

A2 BOOKLET



**CITY
OF
LONDON**

**SEPTEMBER
2010**

CHOICE OF A2 LEVEL SUBJECTS FOR THE SENIOR SIXTH FORM

This term your son will be asked to provisionally give his intentions for the Senior Sixth as to which one of his four subjects he is likely to drop. He should make his decision after full consultation with you, his Tutor, subject teachers, the Careers staff, and where appropriate the Heads of the relevant departments. In many cases boys have already decided which subject they will not carry on with next year, for others this is only a provisional decision and we fully understand that boys will change their minds in August and September after the results. Indeed, we only ask for their final decision on the first day of Senior Sixth, but we ask for a provisional idea now in case this has any impact on the timetable and staffing.

Senior Sixth Form Curriculum 2010-2011

Boys are expected to continue to study at least three subjects in their second year in the Sixth Form for the A2 examinations. A2 units will be taken in January and June 2011. Some boys will also resit AS exams in January. A2 subjects have eight periods a week, though Further Maths has nine.

Those studying English Language have no choice as this is the subject they must drop. Many boys will carry on with all four subjects. Boys taking the Further Maths course will often continue with this subject and end up with two Maths A Levels or more. If a boy has taken six Maths units, has not got an A grade and wishes to retake some units in January, **then this counts as the subject he is dropping, albeit not until January.**

Boys are not allowed to just continue with two subjects in the Senior Sixth.

Boys who wish to take up a new AS in the Senior Sixth should speak to the Director of Studies to see if this is possible.

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.

A* 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.

Advice on choice and combination of subjects

By now your son might have a clearer idea of what it is he wishes to study at university and this could have some impact on his choice. Clarification should be sought from the Careers Department where there is any degree of doubt or boys should be encouraged to research this themselves, using the UCAS website, where they can look for individual university course requirements. There is a Higher Education Forum in the Spring Term of Junior Sixth where a great deal of detailed information will be circulated to help here.

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

University

Over 80% of CLS boys will go to Russell Groups universities and many others will go to Exeter, Durham or other top flights ones, not formally in the Russell Group. In 2009 over 92% of boys went to their first or second choice of university.

However, university entrance is a competitive business and boys must be realistic about their **five** choices (four for Medics) and they should look closely at the entry requirements via the UCAS website. www.ucas.co.uk

Boys with Oxbridge aspirations should bear in mind that, in general, there is a need for 7+ A* grades (though this does vary greatly from course to course and boys should research this carefully) and in the AS exams of their Junior Sixth they need to be aiming to get 90% if they are to have a serious chance in this competitive area. It would appear that Oxford prefer the three grade As (their standard offer at present) to

be achieved in the Senior Sixth final exams. Cambridge are making offers including at least one A* and Imperial, Warwick and Bristol might well be doing the same for some courses.

When we do predictions for boys, we will be optimistic but also **realistic** as to do otherwise could lead to problems in the August after results. Clearing for the top universities is virtually non-existent.

UCAS

Your son's tutor, and the Careers Department, will advise boys on the details of UCAS. The advice we offer is subject to change if UCAS themselves change their advice to schools and universities.

We do not apply for boys' results to be formally certified until the end of their second year in the Sixth Form. Those dropping a subject can certify their AS grade when they achieve their other A-levels, and those going on to do an A-level in a subject will not need to have an AS-level in that subject as well. This policy is stated on each UCAS form that the school submits so that universities understand why pupils do not have formally certified AS grades to declare.

If boys have achieved the grade they want at AS, we will make this clear in their UCAS reference.

If in September 2010 an AS result has not been certified, and boys intend to retake any AS units, they do not have to declare their results so far, because they haven't finished the course. However, they should ask themselves what the absence of a positive statement about their AS performance says to the universities. They will expect boys to have something worthwhile to show for their Junior Sixth year. If boys want the school to predict an A grade or above at A-level for you, a high A grade at AS after the first year is expected of you. See above.

Again, failure to get the results they want first time round can have serious consequences for their further education ambitions. Universities are likely to make conditional offers of three A-level grades and one AS-level grade and at the time they make these offers the boys' only results will be from the June 2010 exams. The January 2011 exam results will probably come after they have decided whether they want boys or not!

Any parent who wishes to insist that their son's AS grades *are* formally certified in June 2010 may do so, but should put their request in writing to Miss Murphy at the school by the end of the first week of the Summer term (Friday, 23 April 2010), so that exam boards can be informed in advance.

What happens after my AS exams in June?

Boys come back to school! The AS papers will be completed soon after half-term in the summer. The A2 courses start as soon as AS exams are over, though the exact date is still to be confirmed, so boys will have time to get under way with A2 study.

Boys will be expected to attend lessons in all of their Junior Sixth subjects on and after the date of return in June, even if they have decided that they want to drop a subject in September. Many pupils want to see what the AS results are before making the final decision about which subject to drop, and failing to attend the June and July lessons in a subject will make it impossible to change their mind in August when results come out. The only exception to this is English Language.

