The AS and A Level specifications that students follow is Art and Design: Fine Art and is set by OCR. This endorsement covers areas of fine art such as, Portraiture, Landscape, Still life, Human form, Abstraction, Experimental imagery, Narrative, and Installation. The following are just some of the techniques available to use: drawing, painting, mark making, mixed-media, casting, glazing, collage, intaglio, photographic printing and digital manipulation and work can be produced in both two and three-dimensional forms.

Through the experience of working with a broad range of media, students can develop a high level of knowledge and skills that include critical, contextual and analytical understanding.

**AS Level Fine Art**

**Component 01: Externally set task**

The paper will give students a choice of seven themes. Within the themes there will be a choice of written and/or visual starting points, briefs or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response for assessment. Students will have up to 10 hours in which to independently realise their response(s).

Externally set task (01)  80 Marks
10 Hours, non exam assessment (internally assessed and externally moderated)
100% of total AS level

**A Level Fine Art**

**Component 01: Personal investigation**

Students will produce two elements:

(i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the student or centre. This portfolio will consist of a sustained project, theme or course of study. It may be presented in appropriate formats for the specialism and area of study chosen using, for example, sketchbooks, mounted sheets, maquettes, prototypes, digital presentations, animation, scale models or illustrated written work.

(ii) a related study: an extended response of a guided minimum of 1000 words. Students are required to establish through this written and, where appropriate, illustrated component, the related context in which their chosen practical portfolio exists. This may be established by exploring the genre, subject matter, movement or historical framework of the overarching starting point, course of study or theme selected. The aim of the related study is to enable students to develop their ability to communicate their knowledge and understanding of art historical movements, genres, practitioners and artworks, considering the way that these change and evolve within chronological and other frameworks. It also builds their understanding of the relationship between society and art: art historical terms, concepts and issues; methods of researching, investigating and analysing; and how works are interpreted and evaluated.

Personal investigation (01) 120 marks
Non exam assessment (internally assessed and externally moderated)
60% of total A Level

**Component 02: Externally set task**

The paper will give students a choice of seven themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response for assessment. Students will have up to 15 hours in which to independently realise their response(s).

Externally set task (02) 80 marks  15 hours
Non exam assessment (internally assessed and externally moderated)
40% of total A Level
Why choose A Level Art and Design?

The course allows students to:

- explore, research and acquire techniques to develop their skills, knowledge and understanding in a range of media
- use traditional methods and/or digital techniques to produce work
- explore relevant images, artefacts and resources
- develop chosen themes, ideas or issues to support their skills, knowledge and understanding
- record through drawing or other media, such as...
- present a personal and meaningful response and outcome.

The aims and learning outcomes are to encourage students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Course requirements

The AS Level course is designed to progress naturally from the GCSE Art and Design course and to the A Level. Students contemplating Art at Advanced Level should have a high degree of creative and technical artistic ability, be well motivated, enthusiastic and self-disciplined. Students should be prepared to spend a good deal of time researching and developing their artwork outside teaching periods. Emphasis is very much put on personal research, ideas and responses to an Art and Design situation. Appreciation and enjoyment of visiting Art exhibitions will complement this course greatly.

The A Level course will be relevant and important to those pupils wishing to pursue such university courses as Architecture, Fine Art, History of Art, Applied Art, Design, Conservation, Curatorship etc and for pupils wishing to follow a Foundation course in Art and Design prior to taking a specialist Art, Craft or Design Degree course.

“The artist sees what others only catch a glimpse of”
Leonardo da Vinci

“You can’t use up creativity. The more you use, the more you have.”
Maya Angelou

“Art is the most intense mode of individualism that the world has known”
Oscar Wilde
The AQA A Level specifications are designed to provide continuity with those at GCSE. Pupils are encouraged to develop essential knowledge and an understanding of the concepts of Biology and scientific methods, an awareness of advances in technology, a recognition of the value of Biology in society, and to appreciate the relationship between the different aspects of the subject.

The girls follow the AQA Biology specification, new from September 2015. Both the AS and full A Level specifications are fully linear with all examinations taken at the end of the course. The AS specification comprises four units taught over one year, whilst the full A Level course comprises eight units taught over two years. Biology is fundamentally an experimental subject and there are numerous opportunities to use practical experiments to link theory to reality, and to equip the students with the essential practical skills they need.

The AS assessments are made up from two written papers of one hour and thirty minutes which are a mixture of short answer questions, a comprehension and extended response questions. The full A Level is assessed by three written papers. All A Level papers assess content from the specification and also relevant practical skills. The questions are a mixture of long and short response questions, a comprehension, critical analysis of experimental data and an essay.

Briefly the AS and A Level only units cover the following topics:

- Biological molecules
- Cells
- Organisms and exchange of substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms (A Level only)
- Organisms and response to changes in their internal and external environments (A Level only)
- Genetics, populations, evolution and ecosystems (A Level only)
- The control of gene expression (A Level)

Girls benefit from a range of additional extra-curricular and enrichment activities such as visiting guest speakers and visits to local museums, zoos and research laboratories such as the Paterson Institute for Cancer Research which is attached to the Christie Hospital. Girls are also encouraged to attend some of the many evening lectures organised at local Universities, hospitals and organisations.

The girls in the Lower Sixth take part in a Genetic Engineering Workshop where they have the opportunity to gain first-hand experience of various scientific techniques such as Gel Electrophoresis and PCR.

Each year a team of girls in the Upper Sixth represent the school at the Biology Olympiad administered by the Institute of Biology, to select a group of four students to represent Great Britain. We have been very successful in this competition since its inception and girls regularly gain Gold and Silver awards. All girls in the Upper Sixth travel to North Wales in early September for a four day residential Ecology field trip. Here they study living and non-living factors in a diverse range of habitats ranging from ancient woodland, rocky shore, sand dunes, a river and a mountain environment. The approximate cost of this course in 2017 will be £350.

There are many additional activities for girls in the Sixth Form to help to prepare them for applications to read medicine, dentistry and veterinary science at university. These comprise workshops, discussion groups and presentations from leading medical schools.
The AQA A Level specifications are designed to provide continuity with those at GCSE. Pupils are encouraged to develop essential knowledge and an understanding of the concepts of Chemistry and scientific methods, a recognition of the value of Chemistry in society, and to appreciate the relationship between the different aspects of the subject.

The girls follow the AQA Chemistry specification, new from September 2015. Both the AS and A Level specifications are fully linear with all examinations taken at the end of the course. The AS specification comprises two units taught over one year, whilst the full A Level course comprises four units taught over two years. Chemistry is fundamentally an experimental subject and the specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

The AS assessments are made up from two written papers of one hour and thirty minutes which are a mixture of multiple choice questions, short answer questions and extended response questions. The full A Level is assessed by three written papers, each lasting two hours. All A Level papers assess content from the specification and also relevant practical skills. The questions are a mixture of long and short response questions, critical analysis of practical techniques and experimental data analysis and some multiple choice questions.

The AS and A Level units cover the following topics:

- **Physical Chemistry:**
  - atomic structure
  - amount of substance
  - bonding
  - energetics
  - kinetics
  - equilibria
  - redox
  - acids and bases

- **Inorganic Chemistry:**
  - periodicity
  - group 2
  - group 7
  - periodicity
  - transition metals and reactions of ions

- **Organic Chemistry:**
  - alkanes
  - haloalkanes
  - alkenes
  - alcohols
  - aldehydes and ketone
  - carboxylic acids and derivatives
  - aromatic chemistry
  - amines
  - polymers
  - aminoacids, proteins and DNA
  - NMR

**Additional Information**

Girls benefit from a range of additional extra-curricular and enrichment activities, which also help them prepare for applications to read Chemistry related courses at university. These include Practical Chemistry sessions, discussion groups, seminars by visiting guest speakers and workshops, for example, Spectroscopy in a suitcase. Girls are also encouraged to attend some of the many evening lectures organised at local schools and universities and teams are entered for competitions in Analytical Chemistry in the Lower Sixth Year, often winning the regional heats. Lower Sixth pupils also take part in the Cambridge Chemistry Challenge, regularly gaining silver and gold awards, and two of our students were awarded the prestigious Roentgenium award. Girls in the Upper Sixth are equally successful in the Chemistry Olympiad. A Level chemists can also join Chemnet, the Royal Society of Chemistry student network, which gives them access to a student magazine, the ability to participate in discussion groups and blogs, get expert advice and access to a wealth of resources to support their studies.
The Classics Department offers both Latin and Greek at AS and A level. A GCSE in the appropriate language is required for each.

“I really enjoyed Latin throughout Sixth Form having found it frustratingly difficult prior to then – I think it is the kind of subject you need to give yourself time to get used to.”

