

January 2011

Dear Parent(s),

At this important time of your son's school career, I write to you regarding the Fifth Form arrangements for the remainder of this academic year and the procedures for entering the Sixth Form at City of London School.

FIFTH YEAR PROGRAMME – 2011

Early January - Mock GCSE Examinations

The mock GCSE examinations take place between Tuesday 11 January and Tuesday 25 January (inclusive). During this period parents should please note that your son will be on exam leave and he will only be required at school for the actual examinations he is sitting. The timetable is on the website and can be found by clicking on the Academic link and then Examinations.

Tuesday 25 January (1.45 p.m.-4.00 p.m.) - Fifth Form Forum

On the afternoon of 25 January, all Fifth Formers will attend a forum on entry to the Sixth Form. I will be fielding their questions along with the Director of Studies (Miss Murphy), Head of Sixth Form (Mr Dowler), Heads of Department and current Sixth Formers. Attendance is compulsory.

Monday 7 February (5.00 - 7.30p.m.) - Fifth Form Parents' Evening

All parents are warmly invited to this meeting when there will be the opportunity not only to discuss your son's GCSE prospects but also, if necessary, to iron out any final difficulties regarding his choice of Sixth Form course. Parents are welcome to bring their son to this evening. **At 4.15 Miss Murphy (Director of Studies) will give a brief talk about the Sixth Form Curriculum and there will be a chance to ask questions. This will take place in the Boyes Recital Room. She will be available throughout the evening to take any questions regarding your son's choices.**

Wednesday 9 February - Final Date for Subject Choices in the Sixth Form

During the mocks your son will be given the AS booklet at the back of which is a sheet on which his choice of subjects in the Sixth Form should be entered and then returned to his Tutor. The final date for this return is **Wednesday 9 February**. Any queries should be directed to Miss Murphy (nm@clsb.org.uk). This will be taken as a firm indication from the point of view of constructing the Sixth Form timetable. We expect to be able to accommodate most choices, but if there is a problem, parents will be contacted before the end of the Spring term. It may be possible to alter a boy's choice in the light of GCSE results or a change of mind but we cannot guarantee this for the most popular subjects where demand exceeds

supply. More specifically by then the final blocking scheme will be in place. Any changes before the end of the summer term must be notified to Miss Murphy in writing or via e.mail. The booklet can also be viewed on-line. Go to clsb.org.uk, click Academic and you can see the Pdf file on screen. The choice sheet is also here. We welcome early returns.

Mid May/Late June – GCSE & IGCSE Examinations & Book Return

All details and arrangements for the GCSE examinations will be published to your son and on the website well in advance. Towards the end of this period all Fifth Formers will be required to attend the Book Return, at which all books and materials belonging to the School must be returned. Attendance at Book Return is compulsory.

Revision Advice

There is advice available from many subjects on the website. Click on Academic and then Examinations. There is more to follow but boys will also be given a great deal of help in lessons and at workshops.

Thursday 25 August - GCSE & IGCSE Results Day

Results may be collected in person from mid-morning onwards; alternatively, arrangements will already have been made for the results to be sent by first class post. Final details will be posted in the Spring Term.

Late August - Post Results Surgery

Miss Murphy, Mr Dowler, Mr Fernandes and Mr Levin will be available in School at certain specified times during late August to help with any problems arising from the GCSE and IGCSE results.

Yours sincerely,

A handwritten signature in black ink that reads "David Levin". The signature is written in a cursive style with a large initial 'D' and 'L'.

CHOICE OF A LEVEL SUBJECTS FOR THE SIXTH FORM

This term your son will be asked to make his provisional choice of four AS subjects (see below). Your son should make his choice of subjects after full consultation with you, his Tutor, subject teachers, the Careers staff, and where appropriate the Heads of the relevant departments. In many cases the choice will be simple and straightforward. In others there will be the need for much thought and consultation. If the choice of AS level subjects for your son is proving difficult, you may wish to make an appointment to discuss the matter yourselves with his Tutor and/or the Careers Staff.

Qualification for the Sixth Form

To qualify for entry to the Sixth Form, a boy must have achieved passes at grades A, A or B in at least six GCSE or IGCSE subjects, including English and Mathematics.*

For the purposes of entry into the Sixth Form at CLS, the six GCSE and IGCSE passes at grade B or above refer to subjects:

- for which a boy has received formal tuition at school from a member of the CLS teaching staff either on or off the timetable.

Boys wishing to sit the GCSE at CLS in a foreign language that is their native tongue may do so if that language is one that is taught at CLS (French, German, Spanish, Russian or Italian) but **any such qualification will not count towards the six GCSE and IGCSE passes at grade B or above.**

Sixth Form Curriculum 2011-2013

Boys are expected to study four subjects in their first year in the Sixth Form for the AS examinations. A further decision will be necessary in a year's time, when most boys will choose to continue with three subjects, taking the A2 course. AS and A2 courses are divided into either two or three units. The AS units will be taken in June 2011, and A2 units in January and June 2013.

The results of AS and A2 examinations together (equally weighted) give a final A-level grade. The majority of boys will thus leave the sixth form with 3 A-levels and 1 AS-level. Some will want to continue with all four courses to gain four A-levels and usually about fifty plus boys finish with four or more A-levels.

Your son will be asked to make a free choice of four subjects. Please note however:

- **We cannot timetable all possible combinations.** We will not be able to tell you if a combination is impossible until all choices have been received and the final blocking scheme has been constructed.
- **We may have to restrict entry to subjects if the numbers opting for them become too large.** If this happens, priority will be given to those who made the subject one of their four initial choices. Later changes to a pupil's choices may be impossible to accommodate if they choose a subject already popular.

- **The school reserves the right not to offer certain courses if demand is insufficient.**

It may, therefore, be necessary for us to request an alternative set of choices. If this is necessary, we will ask for it by the end of the Spring Term

If your son wishes to take Further Mathematics, he should indicate this on the form. They should not write Mathematics as another choice as it is not a separate option.

AS AND A2 LEVELS	
Art	History
Biology	Latin
Chemistry	Mathematics
Classical Civilisation	Music
Drama & Theatre Studies	PE
Economics	Physics
English Language	Religious Studies
English Literature	Russian
French	Spanish
Geography	Electronics
German	
Government and Politics	
Greek	

Advice on choice and combination of subjects

The best general principle is that a boy should choose a manageable combination of the subjects which he enjoys most: this is likely to lead to the best grades. However it is important to ensure that, where specific degrees and/or careers are being aimed at, the essential A-levels are chosen. For example, those wishing to read **Engineering** must, almost invariably, have Mathematics and Physics A-levels. For **Medicine**, Chemistry and Biology should be studied to at least AS level (and preferably to A2 level). On the other hand, there are many instances where specific A-levels are not required. Sciences are acceptable as well as Arts subjects to gain university entrance to read **Law**, for example.

It is important that all graduates communicate well, think logically and are reasonably numerate, and the opportunity to study a contrasting subject or a further language as a fourth AS should certainly be considered. Medical Schools are particularly keen to see a contrasting subject being followed to at least AS level.

Where further information is needed, please consult the Careers staff, appropriate Heads of Departments, or Miss Noeleen Murphy (Director of Studies: nm@clsb.org.uk).