We must emphasise to parents that this period after the AS exams is not available for holidays, trips abroad, or any purpose other than continuing with A-level study.

S6 ICT

Students who have completed ECDL in their J6 year have the opportunity to continue studying ICT in their senior sixth year. Students may take the ECDL Extra qualification or choose to study for ECDL Advanced. Students are also able to use the allocated period to use ICT to help their studies in their A level subjects.

N H Murphy
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A2 Classical Subjects

The Classics Department offers A2 courses in Latin, Classical Greek and Classical Civilisation, leading to examinations set by the OCR board. Only those Sixth Formers who have completed the corresponding AS course may pursue a Classical subject to A2 level. The AS and the A2 combine to give a full A level qualification.

LATIN and **CLASSICAL GREEK** at A2 both lead to a two-paper written examination. The first paper tests candidates' knowledge of verse literature and language by means of questions on the style and content of a set text, and translation and comprehension of an unseen verse passage. The second paper requires responses to a prose set text, and tests language either by translation and comprehension of an unseen prose passage, or by translation of a short English prose passage into Latin (or Greek). We train our candidates to take the second of these two options — the prose composition.

The A2 course is similar in structure to the AS course: in both, the aim is to study literature, and to develop essential language skills. It goes without saying that a more sophisticated response to literary and linguistic material is called for at the higher level of study.

CLASSICAL CIVILISATION at A2 is in structure the exact counterpart of the AS course. There are two written papers, each devoted to a topic that has been studied throughout the year. There is a choice of topics, some literary and some historical, and one that focuses on Greek art and architecture. It is very likely that Greek art and architecture will be taught in any given year; the second topic will probably be literary rather than historical.

The method of study, and indeed of testing in the examination, is again much the same as in the AS course: pupils are expected to respond to the source material — statues, temples, literary texts — in a sophisticated and critical manner. Questions in the examination are designed to elicit this level of response from candidates. The A2 course differs from the AS course principally in the greater demands that the material set for study makes.

ART AND DESIGN A2 (Edexcel Syllabus)

Boys wishing to take A2 Art and Design (Edexcel Unendorsed Syllabus) should have successfully completed the Edexcel AS course.

The A2 course (Units 3 and 4) builds on what students have achieved at AS. A range of 2D and 3D work will be required. Sequentially developed preparatory work (inside and outside of sketchbooks) is required together with final outcomes. While the A2 course is similar in some respects to the AS course, **there are some significant differences which present students with fresh challenges**. The course provide students with ample opportunities to further develop their technical skills and ideas through a wide range of media.

The course is organised as follows:

Unit 3. This unit incorporates **two** elements: **Practical Work and Personal Study**. These two elements should be seen as integrally connected and supporting each other. The supporting studies may combine investigation and development for both the Practical work and Personal Study. However, each element must be presented as separate final outcomes.

Practical work: Students are required to produce a range of work (supporting studies and final outcomes) **on a topic/theme of their own choice**.

Personal Study: Students are required to produce a personal study, for example, **an illustrated essay (between 1,000 words and 3,000 words)**, exploring the work and ideas of other artists whose work is relevant to various aspects of their own work. Supporting studies can be produced inside or outside the sketchbook.

Unit 4. This unit represents the culmination of the A2 course. The paper consists of **one broad-based thematic starting point**. The paper is released to candidates at the **beginning of February in the year of the examination thus allowing candidates ample time to prepare for the 12 hour examination in May**. Work for this unit will consist of supporting studies, inside and outside the sketchbook, strong connections to the work and ideas of relevant artists, and final outcomes, ie. the work produced in the exam itself.

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 A2 course provides 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 sheet for guidance.

Please see Mr Pomeroy for further information.

A2 Biology

Biology at A2 level continues in the same modular manner as the subject at AS. Moving on from cell biology and biomolecules, A2 deals with biochemical processes in more detail as well as physiological and biotechnological aspects of the subject.

The A2 course offers students an opportunity to investigate how biology is having an impact on the way in which we lead our lives and the manner in which our activities are affecting the environment. Practical exercises involving the management of genetic crosses and the manipulation of DNA allow students to familiarise themselves with some of the procedures that have broadened our scientific understanding and shaped our biotechnological prowess.

Specifically the areas covered are:

- Communication and homeostasis
- Excretion
- Photosynthesis
- Respiration
- Cellular control
- Biotechnology and gene technologies
- Ecosystems and sustainability.
- Responding to the environment.

Assessment is the same as for AS level, with two written unit papers and one practical assessment unit to be completed. One written unit is taken in January of the A2 academic year and the other in the Summer – with re-sits, if necessary. The practical unit is assessed internally.

A2 Chemistry

This course builds on your AS Chemistry experience and develops your chemical knowledge and practical skills further. The A2 course is more taxing than AS and there is an increased emphasis on the application of knowledge, rather than on recall, in the exam papers.

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.

The Edexcel course is followed

The percentages stated by each unit description are the marks that the units contribute to the A2 course. Divide these percentages by two to get their contribution to the final A-level.

Unit 4: Application of Core Principles of Chemistry (40%)

Rates, