enthusiastic students have the opportunity to train to be Spanish mentors to younger students. This can contribute to their school portfolio and be very rewarding as well as helpful for the department.

**Course Breakdown** (all modules are externally assessed)

Level	Unit	Description of Paper	Time	AS %	A2 %
AS	1	Spoken Expression and in Spanish (recorded onto tape) A: two questions on chosen topic B: two questions are discussion based on the topic & linked sub-topics	8-10 min	30%	15%
AS	2	Understanding and Written Response in Spanish A: Listening comprehension with CD; B: Reading comprehension; C: 200-220 word essay in the form of a letter, report or article in Spanish based on a stimulus	2 hr 30min	70%	35%
A2	3	Understanding and Spoken Response in Spanish A: 1 minute stance on a controversial or current topic, B: four minute debate on topic; C: further discussion on two or more unpredictable areas	11-13 min	35%	17.5 %
A2	4	Research, Understanding and Written Response in Spanish A: 80 word translation from English into Spanish B: 240—270 word essay (creative or discursive) C: 240 – 270 word essay (research-based) on one of the following topic areas: I) Geographical Area; II) Historical Study III) Aspects of modern society IV) Literature and the arts e.g. text, play or film.	2hr30 min	65%	32.5 %

**TECHNICAL THEATRE Course Code Tt**  
**National Award in Production Arts**  
**EDEXCEL CO955**  
**Course Leader: Mr Mark Hartley BMus**

The BTEC National Award in Production (Technical Theatre) at Sir William Borlase's Grammar School makes use of the excellent theatre facilities and technical equipment at the school.

A predominantly practical course, students will learn the basic technical skills and knowledge to support theatre production and be assessed in a work-related environment while supporting the many different shows and concerts held in the school facilities and outside professional venues.

Students are examined through observation and portfolio work. Students will need to prove excellent analytical skills and technical knowledge, with the majority of assessment taking place on actual shows.

**Units**

Core units:

- Production for Theatre Performance
- Technical Stage Operations

Specialist units:

- Stage Technical Maintenance
- Stage Lighting Operations
- Stage Sound Operations

**Assessment**

- Continual assessment, with no exams
- Assignments generate unit grades
- Unit grades generate an overall Pass, Merit or Distinction
- Final qualification generates the same UCAS points as a full AS & A2

**Who is this course for?**

This course is suitable for any students with an interest in theatre behind the scenes, it also an ideal complement to students who are studying AS Theatre Studies or Music Technology. Students will need to be hard working and care about the quality of their work and appreciate how it will reflect and impact on others. The ability to work as part of a team is essential, while developing the personal qualities to lead, manage others and problem solve will enable students to access the higher grades.

## PHYSICAL ACTIVITIES IN THE SIXTH FORM: WEDNESDAY AFTERNOON

To promote an active Wednesday PE/Games afternoon it is expected that every sixth former timetabled for PE will be able to find a physical activity which he or she will enjoy. Students may opt for on-site or off-site recreational activities and there is a structured approach to competitive teams who play fixtures and train on Wednesday afternoons.

Students will fall into one of three categories:

- **Squad Selection:** Student selected for school teams that compete on Wednesday afternoons. These will be in boy's rugby, football (1<sup>st</sup> and 2<sup>nd</sup> XI), hockey and girl's hockey. Competitive netball is run but not on Wednesday afternoons. Squads are published in September to ensure that students commit themselves to train and play for a team throughout the season.
- **Options:** Students who opt for activities organised by the school; these students will stay either on-site or be placed at Court Gardens leisure centre depending on the chosen activity/sport. On-site options include:

Football	Weight Training
Netball	Rugby
Basketball	Table Tennis
Squash	Athletics
Badminton	Cricket
Aerobics	Rounders/Softball
Trampolining	Tennis

- **Independent Provision:** Students who arrange their own off-site recreation at an approved off-site venue. *This requires parental / guardian consent.*

In addition, Sixth Form students compete in House cross country, football or netball, tennis, rounders, badminton and School Sports Day.

## **SIXTH FORM ENRICHMENT PROGRAMME**

All students at Sir William Borlase's are required to participate in an enrichment programme, designed to supplement AS and A-level study. This course operates within the ASDAN Key Skills programme, leading either to the Certificate of Personal Effectiveness or to three wider Key Skills qualifications. Key Skills qualifications are recognised by employers as important preparation for work; they also attract university admission (UCAS) points and improve students' applications to many universities.