UNIVERSITY ENTRANCE AND THE SIXTH FORM CURRICULUM

From the Higher Education Liaison Officer to all prospective Sixth Formers:

Over the last fifteen years or so CLS has consistently sent 99% of its sixth form students on to university. Some take a Gap Year between school and university whilst a few have to retake a subject in order to secure the grades needed for a particular course/university. As the *twelfth* cohort to embark on the AS/A2 system you might be interested in how your entry to university might be affected. Well, the good news is that we do not expect any change in the number of you entering university at the end of your studies. Universities expect most schools to offer 4 AS levels in the Junior Sixth which then narrows to three A2s in the Senior Sixth. However, the universities all expect to see you performing well in all your modules at the end of the Junior Sixth. This is becoming especially important since a number of universities are now requiring AS results to be declared prior to considering an application. These results provide them with a recent snapshot of how you are adjusting to the more demanding level of work at AS level. So, when they are deciding whether or not to offer you a place they look at your GCSE results, your AS module grades and your teachers' predicted grades for your A2 subjects.

The school's policy on certification of AS levels is that certification will not be applied for until the end of the Senior Sixth year, and this is stated on all our UCAS forms, though parents have the right to ask for certification at the end of the Junior Sixth if they wish. For those subjects that you are continuing to A2 level, declaration on your UCAS form of your unit results in the summer of the Junior Sixth is not compulsory for uncertified AS but there will be space for you to declare them if you wish in your personal statement. Your tutors will however, refer to these results, very encouragingly if you have done well, in your UCAS reference. So it is important to do well!

Offers for university in some cases will take the form ABB_B where the subscript B refers to the AS grade of the subject you dropped at the end of the Junior Sixth. However, not all universities will adopt this procedure; some will not specify AS grades at all, others will demand a pass only. Some universities give a points offer (A= 120, B= 100, C= 80 etc). What is certain is that courses which are competitive to get in to, at prestigious universities, will be looking for evidence of a very successful Junior Sixth Year. A* is now also becoming increasingly common as part of offer requirements to the higher end universities. In addition to Cambridge asking for it for all their courses, Imperial, Warwick, Bristol and Manchester amongst others are now asking for A*s for some of their courses. A number of top end universities require an A* in mathematics in order to apply for economics. It is therefore worth researching courses well in advance in order you get a feel for what is required for the course and university you are interested in. The likelihood is that A*s will become increasingly used in offers at the more prestigious universities. A* predictions will generally only be given to those boys achieving **at least** 80% or above in their AS exams, so if you are thinking of applying for courses requiring such a grade it is worth bearing this in mind.

Potential medical students should be aware that they will have to take additional tests such as BMAT (Biomedical Admissions Test) and UKCAT (United Kingdom Clinical Admissions Test). Most law students will need to take the LNAT (National Admissions Test for Law). Applicants for History, Physics, Mathematics, PPE, Economics and Management, and English at Oxford have to take special admissions tests. Applicants to Cambridge may have to take the TSA (Thinking Skills Assessment). Applicants to Cambridge will have to declare all their AS module MARKS in a separate form called the Supplementary Admissions Questionnaire (SAQ).

Make sure you do your best in the Junior Sixth.

Good luck with your studies.

Andrew Bracken
Higher Education Liaison Officer
November 2010

THE SIXTH FORM AT CLS

- You will follow 4 AS courses in the Junior Sixth (see website for the list of choices) and then continue with either 3 or 4 A2 courses in your final year (there is the opportunity to do more with Mathematics).
- Wednesday afternoon games remain compulsory.
- Junior Sixth have one timetabled P.E. lesson during the week.
- Junior Sixth Formers all take the ECDL (British Computer Society) qualification, which comprises 7 modules: Basic Concepts of Information Technology; Using the Computer and Managing Files; Word Processing; Spreadsheets; Databases; Presentation; Information and Communication. Each module is taught and examined. Further information about the ECDL syllabus and tests can be found at: <http://www.ecdl.co.uk>.
- Junior Sixth have 7 free/study periods during the course of the week, and the ability both to use these efficiently and to manage their time effectively are vital skills for the Sixth Form.

The Sixth Form exists very much as culmination of your school career at City and, as such, sixth formers are expected to take responsibility for school societies and organisations:

- Sixth Formers run the School Charity Appeal, the Sixth Form Committee and the School Parliament.
- They are officers of Societies and Clubs, House Officials and Prefects.
- Many take senior posts in the CCF and in school sports and activities teams.

We hope that anyone joining the Sixth Form at CLS will look for the opportunity to learn leadership skills and contribute to the school community, ensuring that their time in the CLS Sixth Form is well spent. The aim is for each student to leave CLS not only going on to the course of his choice at the university of his choice, but also as a mature, responsible and well-rounded young adult, ready to take his place in society.

Facilities:

The Sixth Form now has a fully rebuilt and refurbished Common Room, with a variety of recreational facilities (pool, table-football and music) as well as morning papers and toast, computer access, and food and drink dispensing machines.

In addition to what is offered at School, as a member of the Sixth Form you will also have everything the capital has to offer on your own doorstep – the combination makes for a stimulating and vibrant two years.

G J Dowler (Head of Sixth Form)

ART AND DESIGN AS/A2 (Edexcel Syllabus)

Boys considering AS Art and Design (Edexcel Syllabus) should have successfully completed the Edexcel GCSE course. The AS course (Units One & Two) builds on what candidates have achieved at GCSE. The A2 course (Senior Sixth) comprises of two more units (Three & Four).

The structure of the courses and marking procedures are broadly similar to those of GCSE.

A range of 2D and 3D work will be required. A sketchbook (one or more per unit) will be required.

Both AS and A2 courses provide candidates with ample opportunities to develop their technical skills and ideas through a wide range of media.

In all units, it is important candidates establish links between the wider world of art and design and their own work. NB: Unit Three requires candidates to produce, along with all practical work, a personal study (an illustrated dissertation on a selected aspect of others' art, craft and design) which must, in all respects, be linked to their own work and ideas.

Summary of scheme of assessment

	Component	Weighting	Method of assessment
AS	UNIT One Art and Design Coursework	30% of Advanced GCE 60% of AS	Internally set Internally marked Externally moderated
AS	Unit Two Art and Design Externally Set Assignment	20% of Advanced GCE 40% of AS	Externally set Internally marked Externally moderated
A2	Unit Three Art and Design Coursework Practical work Personal Study	30% of Advanced GCE	Internally set Internally marked Externally moderated
A2	Unit Four Art and Design Externally Set Assignment	20% of Advanced GCE	Externally set Internally marked Externally moderated

In particular, the aims of the GCE qualifications in Art and Design are to develop:

- Intellectual, imaginative, creative and intuitive powers
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- An understanding of the interrelationships between art and design and awareness of the contexts in which they operate
- Knowledge and understanding of art and design in contemporary society and in other times and cultures.

The AS/A2 courses provide an excellent foundation for students wishing to pursue courses/careers in art, design, architecture and related creative industries. Students are encouraged to realise their creative potential within a stimulating environment which helps them to develop an independent approach to research, investigation, critical analysis and cultural awareness.

Edexcel has produced a very useful, single sheet summary of the syllabus requirements and how performance relates to marks for use by teachers and candidates. All candidates will be given this document for guidance.

Please see Mr Pomeroy for further information.

BIOLOGY

Biology at advanced subsidiary (AS) and advanced (A2) GCE level will enable you to acquire a systematic body of biological knowledge and an appreciation of its significance. It is a subject that can provide you with great enjoyment and respect for all living things. The majority of universities expect that a candidate has A-level biology if they wish to study medicine, dentistry or veterinary medicine. However an A level in biology could also prepare you to study pure biology or even one of the biological sciences - such as environmental science - in further or higher education.

The OCR AS/A2 course develops many of the topics you have already studied at IGCSE and introduces you to some of the exciting areas of biology in the contemporary world. You will study, for example, environmental issues and aspects of human health as well as the influence that genes have on our development. Biology is a practical science subject so you will develop experimental skills and an understanding of the scientific method. Some of the skills developed will be those to do with the study of organisms directly, both as preserved specimens and during dissection. It is hoped that this course will help you gain some understanding of the dynamic and exciting nature of biology today, and an awareness of the ethical, technological and economic aspects of the subject.

The course followed is modular and to get a certificate for advanced GCE you will need to have studied and been assessed on 3 AS units plus 3 further units known as A2 units.

Generally the areas of study at AS/A2 Biology include the following:

- Cell Biology and Biochemistry.
- Diet and Health.
- Biodiversity and Evolution.
- Nervous and Hormonal Communication and Homeostasis.
- Control and the Genome.
- Ecology and the Environment.

Finally, assessment will include practical assessment and this will count for 20% of the overall marks.

CHEMISTRY

This course builds on your IGCSE Chemistry experience and develops your chemical knowledge and practical skills. Anyone studying medicine, dentistry, pharmacy or biotechnology at university needs to study A-level Chemistry. We do welcome pupils who only wish to do the AS course, or those who want to wait and see before they commit themselves to A2. The Edexcel course is followed.

Calculations involving moles and molarity are an important part of the inorganic and practical parts of the course, but no mathematics is required that was not required at IGCSE. Practical work is an important part of the course and is assessed as **coursework**. All assessments (qualitative observation, quantitative measurement and preparation) are completed in lesson time.

AS

The percentages stated by each unit description are the marks that the units contribute to the AS course. Divide these percentages by two to get their contribution to the final A-level.

Unit One: The Core Principles of Chemistry (40%)

Formulae, equations and moles. Energetics. Atomic structure and bonding. Basic organic chemistry.

Assessment: 1 hr 30min exam.

Unit Two: Applications of Core Principles of Chemistry (40%)

Further ideas on chemical bonding. Redox. The Periodic Table-groups 2 and 7. Rates of reaction. Qualitative equilibria. Further organic chemistry. Green chemistry.

Assessment: 1 hr 30mins exam.

Unit Three: Chemistry Laboratory Skills 1 (20%)

This consists of a coursework component that will involve teachers assessing practical work done in class over the course of the year and for at least three specific experiments.

A2

The A2 course is more taxing than AS. There is more emphasis on the application of knowledge, rather than on recall, on the exam papers. **Unit Four** is Rates, Quantitative Equilibria and Further Organic Chemistry, **Unit Five** is Transition Metals and Organic Nitrogen Chemistry, and **Unit Six** is practical chemistry. As at AS unit six consists of coursework. This involves teachers assessing practical work done in class over the course of the year and for at least three specific experiments.

For more information see **Mrs McCarthy** – pcm@clsb.org.uk

CLASSICAL CIVILISATION at AS and A2

A uniquely wide-ranging and fascinating course, combining elements of literature, art and history, Classical Civilisation is ideal for anyone with an interest in the world of ancient Greece and Rome. You do not need to have studied Latin, Greek or Classical Civilisation at GCSE level to take this subject in the Sixth Form. All literature is studied in translation rather than in the original language. The OCR syllabus is followed.

Two of the following topics are studied at AS level:

Homer's Odyssey and Society: Homer's epic masterpiece dealing with the aftermath of the Trojan War and the homecoming of the hero. We study parts of the text (in English), both as literature and in order to learn about the society and the values it represents.

Greek Tragedy in its Context: the universal themes of guilt, despair, pride and revenge. This is an opportunity to read some of the most powerful plays ever written. We study plays by Aeschylus, Sophocles and Euripides, both as works of literature and as social documents.

Roman Society and Thought: how the Romans saw their own society, with all its flaws and foibles. We develop an appreciation of Roman society and history through a study of Roman literature, reading some of Pliny's letters and examples of satire from Horace, Petronius and Juvenal.

City Life in Roman Italy: the history of the Roman city, its social life and its values. We study city life in great detail, drawing on art, archaeology, architecture and literature.

Which two topics are taken in any year will depend on the details of the prescribed texts and will be decided by the teachers involved. Each topic is examined by a separate one and a half hour paper.

Two further topics can then be studied for the A2 examination in the second year of the course. Each topic at A2 is examined by a separate two hour paper. The topics currently being taught for A2 are:

Art and Architecture in the Greek World: an appreciation of the Classical Greek world through a study of its sculpture, vase painting and architecture. We consider how the Greeks developed some of the most impressive works of art of all time, and we learn about the magnificent temples and sacred sites where they worshipped their many gods.

Virgil and the World of the Hero: Virgil's epic, the Aeneid, is one of the masterpieces of world literature and has probably had a greater influence on English literature than any other Classical work. We read parts of the text (in English) and consider its central position within the 'mythology' of the regime of the first Emperor, Augustus. To give added depth to the study of this epic, we also read parts of its Greek predecessor, Homer's Iliad.

Classical Civilisation works very well when taken in combination with History, English Literature or Politics, but it can be successfully combined with many other subjects. It is a subject valued by all universities, and many degree courses in Classical Studies are now available.

Please do not hesitate to consult any member of the Classics Department if you would like to know more. Remember that there is no need to have studied Latin or Greek or Classical Civilisation before in order to take this subject in the Sixth Form.

DRAMA AND THEATRE STUDIES

Who would benefit from this Course?

- Those with a specialist interest in Theatre.
- English and Language students who seek to extend their knowledge of western Drama and Theatre and gain another perspective on plays.
- Those who wish to develop their presentation and interpersonal skills useful in all walks of life.
- Science students looking for a broader cultural base to their Sixth Form work.
- Fine Arts students, giving them a wider view of important artistic movements of 20th century.

AS

This course is taught mainly through practical sessions which explore the subjects taught through actual experiment in performance. Candidates will gain a knowledge and understanding of theatre practice through their own engagement with the medium as participant and informed audience member.

Unit One: Live Theatre Production Seen and Prescribed Play

Topic List:

- Candidates' personal response to live theatre seen during the course.
- Interpretation of a set play from a performance perspective.

Assessment

Written Paper – 1 hour 30 minutes (100 marks)

Weighting – 60% of total 'AS' marks / 30% of total 'A' Level marks

One question to be answered from each of the two sections:

Section A – response to live theatre seen during the course

Section B – study of one set play from a choice of six plays

Externally set and assessed.

Unit Two: Presentation of an Extract from a Play

Topic List:

- Working in groups to develop and present an extract from a published play chosen by the candidates.
 - Study of an influential director, designer, theatre company or other practitioner, linked to the candidate's practical work.
- Practical – 80 marks

Weighting – 40% of total 'AS' marks / 20% of the total 'A' Level marks.