Olivia O Malley (2009) History Graduate, studying MSc in African Studies

“Latin has helped me, probably more than the science subjects! Latin is particularly useful in medicine with learning things like anatomy as the Latin name is still used for most parts of the body. I find that I am able to pick these things up more easily than most others who may not have studied Latin.”

Zahra Chaudri (2010) studying Medicine at Edinburgh University

Why Classics?
The best reason for studying Latin and Greek is enjoyment and the sheer variety of our subjects mean they can appeal to most people. GCSE can only touch on the language and literature but at A Level these subjects open out and give much more of a taste of the civilisation of the Ancient Greeks and Romans (which includes history, philosophy, art and architecture) on which many of our own values and traditions are based. Those who have enjoyed the complexities of the language will develop greater security and understanding of it but students will also have the opportunity to experience writers of speeches and philosophy, such as Cicero and Plato, or influential poets such as Homer and Virgil and address great moral truths about our relationship with our gods and our duty to family and state.

Do not think that this subject will be of no use in your future employment. It is understood by many universities and employers that a student of Latin or Greek will have developed skills of analysis, precision and problem solving in a challenging subject. While you may not have to recall tables of verbs or set texts, you will find these analytical skills to be applied in many different fields, as our former students have discovered.

Latin and/or Greek work well with any subjects at A Level. University maths courses look at the ancient Greek mathematicians, medicine still uses many Latin terms, while language skills and study of ancient literature texts complements English, the humanities and languages. We have students who go on to study subjects, such as medicine and law, as well as Classics and archaeology. Many girls like the change of pace from their larger classes into a smaller, more intimate group where they can express their ideas easily.
Course content at AS Latin / Greek

Paper 1: Unseen translation from Latin to English
Prose composition (putting English sentences into Latin)
or comprehension questions on a passage of Latin

Paper 2: Prose Literature and Verse Literature texts:
a mixture of comprehension, short analysis questions, translation and extended response.

Course Content at A Level

Paper 1: Unseen translation – one prose passage and one verse passage

Paper 2: Prose composition (a passage of English to be translated into Latin/Greek)
or comprehension questions on a passage of Latin/Greek.

Paper 3: Prose Literature – two texts (one of which was studied for AS)

Paper 4: Verse Literature – two texts (one of which was studied for AS)

The authors offered for Latin are Cicero and Tacitus (prose) and Virgil and Catullus (verse).
The authors offered for Greek are Herodotus and Plato (prose) and Homer and Sophocles (verse).

Additional Information

Outside the classroom, students have the opportunity to attend lectures about their set texts and we have regular visits to theatres, both local and further afield such as London and Oxford. We are going to the Bay of Naples this October and hope to have more days out in Britain. The Classical Association promotes an annual Latin and Greek Reading Competition, which pupils are invited to enter and organises lectures at the university after school, which girls and staff attend. Sixth Formers can also become involved in helping with a classics club for younger pupils or teaching Latin at a local primary school.

Classics students have entered a variety of careers, such as publishing, journalism, law, the Foreign and Commonwealth Office, accountancy, retail management and market research. Recently, Helen Smith who studied Latin and Greek at A level, spoke to us about their usefulness before leaving to become Deputy High Commissioner in New Zealand while our Languages Showcase last March included many former students who had studied classical subjects at A level and university, as well as parent Vicky Kloss, the Chief Communications Officer at the Manchester City Group.

Famous Classicists include Tom Hiddleston (actor), Jonathan Evans (former Head of MI5), Donna Tartt (novelist), Baroness Greenfield (neuroscientist), Chris Martin (lead singer of Coldplay) and Martha Kearney (BBC Radio and TV presenter).
Computer Science

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

AS/A Level Computer Science is relevant to girls considering Higher Education in a wide range of subjects but particularly Science, Technology, Engineering and Mathematical subjects. Universities entry requirements ask for Mathematics A Level and a Science, but are delighted to receive applications from students with qualifications in Computer Science.

The majority of computer science graduates go into the computer industry, working as managers, product developers and engineers at companies such as Google, Microsoft, IBM and Apple. However, the broader problem-solving and practical skills developed by computer science graduates are highly transferable and thus graduates are in demand in almost every sector.

Girls beginning this course are not expected to have studied Computer Science previously. However, it is recommended that girls should have the skills/knowledge associated with GCSE Computer Science.

Aims and Objectives:

•  an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
•  the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
•  the capacity for thinking creatively, innovatively, analytically, logically and critically
•  the capacity to see relationships between different aspects of computer science
•  mathematical skills related to:
  - Boolean algebra
  - comparison and complexity of algorithms (A-level only)
  - number representations and bases
•  the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Theory

AS Level theory topics include: Abstraction, Finite state machines, Number systems including binary and hexadecimal, representation of sound and images, Data compression and encryption, Networks and Protocols, Hardware, Operating systems, Logic, CPU architecture, Machine code and Assembly language, Consequences of uses of computing, Serial and Parallel communication, Networking.

Additional topics at A Level include: The Internet, Transmission protocols, Databases, SQL Databases, Big Data, Functional programming.

Practical

AS Level programming skills include: Algorithms, Data types, String handling, File processing, Selection, Iteration, Recursion, Functions, Procedures, Low-level programming, Procedural and Object-oriented programming.

Additional skills at A Level include: Abstract data types/structures, Queues, Stacks, Graphs, Trees, Hash tables, Dictionaries, Vectors, Searching and Sorting algorithms, Functional programming.

All girls will develop a systematic approach to problem solving: Analysis, Design, Implementation, Testing and Evaluation through a range of programming exercises.

Our primary programming language is Python which is one of the most popular languages used in industry today.
## Computer Science

### Assessment at AS Level
Girls sit two examinations, Paper 1 and Paper 2. Preliminary material, along with a skeleton program, will be issued before the examinations to allow girls to prepare for Paper 1.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
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</thead>
<tbody>
<tr>
<td>On-screen exam - 1 hr 30</td>
<td>Written exam - 1 hr 30</td>
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<tr>
<td>50% of the AS Level</td>
<td>50% of the AS Level</td>
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<tr>
<td>Write/adapt/extend programs as well as a series of short questions covering:</td>
<td>A series of short-answer and extended-answer questions covering:</td>
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<td></td>
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</tr>
<tr>
<td>• Fundamentals of programming</td>
<td>• Fundamentals of data representation</td>
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<tr>
<td>• Fundamentals of data structures</td>
<td>• Fundamentals of computer systems</td>
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<tr>
<td>• Systematic approach to problem solving</td>
<td>• Fundamentals of computer organisation and architecture</td>
</tr>
<tr>
<td>• Theory of computation</td>
<td>• Consequences of uses of computing</td>
</tr>
<tr>
<td></td>
<td>• Fundamentals of communication and networking</td>
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</tbody>
</table>

### Assessment at A Level
Girls sit two examinations, Paper 1 and Paper 2. Preliminary material, along with a skeleton program, will be issued before the examinations to allow girls to prepare for Paper 1. Girls also complete an extended programming project.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
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</thead>
<tbody>
<tr>
<td>On-screen exam - 2 hr 30</td>
<td>Written exam - 2 hr 30</td>
</tr>
<tr>
<td>40% of the A Level</td>
<td>40% of the A Level</td>
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<tr>
<td>Write/adapt/extend programs as well as a series of short questions covering:</td>
<td>A series of short-answer and extended-answer questions covering:</td>
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<td></td>
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<td>• Fundamentals of databases</td>
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<td></td>
<td>• Big Data</td>
</tr>
<tr>
<td></td>
<td>• Fundamentals of functional programming</td>
</tr>
</tbody>
</table>

### Non-exam assessment
20% of the A Level
The non-exam assessment assesses girls' ability to use the knowledge and skills gained through the course to solve or investigate a practical problem of their choice. Girls will be expected to follow a systematic approach to problem solving.
Why study Drama and Theatre?
A Level Drama and Theatre is relevant for students considering Higher Education in any arts or humanities subject. The course also enables students to develop skills which are also relevant to a wide range of higher education subjects and in the workplace. Career opportunities for students who study A Level Drama and Theatre might include arts / theatre administration; arts journalism; director; actor; designer; playwright; stage management; theatre management; theatrical agent; technician; broadcasting; education; drama therapy or scriptwriting.

The aims and objectives of this qualification are to enable students to:

• develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
• understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
• develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
• understand the practices used in twenty-first century theatre making
• experience a range of opportunities to create theatre, both published text-based and devised work
• participate as a theatre maker and as an audience member in live theatre
• understand and experience the collaborative relationship between various roles within theatre
• develop and demonstrate a range of theatre-making skills
• develop the creativity and independence to become effective theatre makers
• adopt safe working practices as a theatre maker
• analyse and evaluate their own work and the work of others.