The following are guided choices, and the school will advise students on the most suitable options.

### **Critical Thinking Course Code Ct**

This course, leading to an AS level in Critical Thinking with OCR Board, provides pupils with opportunities to practice presentation skills, logical thinking and problem solving. This course may run through four terms and students will sit two papers:

*Paper 1:* The Credibility of Evidence: structured questions relating to three contrasting sources.

*Paper 2:* Multiple choice and structured questions testing knowledge of the nature and structure of arguments, flaws and assumptions.

### **Community Sports Leadership Award (CSLA) Course Code Cs**

This programme combines involvement in some form of organised physical activity. Students are also expected to use skills developed through the CSLA programme to support others in the community, such as local primary schools.

### **Arts Award Course Code Aw**

Arts Award is an enrichment course offering Sixth Formers the opportunity to explore new art forms and also develop their leadership, presentation and management skills. It is recognised by Arts Council England and UCAS points are awarded to students achieving Gold Award. Students can choose any art form that interests them and "Arts" can be interpreted in its widest sense. This year sixth formers have chosen as their main project a range of different dance experiences and genres: play direction, creative writing, sculpture, stage make-up and many other varied ideas. Over the eighteen month course sixth formers develop their own project and also have to lead others in learning about an art form. Initiative, motivation and enthusiasm are the key requirements for success. Students keep a portfolio of their activities throughout the course which can take the form of a book, film, journal or just about anything they feel works to present their ideas. The final assessment is based on the presentation of the portfolio.

### **University 'survival' skills (including Personal Finance) Course Code Pf**

This course aims to provide students with a range of skills that will be useful when they leave home for the first time, as well as skills that are of value throughout life. The core of the course is Personal Finance, which centres on the AQA Free Standing Mathematics qualification in Calculating Finances for which there will be both coursework and an end of year examination. Students will typically cover percentages and interest, wages and salaries, profit and loss, VAT, savings and borrowings and statistical representation of data. Students will also cover a variety of other skills, including a brief introduction to basic cooking (subject to access arrangements to the Great Marlow facilities) as well as various other relevant 'survival' skills.

### **Year 13 : General Studies Course Code Gs**

All students in Year 13 study General Studies (those students studying for four A levels are offered the option of studying General Studies, provided their timetable permits). The General Studies course, leading to an AS in General Studies with the AQA board, provides opportunities to practice essay writing and to examine a variety of current national and international issues. The general studies course runs from the last half term of Year 12 through Year 13.

## **OTHER ACTIVITIES**

### **Debating**

Debates and related public speaking events also have a developing place in the school's recreational activities. In recent years we have enjoyed considerable success in local and national competitions.

### **Drama**

The school is particularly proud of its productions and the standards achieved by our young actors. Each year we present a major play: recent productions include *The Government Inspector*, *Major Barbara*, *Animal Farm*, *On the Razzle*, *The Merchant of Venice*, *Sweeney Todd*, *The Real Inspector Hound*, *The Bacchae*, *A Midsummer Night's Dream* and *The Ash Girl*. Four musicals, *Kiss Me Kate*, *The Pajama Game*, *Gilbert & Sullivan's "The Mikado"*, *The Mystery of Edwin Drood* and *The Beggars' Opera* have been staged in the past seven years. Every production has achieved the highest standards of acting, staging and presentation. We work closely with local amateur groups.

### **Magazine**

Representatives from every form, guided by a Sixth Form Committee, produce a school magazine and school newspaper which aim to entertain and inform. They provide a spirited commentary on school life. Examples of recent issues are available.

### **Theatre Visits**

The school organises several theatre and opera visits each year, to take advantage of the substantial reductions to school groups offered by The National Theatre, RSC, English National Opera and the like. Stratford, Oxford and London are all within easy reach, and the school minibuses are usually available for transport. The school is particularly anxious to support such cultural activities.