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

Internally assessed and externally moderated.

A2

Unit 3: Further Prescribed Plays including Pre-Twentieth Century

Unit 4: Presentation of Devised Drama

Internally assessed and externally moderated

Please see **Mr Biltcliffe** for further information – mb@clsb.org.uk

ECONOMICS

The AS course in Economics is highly popular, with over forty Junior Sixth-formers currently studying the subject. To study Economics you must have a sound basic knowledge of both English and Mathematics.

Economics is fascinating in its own right, but it is also a highly relevant subject in the lives of most people. The subject is particularly popular with those wishing to pursue a career in the City such as fund management, investment analysis, broking, investment banking, underwriting and foreign exchange dealing. Additionally, it is useful for careers in business, accountancy, commercial banking, the media, law, politics and the civil service.

The course is based on the OCR syllabus which is divided into two units at AS level:

F581 Markets in Action

This explains and analyses the workings of the free market economy, the economic system which has now achieved global pre-eminence. It acknowledges the inherent weaknesses in the system and explains how governments intervene in the workings of the free market economy to achieve a more satisfactory outcome.

F582 The National and International Economy

This examines the workings of the economy as a whole, looking at such issues as economic growth, inflation, interest rates, unemployment, the balance of trade and the exchange rate. It analyses government policies designed to achieve various macroeconomic objectives in the global economy.

The two units each carry sixty marks, and each unit is examined in a ninety minute paper. Candidates must be able to interpret data, apply theory and to use extended written prose in their answers.

A2

The two A2 units provide a conceptual framework for the understanding, analysis and evaluation of the economy using more sophisticated analytical techniques. Topics include market structures, wage determination, international trade and globalisation.

Mr. Redit will be pleased to give you further information about the Economics courses.

AS ELECTRONICS

Who would benefit from this Course?

The course is excellent preparation for students intending to study any type of Engineering, especially Electronic/Electrical Engineering or who are interested in careers where an understanding of the subject will be useful to them.

The course aims to provide an introduction to and thorough grounding in electronics. It is designed around a systems approach to electronics that introduces a wide range of transducers and input, output and processing systems and encourages a practical, problem-solving approach. Project work allows the development of skills and the application of knowledge in the solution of a practical problem. The course aims to give an introduction to the electronics involved in modern communication and control systems.

AS Level (Being offered initially as a stand alone qualification)

Unit title	Description
F611 – Simple Systems	Candidates appreciate the fundamentals of modern electronics, including logic gates, digital to analogue conversion, electronic circuitry and the basic principles of microcontrollers
F612 – Signal Mandatory Processors	Candidates encounter systems that process signals through a series of sub-systems, including digital information storage devices, analogue amplifiers and digital counters.
F613 – Build Mandatory and Investigate	Candidates complete three investigations into Analogue, Digital and Microcontroller as coursework to be internally marked and externally moderated.

No prior knowledge of the subject is required. The specifications have been written without assuming that candidates will be taking A Level Mathematics or Physics in conjunction with the course. However, prior acquaintance with relevant parts of GCSE Mathematics and Science specifications would be an advantage.

This course will only run if at least six boys sign up for it and it is also dependent on the numbers for the other three Sciences – Biology, Chemistry and Physics.

One Year Course – A Level ENGLISH LANGUAGE

The A level specification for English Language is designed to heighten the awareness and sensitivity of students to the way the English Language functions, to the way they use their language and to the ways in which their language is used upon them. The specification builds upon skills acquired by candidates who have studied English at IGCSE and offers a programme of study that is rewarding and enjoyable in its own right.

Candidates take the OCR board. This consists of two written papers and two units of coursework. In **Unit One**, *The Dynamics of Speech*, features of Child Language Acquisition are examined as well as Speech Varieties and Social groups. This involves the close examination of transcripts of live talk, media scripts, and literature as well as consideration of attitudes to language and use of language in friendship groups, families and local and national communities of all kinds. In addition, attitudes to accent and dialect are studied. This study focuses upon variation in accent and dialect forms of English both within and beyond the UK.

Units Two, *Texts and Audiences*, and **Four**, *Media Language*, are both coursework units, one at AS level, the other at A2 level. Unit Two is a study of a range of written and multimodal texts. Here, candidates produce a folder (3000 words max.) containing two pieces of writing. The first is an analytical essay based on material such as tabloid and broadsheet journalism, advertising material, magazine articles, films, web-based texts or other texts. The second piece is an adaptive writing task where candidates select a text from the first task and adapt it for a different audience or purpose and then write a commentary on the piece evaluating their own writing. Unit Four is a study of texts in the **three** modes: spoken, written and multimodal. Candidates carry out an independent investigation (3000 words max.) in which they analyse and compare texts from all three modes and produce their own original writing. There are two items of work in the form of two tasks. The first is a sustained comparative analysis of three media texts, while the second is an original writing task where candidates are required to produce their own piece of media writing and a commentary discussing their own piece.

In **Unit Three**, *Culture, Language and Identity*, candidates must answer one compulsory question on Language and Speech where they need to demonstrate a broad knowledge of the major debates and issues concerning speech and dialect, and another on the Language of Popular Written Texts where they must show they have a broad knowledge of the linguistic variants of: fiction and non-fiction (including biographical, historical writing), styles of journalism (including reviews and critical articles on a range of topics taken from broadsheet and tabloid formats) and web-based writing.

This is a demanding subject, particularly as it is a one year course (so four units will be taken in June 2011), in that it requires students to develop a rigorous and analytical style as well as a systematic and logical approach to language. It is also both challenging and rewarding and complements all other A level subjects. Indeed, A level English Language is particularly relevant to Law, Publishing, Journalism and Advertising and would clearly be a valuable addition to those studying Medicine, Science or Engineering.

ENGLISH LITERATURE

The AS course builds on the skills acquired in IGCSE English Literature, but offers a wider-ranging programme of study which is enjoyable and rewarding in its own right. This course complements many other arts courses, and also makes a stimulating contrast to the study of technical, mathematical and science subjects. Indeed, some of our most outstanding students have combined English Literature with one or more sciences. English Literature at 'A' Level is a stimulating course which, as far as Higher Education is concerned, closes no doors and opens many. Those who take English Literature to degree level develop successful careers in all areas, from business to the media, law, politics, journalism, the arts, education and beyond. At A2 in 2010, A* grades were achieved by 37.5% of candidates, A grades by 41.6% and B grades by 16.6%

AS

At AS Level, you will follow the course offered by AQA. In the Spring Term, you will submit two pieces of Coursework, worth 40% of the AS total marks. The Coursework will involve study of two tragic plays, at least one of which must be by Shakespeare. You will produce one piece of writing on each of the two plays. The total of words produced must not exceed 3000 words. In the summer, you will sit one 2-hour exam on two prose texts and two poetry texts, worth 60% of the AS total. The theme of the paper is Aspects of Narrative, for which you will study poets such as Keats, Hardy or Auden, and novels such as *Birdsong*, *Enduring Love* and *Great Expectations*.