AS Level
Component 1: Interpreting Drama
Written Examination (2 hours)
Open Book
40% of the AS
Content overview
The examination assesses:
• Knowledge and understanding of drama and theatre.
• Practical exploration and study of a complete performance text.
• Analysis and evaluation of the work of live theatre makers.

The structure of the Written Examination:
• Students answer one two part question (from a choice) on how they might interpret and realise an unseen extract in performance from their chosen text (25 marks per part, 50 marks in total).
• Students answer one two part question (from a choice) requiring them to analyse and evaluate a live theatre performance they have seen. (30 marks).

Component 2: Process and performance
Practical exploration and performance of two script extracts
60% of AS
Content overview
There are two parts to this component-
1) Practical exploration and theatrical interpretation of two extracts (Extract 1 and 2) each taken from a different play. Extract 2 must be performed as a final assessed piece. (Students may contribute as performer, designer or director). Extract 2 must also apply the methodology of a prescribed theatre practitioner. Performance of Extract 2 (30 Marks)
2) A written portfolio evidencing the process, analysis and evaluation of the performance. (30 Marks)
A Level

Component 1: Drama and theatre
Written Examination (3 hours)
Open Book
40% of the A Level

Content overview
The examination assesses:
• Knowledge and understanding of drama and theatre.
• Practical exploration and study of two complete performance texts.
• Analysis and evaluation of the work of live theatre makers.

The structure of the Written Examination
• Students answer one question (from a choice) on how they might interpret and realise specific aspects of the AS chosen set play adopting the perspective of a performer, designer or director as appropriate to the question. (25 Marks)
• Students answer three compulsory parts of one question on a given extract from the second A Level chosen text. Each part focuses on a different perspective- as a director, as a performer and as a designer. (10 Marks per part)
• Students answer one essay question (from a choice) requiring them to analyse and evaluate a live theatre performance they have seen. (25 marks).

Component 2: Creating Original Drama
Practical
30% of the A Level

Content overview
• Devise an original performance piece
• Students may contribute as performer, designer or director

The devised piece must be influenced by the work and methodologies of one of the exam board’s prescribed practitioner.

There are two parts to the assessment:
• The devised performance/design realisation (20 Marks)
• A working notebook (40 Marks)

Component 3: Making Theatre
Practical
30% of the A Level

Content overview
There are two parts to this component:
• Practical exploration and theatrical interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. Extract 3 must be performed as a final assessed piece. (Students may contribute as performer, designer or director). Extract 3 must also apply the methodology of a prescribed theatre practitioner. (40 marks)
• A reflective report analysing and evaluating the process and interpretation of all three extracts (20 Marks)
Economics

Economics A Level

Economics is a lively, academic and highly successful subject at Withington. Each year there are two groups at AS and A Level. In 2015 80% of students gained an A* or A at A level, with nine out of 15 gaining an A*. These results are far higher than the national average and higher than other selective schools.

What you study in Economics:
Economics is all around us! Almost every issue you see in the world has an economic aspect. For example:

• Why are some goods more expensive than others? Why are designer goods – such as Hermes handbags – extremely expensive?
• What is the impact of large firms? Do firms such as Apple benefit consumers or do they exploit us with high prices?
• How can we reduce pollution? Should we tax motorists more? What about a tax on burgers and chips?
• What caused the economic crisis? Will countries such as Greece recover?
• How can we get the UK economy to become more successful?

Economics gives you the ability to understand the world and a qualification that is highly valued by employers and universities. The school follows the AQA course; there is no coursework and students sit two examinations for the AS qualification and three at A Level.

What do students do after A Level Economics?

Universities like Economics A Level as it is rigorous and highly thought of. In recent years Withington Economics students have attained places at outstanding universities to study many courses including:

• Economics • Economics and Management • History • Law
• Finance • Architecture • Business Management • Medicine
• Pharmacy • Mathematics • Politics • Geography

Is A Level Economics mathematical?

There is very little mathematics in the course – nothing more than percentages.
Economics is more mathematical at university, so if you intend to do an Economics degree you should also take A Level Mathematics.

If you are applying to study Economics at Cambridge or London School of Economics you should also take Further Mathematics. Other university Economics courses do not have this requirement.

Extra curricular

The Department has many activities that enrich students' experiences. In recent years these have included:

‘Withinomics’ – the student magazine written and edited by A Level students.
BASE – Business Skills competition. This national competition is sponsored by the Institute of Chartered Accountants [ICAEW].
Bank of England 2.0 Challenge: A national competition run by the UK's central bank.
‘Dragons Den’ event: Local business leaders have run sessions with Economics students to give feedback on their business ideas.

Hong Kong Polytechnic University Global Student Challenge: In 2013 the Withington team was one of only 4 UK teams to get through to the last rounds of this competition and had an expenses paid week in Hong Kong!

National Share Price challenge: students pick a selection of shares and compete against students across the country for the best stock market performance.

Economics A Level

Competing in the Institute of Chartered Accountants business competition

Competing in the Institute of Chartered Accountants business competition
We offer OCR English Language A Level.

English Language A Level is an exciting, vibrant course which allows students to explore the ways language is used in everyday life and to produce their own writing. If you have ever wondered how children learn to speak or how the English language has changed over the last 500 years, this could be the course for you.

There are three sections to the A level:

**Exploring Language**

This paper is worth 40% of the total A level. Students study three different areas:

- **Language under the microscope.** For this part of the course we look at a variety of texts and analyse them in terms of grammar, lexis and discourse features.
- **Writing about a topical language issue.** We will explore attitudes to a range of language issues such as accent and dialect; Standard English and the ways different groups use language.
- **Comparing and contrasting texts.** Here we look at texts written for different purposes and audiences and compare the ways writers use language.

**Dimensions of Linguistic Variation**

This paper is worth 40% of the total A level. Students study three different areas:

- **Child Language Acquisition**
- **Language in the Media**
- **Language Change**

**Independent Language Research**

This is the non exam assessment and is worth 20% of the total A level.

Students produce two pieces of work:

- A language investigation on a topic of their own choice
- An academic poster to present the findings from the investigation in a visual way.

**AS English Language**

The AS English Language course is assessed by two examinations and covers some of the material in the A level specification. There is no coursework.

The two sections of the course are:

- **Exploring Language**
- **Exploring Contexts**

**Additional Information**

The English department offers a wide range of extra-curricular activities to support study at A Level. These include theatre trips, opportunities for debating, a reading group run jointly with other local schools and a creative writing club.
We offer AQA Specification B

The A Level English Literature course enables students to study a wide range of texts from different genres and different periods. The focus is on the different ways texts can be read, connected and written about.

The course consists of three sections:

**Literary Genres**

For this part of the course we study either tragedy or comedy. One of these must be a play by Shakespeare. Some possible choices of texts are: *King Lear; The Taming of the Shrew; The Great Gatsby* by F Scott Fitzgerald and *The Importance of Being Earnest* by Oscar Wilde. There are also poetry anthologies for each genre.

**Texts and Genres**

In this section we study texts related to either crime writing or political writing. Possible text choices are: *The Handmaid’s Tale* by Margaret Atwood; *A Doll’s House* by Ibsen; *Hamlet and The Murder of Roger Ackroyd* by Agatha Christie.

Both of the above components are assessed by an examination at the end of the second year of the course.

**Theory and Independence**

For this component you will produce a coursework folder consisting of two written pieces, one on poetry and one on prose. We will study an anthology of critical theory and you will learn how to apply some of these theories – such as Marxist criticism, feminist criticism, narrative theory and post-colonialism – to your chosen texts.

This section of the course encourages independence of thought and allows you to explore texts you have chosen in a way which interests you.

**AS English Literature**

The AS English Literature course covers some of the material in the A-Level course. Students sit two examinations which are closely related to the two examined elements of the A-level course and which test some of the same texts and skills.

**Additional Information**

The English department offers a range of extra-curricular activities to Sixth Form students. These include a reading group, run jointly with other local schools, a creative writing group, opportunities for debating and a range of theatre trips.

English lessons are discussion-based and collaborative; students are expected to read widely and to share their ideas in lessons. If you enjoy reading and discussing, English Literature could be the subject for you!
Withington’s Enrichment Programme, launched this term, is a new and exciting initiative aimed at allowing Sixth Form students to enhance their A-Level subject choices with a wide range of activities to both expand and balance their academic curriculum.

By the end of the Upper Sixth, all students will have completed electives in practical, physical and academic areas of study, alongside voluntary or community service, PSHCE, financial management and careers, and will have benefited from a unique programme of study which will allow each student to broaden her horizons and fulfil her individual potential.