### **The Engineering Education Scheme**

The school has been fortunate to be selected to join the hundred or more institutions across the country participating in this scheme, which is funded by the Royal Academy of Engineering. Following application and selection through interview a team of five Year 12 students will be chosen. They will be involved in a developmental project with a local engineering firm (Thames Water Utilities, Castrol/BP research and specialist electronics firm Dage Precision Instruments have featured in the past). They will be given a practical problem to solve through their own ingenuity. Towards the end of the Winter term the group will attend and have at their disposal the resources of Surrey university's engineering department for three days' intensive work on the project. Their work will be subsequently presented in a report and at a celebration and assessment day. Each year so far the students have also presented their project for the CREST (Creativity in Science and Technology) Awards scheme, achieving the Gold Standard. Participation in the scheme can lead to other awards and competitions, such as Duke of Edinburgh Award certification. Many students have also taken advantage of the Year in Industry and Headstart schemes which form part of The Engineering Education continuum. This enables them to spend a year with an industrial company before going on to university after leaving school or, alternatively, to experience a University engineering course for a week towards the end of Year 12. Full details are available at [www.headstartcourses.org.uk](http://www.headstartcourses.org.uk) and at [www.yini.org.uk](http://www.yini.org.uk), and are also publicised in physics lessons.

### **Young Enterprise** (Link teacher: Mr A Shannon)

The school has regularly entered a team of students every year. Students are given the opportunity to set up and run their own company marketing products and services. The team is supported by advisors from local businesses and industry and has the opportunity to enter local and regional competitions. The 2001-2002 company, 'Redrox', was the most successful so far, producing the first school year book, coming first in both the area and county finals and third in the South East regional final. Three years ago one company 'Zest' produced the now famous teachers' calendar, while 'Xeron' produced a CD-rom of the school's history and won the National ICT prize. The 2003-2004 company 'Phoenix', which also reached the SE regional final, produced two CDs illustrating the wide variety of school music. The 2004-2005 company "Face" designed the new school ties. The 2006-2007 company "Envy" won the area competition and were runners-up in the county final. This year 50 students are taking part in the scheme in two companies.

# SIR WILLIAM BORLASE'S GRAMMAR SCHOOL

## INITIAL REGISTRATION FORM

### APPLICATION FOR ADMISSION TO THE SIXTH FORM: SEPTEMBER 2008

Please return this form to the School Office as soon as possible, together with your letter of application and your CV.

For Office use:

Reference	Interview	O/R/W	New Intake	Options	Results
-----------	-----------	-------	------------	---------	---------

Name (M / F) Date of birth

---

Address

---

---

Postcode

Home Telephone

---

Name of parent(s)/guardian

---

Daytime telephone no.

---

e-mail contact address

---

Present school including name of present headteacher, school address and tel. number

---

---

---

Previous schools attended (with dates)

---

---

Hobbies/Interest/Sports

---

---

I will/will not be attending the Introductory Course on **Friday 27 June 2008**.

*(For external applicants).* Are you willing for us to take up references now? **YES/NO?**

If you will not let us take up references now, we will not be able to offer a place until you are willing to do so, as all offers are conditional on a satisfactory reference.

10 Please indicate your subject choices in order of preference. Please nominate four choices for AS level in Year 12 and indicate in column 4 which subject you intend to study only to AS level. (Most pupils will complete four AS levels in Year 12 and follow three through to a full A level in Year 13). Enrichment options should also be entered on the application form. *NB Every effort will be made to accommodate late changes of AS/A2 preference but this cannot be guaranteed, nor can initial choices be guaranteed.*

	Subjects in order of preference	Course Code	Course Level
1			A2
2			A2
3			A2
4			AS only
Enrichment:			Enrichment

(If choosing Further Maths (Mf) do not write down Maths (Ma) as well)

11 Is there any subject that you would like to study at A level which we do not currently offer; if so, which subject?  
 .....

12 Subjects studied at GCSE level with mock results (and actual) if available at time of registration.

<b>Subject</b>	<b>Mock</b>	<b>Actual</b>	<b>Subject</b>	<b>Mock</b>	<b>Actual</b>
Maths Intermediate			French		
Maths Higher			Spanish		
Biology			German		
Chemistry			Latin		
Physics			History		
Combined Science			Geography		
English Language			Religious Education		
English Literature			Music		
Drama/Theatre Studies			Technology		
Dance			Others:		
IT					
Business & Economics					
Art					

Signature of student .....

Signature of parent ..... Date .....