A2

In January 2013, you will sit an exam on *either* Elements of the Gothic *or* Elements of the Pastoral. 3 texts must be studied, at least 1 from the period 1300-1800. Authors could include Chaucer, Shakespeare, Webster, Shelley or Angela Carter in the case of the Gothic; Marvell, Milton, Wordsworth, Larkin, Thomas and Harrison in the case of the Pastoral. Later in the same term, you will submit 2 pieces of Coursework. These will be based on study of Marxist and Feminist approaches to literature and also on the study of Metaphor in relation to meaning. One Coursework piece will be a comparative study of 2 texts; the other piece will show the application of critical ideas to a text or texts to be decided. The maximum combined length of the 2 Courseworks will be 3500 words.

English Literature provides the chance to study a wide range of literature from all periods, culminating in both internally-assessed Coursework and traditional exams. You will be taught by two teachers. Lessons offer the opportunity for open (but focused) discussion. One piece of homework is usually set per week, but it is hoped that students will also follow their own interests and read around or off the syllabus as they desire. The (optional) weekly meetings of the Barnes-Amis Society provide extra support and practice in literary analysis/discussion, and the various cultural events organised by the Society provide both intellectual and social enjoyment throughout the year.

GEOGRAPHY

“Geography has one of the best graduate employment records in the country. For graduates entering the financial sector, for example, geography is the fourth most common first degree subject.”(University of Manchester Careers Service)

Specification AQA (Modular) (2030)

This syllabus is written for a modern world, where an understanding of how humanity interacts not only with its surroundings, but also with itself. The specification follows on from the G.C.S.E. syllabus, where emphasis is placed upon independent thinking and learning. It will ask students to question what is happening in our ever shrinking world and how humanity is affecting its very existence.

The syllabus comprises four units examining natural and human environments, and the interaction between the two. Currently, there is no coursework at either AS or A2; however, a residential field trip does take place to North Yorkshire during the Junior Sixth year.

Content and Examination

The **AS examination**, comprised of Units 1 and 2, is taken at the end of the Junior Sixth.

Unit 1 is a single two hour examination comprised of eight options. Students will answer on the two compulsory topics, a Physical option and a Human option:

- Rivers, floods and management (compulsory Physical Geography topic)
- Cold environments, coastal environments and hot desert environments and their margins (optional Physical Geography topics)
- Global population change (compulsory Human Geography topic)
- Food supply issues, energy issues and health issues (optional Human Geography topics)

Unit 2 is an applied skills paper. Much of the work for this is undertaken during the field trip to North Yorkshire in the autumn term of the Junior Sixth. It is examined in a one hour written paper, and its contents are based on the compulsory topics from Unit 1.

The **A2 examination** at the end of the Senior Sixth consists of two written papers. **Unit 3** is assessed through a two and a half hour examination, and includes structured questions and essay writing across three topics from the following options:

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- Ecosystems: change and challenge
- World cities – evolution or revolution?
- Development and globalisation
- Contemporary conflicts and challenges.

Unit 4 is an issue and skills based, one and a half hour written examination. Pre-release material is available at least a month in advance of the examination and is discussed at length with students during lessons.

Comparison with IGCSE

IGCSE is an excellent introduction to this A Level. The volume and depth of work are, however, considerably greater.

Desirable qualities for success

A genuine interest in Geography is the foundation for A-Level success. Candidates should have demonstrated an aptitude for the subject by achieving at least a B grade at GCSE, and will need skills associated with passes in Mathematics and English. An enthusiastic approach to fieldwork will provide a basis for one of the four modules. Generally, the subject at A-Level is more intellectually challenging than initially expected, and qualities of industry and academic ability are necessary for a high grade.

Interaction with other subjects

This is certainly one of the main strengths of the subject, containing both ‘science’ and ‘arts’ elements and using mathematical and computer skills in the coursework module. Geography acts as a bridge between many subjects, in particularly Economics, Biology and History, and its variety ensures that it is relevant in all walks of life.

Application beyond school

A-Level geography is accepted, and regarded as an academic subject, by all universities as an entrance qualification for science, social science, business studies, and arts courses. Continuation beyond ‘A’ Level can lead to careers in a wide variety of professions.

For further information please see Mr. Davies

GOVERNMENT AND POLITICS

Though it is useful to have taken History GCSE, this is not essential. Politics can be taken successfully with any combination of subjects; often half our candidates have combined it with science options. At AS the focus is contemporary British Politics; in the Senior Sixth boys can choose to study either Political Ideologies or US Politics.

The subject is highly regarded by universities and many boys from CLS chose to study the subject at degree level. We regularly send boys to Oxbridge to read PPE or SPS.

AS

The course assumes no special prior knowledge, simply an interest in the subject and a willingness to work and to keep an eye on contemporary developments. For the latter, it is important every day to scan a serious daily newspaper, look out for relevant TV programmes and perhaps look regularly at the *Economist* (taken by the School Library).

Politics is a practical business, and it is important, as far as possible, to meet politicians, journalists and academics who write about politics - our School Politics Society tries to bring such people to CLS. In recent years it has attracted a wide range of eminent speakers including George Osborne, Charles Clarke, Vince Cable, Nick Clegg, Lord Faulkner, Ken Livingstone and Nick Robinson.

The aim of course is to encourage students to:

- Develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
- Acquire a knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems
- Acquire knowledge and informed understanding of the rights and responsibilities of the individual and encourage an interest in, and engagement with, contemporary politics.

Exams:

The AS consists of two examinations that are taken together at the end of the Junior Sixth year. The Exam Board is Edexcel. Students are taught by two members of the department.

Unit One: *People and Politics* – Democracy and Political participation; Party Policies and Ideas; Pressure groups. The examination requirement is 2 structured questions. (1 hour 20 minutes)

Unit Two: *Governing the UK* – Constitution; Parliament; Prime minister and Cabinet; Judges and Civil Liberties. The examination requirement is 1 structured stimulus question and an essay. (1 hour 20 minutes)

A2

The A2 course requires a deeper understanding of politics and a more analytical approach in the students' responses. The interesting feature is the possibility of doing very different work from the AS year. Students are usually able to choose between studying Political Ideologies or US Politics.

Unit Three: *Introducing Political Ideologies* – Liberalism; Conservatism; Socialism; Anarchism.
OR
Representative Processes in the USA – Elections and Voting; Political Parties; Pressure Groups; Racial and Ethnic Politics.

The examination requirement is 3 short answer questions and an essay (1 hour 30minutes)

Unit Four: *Other Ideological Traditions* – Nationalism; Feminism; Ecologism; Multiculturalism.
OR
Governing the USA – Constitution; Congress; Presidency; Supreme Court

The examination requirement is 3 short answer questions and an essay (1 hour 30minutes)

Please ask Mr McBroom for more information – ajvm@clsb.org.uk

HISTORY

It is desirable, and usual, for AS students to have taken GCSE History successfully, but not essential. History can be taken with any combination of subjects. Students usually have in mind degrees or careers in history, law, journalism, the media, the civil service, finance and accountancy, etc.; or look for a training in written argument that will provide a cultural and historical dimension to their careers in science or some other field.

The Thursday Reading Groups are designed for anyone interested in historical trends and developments outside the immediate bounds of the AS and A2 course. Anyone seriously considering an Oxbridge application in the fourth term should certainly ask Mr McBroom to put his name on the list to receive photocopied material to be discussed at the meetings.