Intellectual curiosity and independence really are hallmarks of a Withington education, and this is evident through the academic electives chosen by the new Lower Sixth students. From Russian and Italian, Mathematics in the Courtroom, to Computer Coding, Film Studies and an introduction to The Renaissance, students have embraced exciting and complex subjects which, in keeping with our ethos, prioritises learning as its own reward.

In physical electives, students are embarking on football, yoga and cross-training, whilst practical electives range from knitting and mosaic-making to painting workshops.

Withington staff, much like Withington girls, have a wide range of interests and cultivate areas of expertise far beyond their curriculum subjects, and they are equally enthusiastic about developing challenging and rewarding electives that really give our girls new opportunities to shine. We look forward to watching this innovative programme evolve throughout the coming years!
Why study French?

“We firmly believe that the study of languages is fundamental to the prosperity, well-being, security and competitiveness of the UK” (British Academy, 2011)

In an increasingly globalised world, the ability to communicate with others is becoming more important for trade, consumerism, social and cultural reasons. Studying French at A Level can be combined with any subject, including the sciences and mathematics and at university French is a component in a number of scientific, mathematics and law courses. The Russell Group of universities agree with the DfE about the importance of studying a language and class it as a ‘facilitating subject’ which gives applicants a ‘much wider range of options...at University’ (Informed Choices, 2012, Russell Group). The study of a language will equip girls with a range of skills such as essay writing, analysis, memorising, drawing inference and evaluating information. Our aim is to enable girls to communicate effectively and accurately in French and to gain a broader insight into the culture and civilisation of French-speaking countries and civilisations, whilst at the same time providing intellectual stimulation and opportunities to use the language both imaginatively and creatively.

“Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children” (Michael Gove, 2012)

Structure of the AS French course

This course is linear. This means that candidates sit all examinations at the end of the AS course. The AS qualification is ‘stand-alone’.

Subject content

Students will study the following themes and sub-themes in relation to at least one French speaking country. The themes and sub-themes will be studied using a range of sources, including material from online media.

Aspects of French-speaking society: current trends

• The changing nature of family.
• The ‘cyber-society’.
• The place of voluntary work.

Artistic culture in the French-speaking world

• A culture proud of its heritage.
• Contemporary francophone music.
• Cinema: the 7th art form.

Literary Texts and Films

Students will study either one book or one film from the lists in the specification.

The AS qualification comprises three assessments as follows:

Paper 1: Listening, Reading & Writing

This test lasts 1 hour 45 minutes and will cover the two themes studied during the AS course, as well as testing grammar. In the listening and reading sections, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In the listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include a translation into English; this will be a passage of minimum 70 words. This assessment is worth 40% of the total AS mark.

Paper 2: Writing

This test lasts 1 hour 15 minutes and consists of an essay on the literary text or film which has been studied during the AS French course and a translation into French; this will be a passage of minimum 70 words. This assessment is worth 30% of the total AS mark.

Paper 3: Speaking

This test lasts 12-14 minutes plus 15 minutes of preparation time. Students will discuss one sub-theme from each theme studied. This assessment is worth 30% of the total AS mark.
Structure of the A Level French course

This course is linear. This means that candidates sit all examinations at the end of the A Level course. The A Level qualification is stand-alone.

Subject Content

Students will study the following themes and sub-themes in relation to at least one French speaking country. The themes and sub-themes will be studied using a range of sources, including material from online media.

Aspects of French-Speaking Society – current issues

- The changing nature of family.
- The ‘cyber-society’.
- The place of voluntary work.
- Positive features of a diverse society.
- Life for the marginalised.
- How criminals are treated.

Artistic culture in the French-speaking world

- A culture proud of its heritage.
- Contemporary francophone music.
- Cinema: the 7th art form.

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment.
- Demonstrations, strikes – who holds the power?
- Politics and immigration

Literary Texts and Films

Students will study two books or one book and one film from the lists in the specification.

The A Level qualification comprises three assessments as follows:

Paper 1: Listening, Reading & Writing

This test lasts 2 hours 30 minutes and will cover the themes studied during the A Level course, as well as testing grammar. In the listening and reading sections, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In Listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include translations into English and French; these will be passages of minimum 100 words. This assessment is worth 40% of the total A Level mark.

Paper 2: Writing

This test lasts 2 hours. Students will write 2 essays on the literary texts or film which have been studied during the A Level French course. This assessment is worth 30% of the total A Level mark.

Paper 3: Speaking

This test lasts 21-23 minutes including 5 minutes of preparation time. Students will discuss one sub-theme from one of the themes studied and then present their individual research project to the examiner. This presentation will be followed by a discussion of the project. This assessment is worth 30% of the total A Level mark.

Additional Information

French is considered an international language not only because it is spoken in dozens of countries, but also because it is one of the official working languages in many international organizations, including the Council of Europe, the European Commission and the International Red Cross and Red Crescent.

There will be an opportunity for girls to participate in a study trip in Montpellier.

Baroness Coussins, Chair of the All Party Parliamentary Group for MFL commented in 2011:

“I think we are doing our young people a disservice allowing them to enter a global labour market at a serious competitive disadvantage if we don’t equip them with languages and a desire to work with languages.”
Why Choose Geography at A Level?

Primarily, you need to enjoy the subject. Most students enjoy the scope of the material they cover in Geography, the insights it can provide into understanding the world around us and the sheer contemporary nature of the issues it tackles. It is one of the few subjects that bridges both the Humanities and the Sciences and it combines naturally with a whole range of other subjects.

Secondly, Geography is very much to do with the way you learn to think. ‘Thinking like a Geographer’ will empower you to synthesise a range of data, argue and debate an issue, critically analyse evidence about your world, make logical decisions and write well-structured, thought-provoking essays. Overall it develops your communication skills and its strength is as much in the way it is investigated and thought about as in its actual content.

What is interesting about Geography?

• Answers a lot of questions from your curiosity about the world you live in.
• Connects knowledge to make sense of current environments.
• Links Physical Systems to Human Systems.
• Gives you a spatial understanding by identifying local, national and global patterns and the ability to explain them.
• It is dynamic as the issues you study are constantly changing.
• Gives you the opportunity to study environments first hand through Fieldwork.

Are Geographers employable people?

The skills you use in geography make you of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers, for example working with development or aid agencies, sustainable environmental planning organisations, applying computerised geographical information systems to aid decision making for the Government, or marketing organisations to work in the ever-expanding global tourism industry.

Course Content

Exam Board AQA – NEW SPECIFICATION

We have chosen a specification that will excite young minds, challenge perceptions and stimulate investigative and analytical skills.

Fieldwork:

At both AS and A Level, fieldwork is at the heart of Geography. All girls will be required to undertake fieldwork in relation to processes in both physical and human geography, covering 4 days working out in the field. The physical investigation of coastal features in the Lower Sixth will be balanced with a city centre Investigation in the heart of our regenerated city centre of Manchester.

Students will be required to undertake an independent investigation involving fieldwork and research. We propose that this will link to one regenerated city centre area that the student will study in depth to assess the success of the redevelopment and refurbishment. It will allow for individual flair and teachers will be available for consultation, the final 4,000 Document produced will be worth 20% of the A Level.

At AS the fieldwork will be assessed with examination questions on the Coastal study only.
**Geography**

**Subject Content**
This is divided into Physical and Human Geography.

**Physical Geography**
The core element is the water and carbon cycles that are major elements in the natural Environment and a systems approach of these fundamental dynamic and cyclical relationships will get students to contemplate the magnitude and significance of these cycles.

The option topics will include Coastal Systems and their landscapes and Hazards covering volcanic, earthquakes and storm hazards. This helps us draw on a lot of the excellent resources and fieldwork from our legacy specification where we are very confident in the content and case studies we can use. However it also involves new and exciting ways to see the linkages and appreciate how it all fits in to the huge global cycles that link all aspects of the Physical environment.

The assessment is a written examination with a variety of styles of written question including the extended prose of essays. This amounts to 40% of the A Level and will reflect communication skills in the structure and content of essay style answers.

**Human Geography**
The core element is global systems and governance so focuses on globalisation and the economic, social and political changes associated with driving forces like technology. We aim to introduce this in Upper Sixth and it is an essential background for any pupil who is to take their place as a global citizen. To understand their unequal world and the influence of geopolitics and trade, the control of the TNCs and the attempts at global governance with a particular look at Antarctica tackles many very contemporary issues.

Another compulsory and new approach to study in the Lower Sixth is called ‘Changing Places’ and pupils will have a chance to investigate two contrasting places in detail, one will be local, like our own city centre in Manchester whilst the other will be contrasting like a rural area or coastal area. It will offer particular opportunities for investigative skills in the field and detailed research to understand the nature of places. The place has to be somewhere you can walk round in 2 hours. It will help pupils really understand the sense of place, identifying the layers that make it what it is today but show how dynamic places are both demographically, culturally and economically in today’s world. Statistics, maps, geo-located data, photographs, media representations and even Interviewing people from the areas chosen.