AS

The AS course is an exciting one and deals with themes such as revolution, the emergence of mass politics and the international state system. For the *European and World Enquiry* students investigate the origins of the French Revolution and the course it took. As part of looking at the economic, political and social causes of the upheaval students are encouraged to explore the Enlightenment and the work of philosophers such as Voltaire and Rousseau. For the *British Period History* students study political developments in the second half of the nineteenth century, in particular the fortunes of the Conservative Party and the emergent Liberal Party. At a social gathering in the 1860s, Gladstone said to Disraeli 'I predict, sir, that you will die either by hanging or of some vile disease'. Disraeli replied, 'That all depends, sir, upon whether I embrace your principles or your mistress.' Another central feature of this course is the parliamentary duel between Gladstone and Disraeli, set against the growth of politics as a mass activity. Both the European and British elements provide plenty of scope for considering conflicting interpretation and wider historical questions such as the importance of individuals as agents of change.

Exams:

The AS consists of two examinations that are taken together at the end of the Junior Sixth year. The Exam Board is OCR. Students are taught by two members of the department.

Unit One: *British Period Study: Liberals and Conservatives 1846-95.* The examination requirement is 2 essays. (1 hour 30 minutes)

Unit Two: *European and World Enquiries: The Origins and the Course of the French Revolution 1774-95.* The examination consists of a two part document study question (1 hour 30 minutes)

A2

To build on concepts explored in the AS course, we have chosen revolution, war, conflict and ideology as the major themes for A2. The *Historical Themes* course focuses on the nature of Russian government and its impact on the Russian people and society. Students will explore the similarities and differences between the autocratic rule of the tsars to 1917 and the subsequent Communist dictators, including Lenin, Stalin and Khrushchev. The *Historical Interpretations and Investigations* is a coursework module and explores the emergence and development of the Cold War to 1956. There is an opportunity for students to choose their own topic for part of the coursework

Exams:

Unit Three: *Historical Interpretations and Investigations: The Cold War 1941-56.* This unit consists of two extended essays. Some students may opt to study a different period or topic for one of these essays.

Unit Four: *Historical Themes: Russia and its Rulers 1855-1964.* The examination requirement is 2 essays (2 hours)

Please ask Mr. McBroom for more information – ajvm@clsb.org.uk

LATIN AND GREEK at AS and A2

Latin and Greek are offered as separate AS and A2 subjects: either language may be taken with or without the other by anyone who has the appropriate GCSE qualification. Those who took Latin GCSE a year early in the Fourth Form should not hesitate to consider Latin as an A level choice — experience has shown that the ‘gap’ of a year before starting Sixth Form work does not normally cause any difficulties to those beginning the AS course.

The patterns of study in these two subjects are very similar: each involves both language and literature, two elements which depend on each other and are inseparable — and are given equal weight in the final assessments. We follow the OCR course.

The AS level examination consists of two papers, each of one and a half hours. One of these is a language paper, requiring unseen translation from Latin or Greek into English: preparatory work for this involves developing the knowledge of the language(s) already acquired for GCSE. The language paper also includes the option of translating sentences from English into the Classical language. The other paper is based on the study of two set books, one prose and one verse, which we read and discuss in detail in the year before the examination. In the examination, as well as translating, you are asked to show your understanding of literary techniques by commenting on particular passages and the text as a whole.

As with the AS courses, the A2 courses for the two languages keep the mixture of language work and the study of literature. The A2 examination, like the AS, consists of two papers, each of two hours. In the first of these papers you are tested on your knowledge and understanding of a verse set text, and you are required to translate and answer comprehension questions on an unseen verse passage. In the second paper you are similarly tested on a prose set text, and then you choose one of two language questions, either the translation and comprehension of an unseen prose passage, or the translation of a short English passage into Latin (or Greek) prose. Currently we train our Sixth Formers to take the second option, namely prose composition.

The authors and texts set for the AS and A2 papers change from year to year, and so does our reading material in both years of the course. Examples of AS texts are Cicero and Ovid in Latin; and Xenophon and Homer in Greek. Examples of A2 texts are: Sallust or Tacitus, and Virgil or Propertius in Latin; and Herodotus or Plato, and Sophocles or Aristophanes in Greek. You will certainly be reading some of the acknowledged masterpieces of world literature, which have proved thought-provoking for centuries.

As well as reading and studying in school, we hope to make the most of our position in central London by encouraging attendance at lectures, conferences, and performances of relevant plays, as well as visits to museums and archaeological sites.

Latin and Greek are challenging subjects with fine literatures. As A levels they command considerable respect, and are well worthwhile for students who can cope with the languages and are prepared to work hard. Latin (or Greek) on its own makes an excellent supporting subject for history, English, modern languages — indeed all other arts subjects — and Latin and/or Greek has also been combined most effectively with mathematics and sciences.

Apart from those who consider a Classics course at university, others may find that an AS or A level in Latin (or Greek) improves their chances of a successful application in other subjects. Satisfactory grades in Classical languages are a welcome qualification for a wide range of degree courses in other arts subjects — including philosophy, law, business studies, oriental languages and many others — and also as an impressive additional qualification for would-be medical students. A recent survey of employers has shown that Classicists are actively welcomed by a wide variety of professions: publishers, industrialists, accountants, bankers, civil servants and many others all praised the qualities shown by those who study Latin and/or Greek.

Please do not hesitate to ask any member of the Classics Department for further information if you are considering Latin and/or Greek as an A Level course.

MATHEMATICS

Why study mathematics? First of all you must enjoy the subject. Secondly you have the opportunity to study a long-standing academic discipline, in which you will learn to demonstrate clear analytical thought, develop the idea of proof, and solve difficult problems. The generality of mathematics makes it an ideal complement to a wide range of subjects, and many university tutors will be looking for a good grade in A level Mathematics.

Mathematics is the most popular Sixth Form choice at CLS. Boys regularly achieve excellent results and enjoy the flexibility that our modular course has to offer. We offer the specification written by Mathematics in Education and Industry (www.mei.org.uk). This specification is designed to help students fulfil their potential by taking and enjoying mathematics courses that are relevant to their needs post-16.

- Boys who have achieved an A*/A in IGCSE Mathematics and who have also studied Additional Mathematics would join our **Further Mathematics** classes in the Junior Sixth. These classes have eight periods per week and can achieve A Level Mathematics in one year by studying six modules; pure mathematics modules Core 1 to 4, and applied mathematics modules Mechanics 1 (M1) and Statistics 1 (S1). These boys then have the opportunity to study a further six modules in the Senior Sixth, and, as well as continuing core mathematics can also specialise in either mechanics or statistics. We have the flexibility to also offer nine or twelve modules in the Senior Sixth to gain awards in AS Additional Further Mathematics or A level Additional Further Mathematics if they wish. Nearly half of the Junior Sixth maths students will be on our Further Mathematics course which is appropriate either for those considering a degree course for which Further Mathematics A Level would be an advantage (Mathematics, Physics, Engineering, Economics.) or for those who wish to enhance their sixth form studies with a full A level as their fourth course rather than an AS.
- Boys who have at least an A in IGCSE Mathematics but have not studied Additional Mathematics would join our **Single Mathematics** classes. These classes have seven periods per week and can achieve AS Mathematics in one year by studying three modules; the pure mathematics modules Core 1 and Core 2, and an applied module. To get the full six modules for A level Mathematics boys go on to study pure mathematics modules Core 3 and Core 4, along with a choice of applied mathematics modules.
- Experience shows that boys with a B in IGCSE Mathematics find AS Mathematics very difficult. Hence we strongly advise against these boys choosing Mathematics.

D R Eade, dre@clsb.org.uk

MODERN LANGUAGES **(French/Spanish/German/Russian)**

AS

The AS course in Modern Languages aims to enable pupils to communicate confidently, clearly and imaginatively in the foreign language through both the spoken and the written word, using increasingly accurate, complex and varied language.

Pupils will develop understanding of the spoken and written forms of the language from a variety of registers, and develop critical insights into, and contact with, the contemporary society and cultural background of the countries in which the foreign language is spoken.

As well as studying the topics listed below and developing their comprehension, speaking and writing, pupils have the opportunity both to consolidate previous grammatical knowledge and to master new, more complex grammar.

All classes are conducted as much as possible in the foreign language. In addition, each year we have the support of French, Spanish and German native-speaking assistants who provide conversation practice for small groups. A variety of trips abroad are available to boys studying a foreign language in the Sixth Form, including work experience and cultural visits. The department is also able to help boys organise their own language-based trips.

The course provides a suitable basis for practical use of the foreign language and further study to A-Level and beyond.

The following general topic areas will be covered:

- **The media**
- **Lifestyle / Healthy living**
- **Popular culture**
- **The family / relationships**

Boys will be entered for the AQA examinations in French, German and Spanish and for the Edexcel examinations in Russian.

One of the units is an oral examination in which candidates are required to discuss all of the above topics with the examiner (a member of the CLS teaching staff), the other comprises listening comprehension, reading comprehension and a piece of writing of about 250 words.

There is no formal study of literature at AS but it can form a significant part of the A2 course.

Any boy or parent with any query or who wishes for more information before making their choice should direct themselves, in the first instance, to Mr Edmundson (re@clsb.org.uk).

MUSIC

The A-level syllabus (OCR) is a natural progression from that of the GCSE. You need to be a keen musician with good practical skills, an interest in composing and a broad general musical knowledge. This will have been acquired through listening to and performing music from different styles, period and genres.

AS

Unit One: Performing (40%)

- a) A short solo recital of no more than 8 minutes.
- b) A Viva Voce with the visiting examiner during which you will be asked questions relating to your solo performance and the reasons behind your choice of repertoire.
- c) An extended performance which can a short programme on a second study instrument or voice, an ensemble performance, the performing of your composition or an improvisation on a given stimuli.

Unit Two: Composing (30%)

- a) Composing a piece chosen for between 4 and 10 instruments.
- b) Seven exercises in harmony taken as coursework of which one is completed under timed conditions.

Unit Three: Introduction to Historical Study in Music (30%)

This takes the form of a 2 hour written paper split into:

- a) Several short listening questions based on previously unheard instrumental music. You have the choice between music written from 1700-1830 or popular music written from 1900 to the present day.
- b) Two groups of questions based on the set works taken from the two chosen areas of study – three pieces of orchestral music and three jazz recordings.
- c) An essay in answer to a question on an aspect of the background to one or more of the set works.

A2

This follows smoothly from AS, extending many of the areas already covered. **Unit Four** (Performing and Interpretation) involves a Recital on your first-study instrument and a Viva Voce with a visiting examiner. **Unit Five** (Stylistic Techniques and Composing) extends one of the techniques begun in Unit 2 as well as a further composition. **Unit Six** (Historical and Analysing Studies) comprises a listening test and a written paper with two questions from a list of prescribed topics.

The Director of Music will be happy to give more details of these courses.

PHYSICS

Almost all students intending to study engineering and science will require A level Physics. Those intending to study medicine often take it since it can be an entry requirement, and may also be particularly useful during such a course. The subject is valuable in its own right since it shows that a successful candidate understands basic principles, and can explain them clearly to others. At present, the department offers only one path leading to an A level in Physics (having previously offered two different specifications). We now offer the **Advancing Physics** course (OCR Specification B) only. (There is a chance that this might change to OCR Specification A, but if this happens, you will be told about it in January 2011)

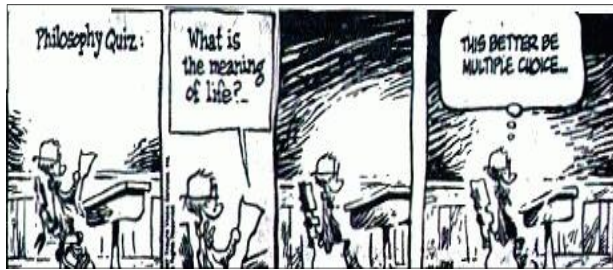
In the AS year, the main branches of Physics are studied with a combination of practical investigations and demonstrations with discussions. Models and analogies are used to foster a scientific, problem solving approach and an individual's participation leads to a good understanding of the subject. In OCR spec. B, students follow the course by using a specially written text and are provided with their own CD. There are three units for AS and unit exams are taken at the end of the AS year. The coursework unit in AS consists of 2 simple tasks which can be tailored to suit individual tastes. The units are:

1. Physics in Action 2. Understanding Processes 3. Coursework.

Physics in Action covers topics like Imaging, Sensing and Signalling, together with properties and applications of various materials. The emphasis is on showing the student some of the useful ways in which Physics and Engineering benefit society. **Understanding Processes** involves the student in testing out theories and making predictions based on well tried techniques. There is a section on Quantum Physics with a brief introduction to the principles behind Feynman Diagrams. The **Coursework** unit requires the student to produce an electrical sensor project, and to research some ideas to do with materials and their uses, and then to communicate the chosen subject to others in the group. The method of communication can be anything from a well designed poster or web page, to a film or a talk.

In the A2 year, the unit titles are **Rise and Fall of the Clockwork Universe**, **Field and Particle Pictures**, and **Coursework**. In the **Clockwork Universe** unit, Modelling, Gravitational Fields and Thermal Physics are studied whereas in the **Field and Particles** unit, magnetism and electricity topics are unified and basic Particle Physics is introduced. The **Coursework** requires candidates to do a two week investigation on a topic of the candidate's own choice, and to research a topic of interest to the candidate.

Please see Mr. H. Jones for more details.



PHILOSOPHY OF RELIGION AND ETHICS AS (OCR specification)

The Times said...

'Philosophy is, in commercial jargon, the ultimate "transferable work skill". The great virtue of philosophy is that it teaches not what to think, but how to think. It is the study of meaning, of the principles underlying conduct, thought and knowledge. The skills it hones are the ability to analyse, to question orthodoxies and to express things clearly. However arcane some philosophical texts may be - and not everybody can come to grips with the demands of Austrian logical positivism - the ability to formulate questions and follow arguments is the essence of education.'

The AS course is open to anyone who likes the idea of studying philosophy and ethics. You do **NOT** need to have taken GCSE Religious Studies and nor will you be tested on your personal beliefs (or lack of them!) The course will be open to candidates of **ANY** religious persuasion or **NONE** and will be of interest to those of you who are interested in **IDEAS** and **DISCUSSION**, and in particular those wishing to do **Law or Medicine**, where a knowledge of ethics is very pertinent.

The course will include such areas as:

- Plato's analogy of the cave and theory of the Forms
- Aristotle's ideas about cause and purpose in relation to God
- traditional arguments for the existence of God
- the problem of evil
- the perceived conflict between religion and science
- ethical language and theory e.g. Utilitarianism, Kantian ethics
- applied ethics, for example, genetic engineering, euthanasia, war and peace.