We are organising Place geography to link with the independent investigation which they are all required to complete. They need an individual title but we are aiming to focus on a common theme of regeneration in Manchester. This will be in the Upper Sixth and represents 20% of their A Level.

The option topic we have chosen is Population and the Environment. This will look at patterns of food production and consumption and global patterns of health and well being including a study of biologically transmitted diseases and a non communicable disease. Population change will pick up on themes from GCSE but developing the concept of over population and under population. This will finish with a look at the future for population using specific case studies.

The Human assessment will be a written paper with opportunities for essay writing that amounts to 40% of the A Level.

This specification is designed to be taken over two years but there is overlapping content in AS and A Level so the pupils will have covered the AS content within the programme by the end of the Lower Sixth allowing them to sit AS Papers.

“Geographers are often in the front line of the world’s war zones and disaster areas enabling people to update their views of the earth and its inhabitants.”

Secretary General of the United Nations

“Geographers have a holistic viewpoint balancing environmental, social and economic understanding; a fascination for natural processes and the way people interact with them.”

Environmental monitoring consultant
German

German is the Modern Foreign Language where the apparently opposing themes of creativity, poetry, literature, history and science and logic converge. From their studies in German at GCSE, girls will already be accustomed to the academic rigour and attention to detail demanded by this subject, but this is combined with opportunities to develop greater cultural knowledge by participating in the German Exchange or Work Experience in a German-speaking country. The logical grammatical structure of the language, coupled with its extremely reliable rules in terms of spelling and pronunciation, mean that girls who have enjoyed success in German at GCSE continue to do so at AS and A Level. In the longer term, pupils who opt for the study of German at this level have the chance to access opportunities for sponsorship during their university degree courses, since many of the scientific disciplines favoured by Withington girls, such as pharmacy and engineering, lend themselves to mutually beneficial links with large German companies in these fields. However the most compelling arguments in favour of choosing to study German come from our pupils themselves. Here are the thoughts of some of our Sixth Form students on why they chose to pursue their studies in this language:

• the UK is Germany’s largest trading partner and Germany has the strongest economy in Europe; therefore there are very good career opportunities

• German is the most widely spoken language in Europe so it’s very useful

• a knowledge of German opens up many job opportunities in fields such as business, physics, pharmaceuticals and banking

• German goes very well with a large range of subjects such as Sciences, Mathematics and Economics
• learning German has given me skills which will always be useful

• I enjoy the feeling I get from being able to understand a different language.

Structure of the AS German course

This course is linear. This means that candidates sit all examinations at the end of the AS course. The AS qualification is “stand-alone”.

Subject Content

Students will study the following themes and sub-themes in relation to at least one German speaking country. The themes and sub-themes will be studied using a range of sources, including material from online media.

1. Social Issues & Trends
   • Aspects of German-Speaking Society
     - The changing state of the family – The digital world – Youth culture: fashion, music & TV

2. Artistic Culture
   • Artistic Culture in the German-Speaking World
     – Festivals & traditions – Art & architecture – Cultural life in Berlin, past & present

3. Grammar

4. Literary Texts & Films
   Students will study either one text or one film from a selection chosen by the examination board.

The AS qualification comprises three assessments as follows:

Paper 1: Listening, Reading & Writing
This test lasts 1 hour 45 minutes and will cover the two themes studied during the AS course, as well as testing Grammar. In Listening and Reading, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In Listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include a Translation into English; this will be a passage of minimum 70 words. This assessment is worth 40% of the total AS mark.

Paper 2: Writing
This test lasts 1 hour 15 minutes and consists of an essay on the literary text or film which has been studied during the AS German course and a Translation into German; this will be a passage of minimum 70 words. This assessment is worth 30% of the total AS mark.

Paper 3: Speaking
This test lasts 12-14 minutes plus 15 minutes of preparation time. Students will discuss one sub-theme from each theme studied. This assessment is worth 30% of the total AS mark.
### Structure of the A Level German course

This course is linear. This means that candidates sit all examinations at the end of the A Level course. The A Level qualification is "stand-alone".

1. **Social Issues & Trends**
   - Aspects of German-Speaking Society – As for AS above
   - Multiculturalism in German-Speaking Society
     - Immigration – Integration – Racism

2. **Political & Artistic Culture**
   - Artistic Culture in the German-Speaking World – As for AS above
   - Aspects of Political Life in the German-Speaking World
     - Germany & the EU – Politics & youth – German re-unification & its consequences

3. **Grammar**

4. **Literary Texts & Films**
   - Students will study either one text or one film from a selection chosen by the examination board.

The A Level qualification comprises three assessments as follows:

**Paper 1: Listening, Reading & Writing**

This test lasts 2 hours 30 minutes and will cover the themes studied during the A Level course, as well as testing Grammar. In Listening and Reading, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In Listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include Translations into English and German; these will be passages of minimum 100 words. This assessment is worth 40% of the total A Level mark.

**Paper 2: Writing**

This test lasts 2 hours. Students will write 2 essays on the literary texts or film which have been studied during the A Level German course. This assessment is worth 30% of the total A Level mark.

**Paper 3: Speaking**

This test lasts 21-23 minutes including 5 minutes of preparation time. Students will discuss one sub-theme from one of the themes studied and then present their Individual Research Project to the examiner. This presentation will be followed by a discussion of the project. This assessment is worth 30% of the total A Level mark.
Why Study Government and Politics?

Lively, interesting and relevant... it is one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the US and UK, it helps you understand how the UK country is run and develops research, written communication and debates skills. The new A level also explores the traditional ideologies as well as one of feminism, nationalism or multiculturalism and encourages a breadth of knowledge and understanding.

In the Lower Sixth we aim to answer exciting, intriguing and significant political questions in this course such as How democratic is Britain? How have your rights been eroded? How good a Prime Minister is May? What does the Labour Party stand for? Why did the Conservatives win in 2015? What type of leader will Jeremy Corbyn be? What does Tim Farron stand for? Is this the end of the Liberal Democrats? Now is a very exciting time to be studying politics; what will the impact of Brexit be?

In the Upper Sixth we study a range of topics including American Politics and look at an equally exciting range of issues including Why did Obama win in 2008 and 2012? Are Hispanics increasingly significant in US Politics? Is Congress important? and Are Supreme Court judges too powerful?. What do the 2014 midterms tell us about American Politics? Will 2016 be Bush v Clinton? Why is Donald Trump doing so well? What issues will dominate the 2016 election? Comparisons are made between US and UK systems. We also explore a range of ideologies such as Liberalism, Socialism, Conservatism and Feminism.

A wide range of activities is used to stimulate learning, including group and pair work, individual research, the use of interactive websites, Internet, current affairs quizzes, lots of debates and discussion. We have recently acquired flipped learning resource Pre-chewed Politics - this is a useful and valuable way of accessing information. Students are encouraged to share their ideas and experiences. Materials used within the lessons include the Internet (for example YouTube resources), newspapers, magazines, DVDs as well as other useful sources. Studying Politics means there is a wealth of exciting and easily accessible material you can find.

Students will develop a good knowledge and understanding of their own political systems alongside that of another state. They are encouraged to develop their own political ideas and beliefs as well as to explore those of others. Edexcel’s new 4-unit GCE in Government & Politics 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, and to be informed and articulate citizens. It is interesting and exciting to study; you are not expected to have any detailed political knowledge – just an interest in learning!
Government and Politics

AS Course outline

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<td>Additional information</td>
<td>During the course students are invited to attend lectures and seminars</td>
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<td>run by the PSA as well as visit the Houses of Parliament and the</td>
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<td>Supreme Court. Outside speakers, including Professor Tonge from the</td>
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<td>University of Liverpool are invited to visit Sixth Form classes.</td>
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<td>Students are also invited to meet and question their local MP, as</td>
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<td>well as the Lord Mayor and members of the House of Lords, as this</td>
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<td>helps to bring Politics to life.</td>
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<td>Government and Politics is an excellent choice of subject for anyone</td>
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<td>wishing to follow a career in Law, Journalism, Teaching, Civil Service,</td>
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<td>Media and many more areas. It gives girls an excellent understanding</td>
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<td>of the world and the political context in which they live. Many girls</td>
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<td>choose to study Politics at university, including at Oxbridge.</td>
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Why Study History?
You should study history if you wish to learn how and why the world and its peoples came to be as they are today. At the same time, history also recognises that there is far more to the past than the events that created the world we know today. As the British writer L. P. Hartley once famously remarked,

“The past is a foreign country;
they do things differently there.”

Recognising what we share with people in the past, while simultaneously exploring how profoundly their lives differed from our own, provides some of history's most fascinating insights. You can never take people out of the subject.

What has it got to offer?
It teaches analytical skills, and is a subject from which you can learn the craft of fine writing. Participation in the seminars and small-group discussions teaches good oral communication skills.

The many skills history teaches can prepare students for an almost endless array of career opportunities as diverse as law, business, journalism, public service, even medicine. History gives us the tools for analysing and explaining problems in the past and to try to work out ways to solve them in the present and in the future.

What will you study?
From September 2015 the department will follow the new AQA specification. The AS provides a stand-alone qualification but it is also fully co-teachable with the A-level as the content for the AS and the first year of the A-level is identical. The skills required for AS questions are closely linked to those in A-level questions. It consists of three mandatory components, two of which are externally assessed. One component is internally assessed but externally moderated.

Component 1: Breadth Study
involves looking at change and development over a period of approximately 100 years within the context of one country (the AS covers about 50 years)

Tsarist and Communist Russia, 1855–1964
Part one: AS component: Autocracy, Reform and Revolution: Russia, 1855–1917
Trying to preserve autocracy, 1855–1894
This examines the state of Russia in 1855 as the Crimean War comes to an end; the government, political authority and attempts at reform of the three final Romanov Tsars – Alexander II, Alexander III and Nicholas II
The collapse of autocracy, 1894–1917
This covers the final reign of the ill-fated Nicholas II: political, economic & social developments to 1914; the emergence of opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups; the effects of World War I and the collapse of autocracy; the political developments of 1917; the Bolshevik takeover and the establishment of Bolshevik government by December 1917.
1 hour 30 minute written examination which constitutes 50% of the AS
The emergence of Communist dictatorship, 1917–1941
Lenin’s Russia, ideology and change; Stalin’s rise, ideology and change; the consolidation of Bolshevik authority and development of the Stalinist dictatorship; Economic & social developments: Lenin’s decrees; the Stalinist economy; collectivisation and the Five Year Plans; effect of Leninist/Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change; opposition and reaction -the Red Terror and the purges; The political, economic and social condition of the Soviet Union by 1941
The Stalinist dictatorship and reaction, 1941–1964
the political, economic and social impact of World War II; high Stalinism; the revival of terror; destruction of ‘supposed’ opposition and cult of personality; the power vacuum on Stalin's death; Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change; changes in industrial organisation from Stalin to Khrushchev; social and cultural change from Stalin to Khrushchev; cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power. The political, economic and social condition of the Soviet Union by 1964
2 hour 30 minute written examination which constitutes 40% of the A Level
Component 2: Depth Study

involves examining a specific development or issue of importance in detail, typically over a period of about 40 years (the AS covers about 20 years).

Part one: AS component: the origins of the English Civil War, 1625–1642

The emergence of conflict and the end of consensus, 1625–1629

The legacy of James I: religious issues and divisions; relations between Crown and Parliament; relations with foreign powers; the character and aims of Charles I; the Queen and the court; ideas of royal authority & reactions against financial policies; conflict over Church; reactions against foreign policy and the role of Buckingham; the growth of Parliamentary radicalism;

An experiment in Absolutism, 1629–1640

Charles I’s Personal Rule; Laud and Arminianism in England and Scotland; the growth of opposition from Puritans; policies in Ireland and England; demands for the recall of Parliament; Radicalism, dissent and the approach of war

The crisis of Parliament and the outbreak of the First Civil War, 1640–1642

1640 the recall of Parliament; Pym and the development of parliamentary radicalism; Conflicts between Crown and Parliament & the slide into war.

1 hour 30 minute written examination which constitutes 50% of the AS

Part two: A Level component: Radicalism, Republic and Restoration, 1642–1660

War and radicalism, 1642–1646

The First Civil War: the strengths and weaknesses of the political and military leadership of the Royalist & Parliamentary causes; emergence of the New Model Army; the end of the First Civil War; the capture of Charles I

The disintegration of the Political Nation, 1646–1649

Political and religious radicalism; the attitude and actions of Charles I; the failure of attempts to reach a political settlement; the Second Civil War and the reasons for its outcome; the trial and execution of the King

Experiments in government and society, 1648–1660

The Third Civil War and the attempted Royalist revival; the defeat and exile of Prince Charles; failure of the Levelers and Diggers and the ‘Godly Society’; Quakers, Baptists and other radical sects; the Rump Parliament as an experiment in radical republicanism; Oliver Cromwell and the Protectorate: the Major Generals; the problem of the succession to Cromwell; The monarchy restored; the legacy of the English Revolution by 1660

2 hour 30 minute written examination which constitutes 40% of the A Level

Component 3: Historical Investigation

Personal Study – non-examination assessment

This is at A Level only. Students must carry out a historical enquiry, based on an independently researched topic. Coursework questions will be set in the context of 100 years

Students will be required to identify an issue or topic they wish to study and develop a question from this issue or topic as the focus of the Historical investigation. The issue or topic to be studied and the question which stems from it must place the issue or topic in the context of approximately 100 years of history. It must not duplicate content studied in Components 1 and 2.

Our focus topic is: American Civil Rights

Requirements for History A Level

It is not necessary to have studied history at GCSE but the skills developed at this time will prove useful when tackling the course. It is more important to have a genuine interest in the subject and an intellectual curiosity about the Past. A willingness to read is essential at A Level.

Additional information

The Department encourages attendance at lectures and seminars whenever they are available. There is a Senior History Society run by the Sixth Form historians which organises discussions, speakers and talks on a variety of topics of historical interest. Staff arrange a programme of visiting speakers who give talks on a range of topics. As a member of the Historical Association, the department has participated in many balloon debates organised by them.
Mathematics

Why Mathematics?

The most fundamental reason to study Mathematics is because you enjoy the subject and find it interesting. If you study a subject you enjoy, you are more likely to achieve your potential.

A level Mathematics is often a requirement, or preferred choice, for many university courses such as Natural Sciences, Physics, Engineering, Psychology, Economics and Computing. Even if Mathematics is not a required subject, studying it will enable you to develop the valuable and transferable skills of problem solving, constructing clear and logical arguments, analysing situations and presenting conclusions in their simplest form. Students who study essay based A Levels often enjoy the diversity that Mathematics brings to their academic work.

Course Contents

Specifications for AS and A level Mathematics are still to be accredited by Ofqual. However, the following aspects have been agreed.

- All assessments will be linear, with 100% examination and no coursework.
- Both AS and A level will have 100% prescribed content.
- The ratio of Pure to Applied will be 2:1.
- The Applied aspect will consist of both Statistics and Mechanics.
- The papers will have an increased focus on problem solving, proof and modelling, as well as pre-release of a large data set.

Pure covers fundamental mathematical skills and techniques. These include algebra, functions, coordinate geometry, proof, sequences, trigonometry, calculus, vectors, numerical methods and logarithms and exponentials. Pure Mathematics is also a discipline in its own right.

Statistics covers statistical sampling, data presentation and interpretation, probability, discrete random variables, the binomial distribution and hypothesis testing. These topics are particularly useful to those studying Geography, Psychology, and Biology at A level, and to those intending to study Medicine, Economics or Business Studies at university.

AS and A level Mechanics covers quantities and units in mechanics, kinematics, forces, moments and Newton's laws. Mechanics is particularly suited to those thinking of Physics or any form of Engineering.

Additional information

All students will be given the opportunity to enter the Senior Mathematics Challenge run by the University of Leeds. Students are also able to study for Cambridge STEP examination and other entrance examinations if desired.

The school runs extra-curricular Maths Workshops and girls undertaking Mathematics at AS and A2 Level are encouraged to help and pass on their understanding and love of the subject by mentoring younger pupils on a weekly basis.
Why choose Mathematics and Further Mathematics?
This course results in two A levels in Mathematics. If you opt for Mathematics and Further Mathematics you will have 8 double lessons of Mathematics a week - which is equivalent to two full school days! Pupils who choose this course really love Mathematics, they are usually interested in studying Mathematics, Physics, Engineering or Natural Sciences at university. It is also recommended if you intend to apply for Economics at some of the top universities.

Pupils studying Mathematics and Further Mathematics study the same AS/A level Mathematics course as the single mathematicians; in addition they also study the Further Mathematics AS/A level outlined below.

Course Contents for Further Mathematics
Specifications for AS and A level Further Mathematics are still to be accredited by Ofqual. However, the following aspects have been agreed.
• All assessments will be linear, with 100% examination and no coursework.
• Both AS and A level Further Maths will have a 50% compulsory Pure element.
• 50% of AS and A level Further Maths will be flexible consisting of two units from Further Pure, Further Statistics 1 & 2, Further Mechanics 1 & 2 and Decision 1 & 2.