Each Unit of Assessment will be examined by a written examination paper of 1 ½ hours.

Unit 1 Module G571: Philosophy of Religion I (AS)

Unit 2 Module G572 : Religious Ethics I (AS)

A2

The A2 course builds on the knowledge, understanding and skills developed at AS, and pupils who have enjoyed Religious Studies in the Junior Sixth, are very welcome to continue with it to A2. Topics studied include Religious Language, Life and Death, Miracles, Revelation, Body and Soul, Free Will, Determinism, Conscience, Business Ethics, Meta Ethics, Environmental Ethics, Sexual Ethics.

If you would like to know anything more about the AS/A2 courses, please see any member of the Religious Education Department, who will be happy to explain.

AS Choices – Frequently Asked Questions

1. **How many A Levels will my son leave CLS with?**

About half of boys will end up with three A2s (full A Levels) and one AS. Many others will end up with four A2s and some will get five, six or even seven. (The school record is seven A Levels at grade A!) This is usually boys who take up to three A Levels in Maths and do Music off-piste. The vast majority of University offers are for three A Level grades. (Oxford AAA (although they have many tests to cull interview numbers) and Cambridge and Imperial A*AA). Others will be adopting A* offers for certain courses.
2. **Can my son do five AS subjects?**

They must submit a choices form with **four** subjects. Maths and Further Maths do not count as separate choices. They will be busy enough doing four and spreading themselves too thinly over more, could prevent them getting the best possible grades. Only Music can be done off timetable, and even then only after discussions with the Director of Music.
3. **What if my son picks Further Maths and English Language and wants to give them both up at the end of the Junior Sixth?**

Boys are not allowed to just do two A2 courses in the Senior Sixth, so he would consult the Director of Studies to choose a further AS to do in the Senior Sixth, attending Junior Sixth lessons.
4. **What is meant by off piste Music?**

This means doing Music in the 'free' periods on the boy's timetable, matching them up with Music staff availability. You would not necessarily get seven lessons, but this is for the most able musicians, and can only be done after prior discussion with Director of Music (ph@clsb.org.uk)
5. **What should he choose for Medicine?**

Medical Schools like Chemistry, Biology (sometimes just AS) and Maths (sometimes just AS). They like a contrast subject as the fourth. Use www.ucas.co.uk to see individual course requirements or contact Mr Bracken (ajb@clsch.org.uk) for Careers advice.
6. **What should he choose for Engineering?**

Maths and Physics are crucial but other than that, it is less prescriptive, but check individual course requirements on www.ucas.co.uk
7. **If my son did not study a subject for GCSE can he pick it for AS?**

Boys can take Classical Civilisation, RS or Drama if they have not studied it for GCSE and there are the 'new' subjects of Economics and Politics. Heads of Department for Geography and History can be approached regarding this too. GCSE Italian is also available off-piste – see Mrs Heaf.
8. **Can my son sit an AS at CLS that he has studied for outside of school?**

No. We cannot accept responsibility for ASs or A2s unless we have prepared the boys for them, so we are unable to help in this matter. Please e-mail the Director of Studies if you need guidance in finding an Exam Centre or use Google.
9. **Can my son change his mind once he has handed in the form?**

Yes he can, but once the Blocking Scheme is complete, then changes must fit in with this. The Blocking Scheme is arranged on the basis of choices made now and will go on the website around Easter, (click Academic) and a boy must have one subject in each block. We do not revisit this scheme for later changes – changes must fit into it! We also allow boys to change up to the 1st October in Junior Sixth, as long as they fit the timetable slots.
10. **Does he need a particular grade at GCSE to take the subject in Sixth Form?**

A B grade or above is required to take a subject at AS. Maths prefer an A grade or above, as anything below this often indicates weak algebra, and this would be a problem at AS. Were a boy to do Double Award Science, then an A grade is advisable to continue with a Science A Level. For 'new' subjects, there is no such requirement.
11. **Can my son drop an AS during the Junior Sixth?**

No. When an AS course is started, it is finished. They can drop one subject at the start of Senior Sixth.
12. **What subjects are set by ability for AS?**

Maths is self-set, via the option of maths or Further Maths but nothing else is.
13. **Why don't you do IB?**

The level of compulsion in IB is contrary to the liberal ethos underpinning our curriculum, and there are also some question marks over the suitability of the Maths for Engineering courses. A fuller version of this rejection was sent home last year, following discussions at the Academic Planning Committee and is also printed in full overleaf.

Please contact the Director of Studies nm@clsb.org.uk if you have any further questions.

CLS does not offer the IB and we are not planning to offer it.

The reasons for this are:

1. The vast majority of boys go to English Universities and therefore the A Level serves them very well – we see over 80% going to their first choice university and 90% to first or second. Our success rate with Oxbridge is consistently high and so is our hit rate with the Medical Schools. If boys wish to apply to US Universities, then Mr Brook (ptb@clsb.org.uk) is the appointed master-in-charge of this.
2. CLS covers much of what is in Creativity, Action, Service (CAS) as boys are offered a plethora of opportunities to get involved in artistic pursuits, sports, charity work and community service, which develops their awareness of life outside the academic arena. They do this without totting up the hours and logging all their pursuits. There is no compulsion at CLS but this allows boys to decide for themselves and to develop the independence crucial for university.
3. The new AS Specs (taught from 2008) include ‘Stretch and Challenge’ work, so the need for the Extended Essay is negated. Also boys can enter various essay competitions and are encouraged to do so by Heads of Department. There is plenty of scope to develop the independent research and writing skills expected at university. Other competitions are also published to boys, covering a wide range of departments. Again, these are not compulsory and this leads to boys choosing what it is they wish to devote time to.
4. There is an A* now awarded at A Level - the A* grade will be achieved by candidates who have a grade A (at least 80% of the uniform marks for the whole A Level) and who also have 90% of the uniform marks of the A2 units added together.
5. IB has a level of compulsion that many boys would find restrictive. **They have to study Maths, English, a Foreign Language, and a Science.**
6. We offer one of the most flexible and challenging A Level Maths programmes in the country and this would be diluted. If the IB were offered, our pupils could not do three sciences or three languages at higher level. They could not do History, Politics **and** Geography. Classical Civilisation is not available and the separation between English Literature and Language is not as sharp. The creative subjects can be squeezed.

CHOICE OF SUBJECTS FOR SEPTEMBER 2011

Name of Pupil: _____

Form 5 _____ 5th Form Tutor: _____

AS Choices

1. _____

2. _____

3. _____

4. _____

Do not write Maths and Further Maths as two choices.

Please tick this box if your son hopes to take **Music** as a subject in addition to the four choices above (**following discussion with Mr. Harrison**).

Signed: _____

Date: _____

Please **return** this sheet to your son's Tutor by **Wednesday 9th February 2011** at the latest. Early returns are welcomed. (nm@clsb.org.uk – you are welcome to email me choices)

Please tick this box if your son hopes to take Maths **in the J6 only taking three modules and finishing with an AS** (provisionally)

Please tick this box if your son hopes to take Maths **in the J6 only taking six modules and finishing with a full Maths A Level in one year** (provisionally)