Further Pure is the compulsory aspect of the Further Maths specification and accounts for 50% of the qualification. Pure Mathematics covers fundamental mathematical skills and techniques. These include proof by induction, complex numbers, matrices, vectors, algebra, functions, calculus, polar coordinates, hyperbolics and differential equations.

Optional units offered:
Further Statistics covers probability distributions, correlation, linear regression, statistical distributions (discrete and continuous), hypothesis testing, confidence intervals and Chi squared tests.
Further Mechanics covers momentum and impulse, collisions, centres of mass, work and energy, circular motion, elastic strings and springs, circular motion and further kinematics.
Decision involves devising procedures for solving real-life problems. Many of these arise in business; for example scheduling tasks efficiently, minimising journey lengths and simulating queues. It requires logical, mathematical thinking and the use of computers but no algebra. The Decision unit includes algorithms and graph theory, critical path analysis, linear programming, transportation problems, networks, dynamic programming, game theory, recurrence relations and decision analysis.
Music

Why Choose Music?
The AS and A2 AQA specification in Music offers a rewarding course which encourages pupils to broaden their musical experience, develop their own creativity through composition and promote personal and social development through rehearsal and performance. The course also enables pupils to explore and develop their own personal interests in music.

This course helps students to develop aural, theoretical and analytical skills and enables them to explore a significant set work and an area of study selected to suit their preferences. They will study compositional techniques, create music which draws on their own experience and enthusiasm or arrange a given piece of music. In their performances, students will present solo and ensemble pieces and will work with music technology.

A-level Music builds on the knowledge and skills gained from GCSE Music as well as musical experience gained outside the classroom.

In short, A Level Music offers the girls a chance to develop their academic, creative and performance skills – essential skills for life!

Course Content
AS Only – One Year – 3 units

COMPONENT 1 - Appraising Music (1 hour 30 minutes, written examination)
The areas of study, provide an appropriate focus for students to appraise music and develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for students to work with when developing their performance and composition skills.

There are seven areas of study, as follows:
1. Western classical tradition 1650-1910 (compulsory) (The two strands include Baroque – solo concerto; Classical – operas of Mozart).
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910

Students must study Area of study 1: Western classical tradition 1650-1910 and choose one from Areas of study 2-7

COMPONENT 2 - Performance
Students must be able to perform music in the following ways:
• Instrumental/vocal: as a soloist, and/or as part of an ensemble
  Students perform for a minimum of six minutes and a maximum of eight minutes in total.

Solo performance – a single unaccompanied part where it is the intention of the composer that the part be unaccompanied OR a part that is accompanied by piano, guitar (or similar), backing track or a small group of performers.

Ensemble Performance – Music performed by the student in conjunction with at least two other musicians (one of which being the student assessed), in which each player or singer has a unique and significant part (ie. Which is not doubled).

COMPONENT 3 - Composition
Students must learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other is a free composition. The combined duration of the compositions must be a minimum of four and half minutes, and a maximum of six minutes.
The A Level specification – Two years – 3 units

COMPONENT 1 – Appraising Music (2 hours 30 minutes, written examination)

The areas of study, provide an appropriate focus for students to appraise music and develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for students to work with when developing their performance and composition skills.

There are seven areas of study, as follows:

1. Western classical tradition 1650-1910 (compulsory) (The three strands include Baroque – solo concerto; Classical – operas of Mozart; Romantic – piano music of Chopin, Brahms and Grieg).
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910

Students must study Area of study 1: Western classical tradition 1650-1910 and choose two from Areas of study 2-7

COMPONENT 2 – Performance

Students must be able to perform music in the following ways:

- Instrumental/vocal: as a soloist, and/or as part of an ensemble

Students perform for a minimum of ten minutes and a maximum of twelve minutes in total.

Solo performance – a single unaccompanied part where it is the intention of the composer that the part be unaccompanied OR a part that is accompanied by piano, guitar (or similar), backing track or a small group of performers.

Ensemble Performance – Music performed by the student in conjunction with at least two other musicians (one of which being the student assessed), in which each player or singer has a unique and significant part (i.e. Which is not doubled).

COMPONENT 3 - Composition

Students must learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other is a free composition. The combined duration of the compositions must be a minimum of four and half minutes, and a maximum of six minutes.

Beyond the Classroom

The Music Department at Withington Girls’ School aims to cultivate a lively, active and happy atmosphere involving as many pupils as possible whatever their standard or previous experience. To achieve this, we aim to provide a wide range of activities in the Music Department to reflect pupils’ different tastes and standards. We believe that extra-curricular music plays a vital role in our pupils’ education and development.

The extra-curricular programme offers an excellent platform for musically gifted pupils to continue their development and strive for higher standards of achievement in performance and composition. Pupils of every standard have the opportunity to develop their skills in team work, widen their repertoire and enhance their general musicianship whilst becoming more confident performers both in and outside school. Last but not least, school rehearsals should be enjoyable and sociable events where everyone is there for one reason – to make good music.

Pupils are also encouraged to broaden their musical horizons outside of Withington and many girls have participated in the Halle Youth Orchestra, Halle Choirs and the Eton Choral Course. Girls who have chosen to study Music in Higher Education have been successful in gaining places at various prestigious Universities which have included Oxford, Cambridge (with choral scholarships) and Kings College London.
Physics is an enjoyable A Level course for anyone with a sense of curiosity about the world. The AQA Physics specification is followed and aims to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Most of the course content will be familiar from GCSE, though topics will be covered in more depth and mathematical detail. The exception is the section on particles and quantum phenomena, which is an introduction to some exciting new ideas.

The lessons are a mixture of theory, problem solving and calculations, individual and group practical work. Practical skills are taught in lessons and then tested in a written format similar to that at iGCSE. ICT is used extensively in Physics lessons for datalogging, simulations and graphing and analysing results using spreadsheets as well as for research and presentations.

It does not matter whether pupils took Separate Sciences or Double Award at GCSE level and although many A Level Physicists do also study Mathematics this is helpful, but not essential, for an understanding of the Physics course. However, candidates do need to be numerate and able to apply mathematical skills confidently to problems and calculations.

**Course Content at AS**
- Measurements and their errors
- Waves
- Electricity
- Particles and radiation
- Mechanics and materials

Two 1½ hour examination papers are taken on the above at the end of the Lower Sixth. Questions are a mixture of long, short and multiple choice.

**Course Content at A Level**
- Measurements and their errors
- Waves
- Electricity
- Particles and radiation
- Mechanics and materials
- Further mechanics and thermal physics
- Nuclear physics
- Fields and their consequences
- Astrophysics
- Engineering physics
- Medical physics
- Turning points in physics
- Electronics

The option choices are:
- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

The A Level examinations are 3 papers of 2 hours each and include multiple-choice questions and structured questions.

**Additional information**

There are many extracurricular opportunities for A Level Physicists. Anyone thinking of Engineering as a degree subject should talk to The Careers Department about courses and the possibility of applying for an Arkwright Scholarship. A Level Physicists can attend days of lectures and practical activity on Physics and Particle Physics at Manchester University or Daresbury, Cheshire and an evening of Medical Physics at The Christie Hospital.

Girls are regularly offered other activities and competitions including CREST Awards and the Physics Olympiad Experimental Project. Robotics Club and Young Engineers runs one lunchtime each week. Anyone with 4 weeks to spare in the summer holiday after Lower Sixth could also apply for a Nuffield Bursary for research in a university environment. Keen and able physicists will also have the chance to enter the AS Physics Challenge (in which we have won one of the top prizes) and the Physics Olympiad. A Level Physics students are able to join the IOP, and the North West Branch hold a series of lectures over the year which are open to all. We run a biennial trip to CERN at Geneva. For the past two years we have entered a team in the Engineering Education Scheme (EES) where budding engineers have a chance to work with an external company on a real life engineering project lasting six months leading to a Gold Crest Award.
The course involves the study of psychological research and scientific methodology enabling pupils to gain a broad skill set that prepares them for higher education and a wide range of potential careers. Psychology is a science and uses a scientific approach to understanding behaviour, but is also an essay based subject that requires the student to be able to construct a coherent argument and develop high-order evaluative skills.

Prior learning
No prior knowledge of Psychology is necessary. Psychology is compatible with a wide range of subjects, both arts and science based.

The specification is designed to be interesting and engaging. It provides a contemporary, flexible and accessible course that provides teachers with options to best match their students’ interests.

At AS level, pupils will develop a broad knowledge and understanding of key aspects of the core areas of Psychology – Social, Cognitive, Developmental, Biological and Individual Differences.

At A Level the specification offers a range of topics chosen for their relevance, accessibility and popularity. These options bring together explanations from different psychological approaches and students address issues and debates in contemporary Psychology.

AS Psychology Specification
This qualification is linear, which means that students will sit all the AS exams at the end of their one year AS course and is a stand alone qualification.

Subject content:
• Social influence • Memory • Attachment
• Approaches in Psychology • Psychopathology • Research methods

Assessments:
Paper 1: Written exam: 1hour 30minutes
72 marks in total
50% AS level

Paper 2: written exam: 1hour 30minutes
72 marks in total
50% AS level

A Level Psychology Specification
This qualification is linear, which means that students will sit all the A Level exams at the end of their two year A Level course and is a stand alone qualification.

Compulsory content
• Social influence • Memory • Attachment • Psychopathology
• Approaches in Psychology • Biopsychology • Research methods • Issues and debates in Psychology

Optional content
Option 1
• Relationships • Gender • Cognition and development

Option 2
• Schizophrenia • Eating behaviour • Stress

Option 3
• Aggression • Forensic psychology • Addiction

Assessments
Paper 1: Topics in Psychology – 2hours (96marks)
Paper 2: Psychology in context – 2hours (96marks)
Paper 3: Issues and Opinions in Psychology – 2hours (96marks)
Why study Religious Studies A Level?
Studying Philosophy and Religion will allow you to consider fundamental questions about human existence. Through an in-depth study of the foundational ideas within philosophy and ethics, you will sharpen your reasoning skills and your ability to form convincing arguments, as you will be required to evaluate different points of view. You will enhance your analytical skills and develop a new way of thinking and asking questions. Research has shown that students who have studied aspects of philosophy and religion do particularly well in the aptitude tests which form part of the selection process for many graduate positions. The course will prepare you for the demands of undergraduate study, developing your ability to think critically and creatively.

“I chose to study philosophy because it is both thought provoking and intellectually stimulating. It allows you to accumulate information from which you form your own opinions. Most importantly, philosophy is relevant to our everyday lives, whether it be the question of morality or the study of medical ethics. Studying philosophy at degree level has strengthened my analytical skills whilst developing my logical thinking process, both of which are required for my career in Law.”

— Dalia Firman (2009) Philosophy Graduate, Trainee Lawyer

What will you study?

Philosophy of Religion
In the study of philosophy of religion you will consider: Does God exist? Is it possible to know this?
- Arguments for the existence of God
  Considering the arguments of philosophers for God’s existence and assessing the success of these arguments as proof of the existence of a divine being.
- Religious Experience, including miracles
  Can people have genuine experiences of the divine? If so, what does this prove? And, if not how else could they be explained?
- Religion, science, evil and life after death
  How can an all-loving God exist and allow evils such as natural disasters and illnesses to occur? Analysing answers to this debate as well as the ideas about what happens when we die.

Ethics
In the study of ethics you will consider: What do we mean by good and bad? How do we decide what is right or wrong?
- Christian ethics
  How do Christians decide what is the right and wrong thing to do?
- Other ethical theories
  Debates surrounding the importance of motivation, consequences and personal character when making decisions. How do you decide how to act?
- Applied ethics
  Application of the studied theories to key issues within society, such as war and peace, abortion and euthanasia, embryo research and genetic engineering, environmental and business ethics.

In both disciplines you will consider the work of key scholars and evaluate their ideas and how significant they are to our understanding of the world.

Additional information
During the course, girls are given the opportunity to attend at least one Religious Studies/Philosophy conference. This provides them with the invaluable opportunity to hear lectures from leading academics, as well as the chance to debate key issues with students from a range of other schools and colleges.
“Whoever wishes to become a philosopher must learn not to be frightened by absurdities.”

Bertrand Russell

“He who thinks great thoughts, often makes great errors.”

Martin Heidegger

“The greater the difficulty, the more glory in surmounting it.”

Epicurus

“Mind has no gender.”

Mary Wollstonecraft

“Existence precedes essence.”

Jean-Paul Sartre

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Aristotle

“Act as if what you do makes a difference.”

William James

“One cannot step twice in the same river.”

Heraclitus

“Happiness is not an ideal of reason but of imagination.”

Immanuel Kant

“All beings so far have created something beyond themselves. Do you want to be the ebb of that great tide, and revert back to the beast rather than overcome mankind?”

Friedrich Nietzsche
Spanish

Spanish is spoken by 400 million people across North, Central and South America, as well as in Spain. Following Chinese and English, it is the third most widely spoken language in the world. Our aim in this course is to enable pupils to communicate effectively and accurately in Spanish and to gain a broader insight into the culture and civilization of Hispanic countries through newspaper and magazine articles and by studying Spanish and South American literature and film.

The AS and A level will provide pupils with the foundation in Spanish to either pursue further linguistic and cultural knowledge at university in the study of Spanish itself or to complement other subjects. The course provides intellectual stimulation and opportunities to use the language, both imaginatively and creatively. Lessons are conducted primarily in Spanish and girls will be introduced to a wide variety of written and spoken Spanish from magazine articles, literary texts, audio recordings, films and documentaries. The Department subscribes to a number of magazines and newspapers including el País and sixth-form students will have at least one lesson per week in the Language Laboratory where they can listen to and study longer recordings at their own speed and use the Internet for further research. In addition, pupils attend a weekly speaking class in small groups. Pupils are encouraged to visit a Spanish-speaking country as part of their studies.

The structure of the AS Spanish course

This course is linear. This means that candidates sit all examinations at the end of the AS course. The new AS course is a stand-alone qualification.

Subject Content

Students will study the following themes and sub-themes in relation to, at least, one Spanish speaking country. The themes and sub-themes will be studied alongside a comprehensive range of structures and using a wide range of resources.

Social issues and trends.
Aspects of Hispanic society:
• Modern and traditional values
• Cyberspace
• Equal rights

Artistic culture in the Hispanic world:
• Modern day idols
• Spanish regional identity
• Cultural heritage or cultural landscape

Literary Texts & Films
Students will study either one text or one film from a selection chosen by the examination board.

Grammar

AS students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures for GCSE is assumed.

The AS qualification comprises 3 examinations, as follows:

Paper 1: Listening, Reading & Writing
This test lasts 1 hour 45 minutes and will cover the two themes studied during the AS course, as well as testing Grammar. In the Listening and Reading sections, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In Listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include a Translation into English which will consist of a passage of a minimum of 70 words. This assessment is worth 40% of the total AS mark.

Paper 2: Writing
This test lasts 1 hour 15 minutes and consists of an essay on the literary text or film which has been studied during the AS Spanish course and a Translation into Spanish which will be a passage of a minimum of 70 words. This assessment is worth 30% of the total AS mark.

Paper 3: Speaking
This test lasts 12-14 minutes plus 15 minutes of preparation time. Students will discuss one sub-theme from each theme studied. This assessment is worth 30% of the total AS mark.
The structure of the A level Spanish course
This course is linear. This means that candidates sit the following topics and sub-topics at the end of the A level course. The A level qualification is a 'stand-alone' qualification.

Subject Content
Students will study the following themes and sub-themes in relation to, at least, one Spanish speaking country. The themes and sub-themes will be studied alongside a comprehensive range of structures and using a wide range of resources.

Social issues and trends.
Aspects of Hispanic society:
• Modern and traditional values
• Cyberspace
• Equal rights

Multiculturalism in Hispanic society
• Immigration
• Racism
• Integration

Political and artistic culture.
Students must study the themes and sub-themes below in relation to, at least, one Spanish speaking country.

Artistic culture in the Hispanic world
• Modern day idols
• Spanish regional identity
• Cultural heritage or the cultural landscape

Aspects of political life in the Hispanic world
• Today’s youth, tomorrow’s citizens
• Monarchies, republics and dictatorships
• Popular movements

Grammar
AS and A level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures for GCSE is assumed.

The A Level qualification comprises three assessments as follows:

Paper 1: Listening, Reading & Writing
This test lasts 2 hours 30 minutes and will cover the themes studied during the A Level course, as well as testing Grammar. In Listening and Reading, students will respond to spoken and written passages from a range of contexts and sources, covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. In Listening, studio recordings will be used and students will have individual control of the recording. This assessment will also include Translations into English and Spanish; these will be passages of a minimum of 100 words. This assessment is worth 40% of the total A Level mark.

Paper 2: Writing
This test lasts 2 hours. Students will write 2 essays on the literary texts or film which have been studied during the A Level Spanish course. This assessment is worth 30% of the total A Level mark.

Paper 3: Speaking
This test lasts 21-23 minutes including 5 minutes of preparation time. Students will discuss one sub-theme from one of the themes studied and then present their Individual Research Project to the examiner. This presentation will be followed by a discussion of the project. This assessment is worth 30% of the total A Level mark.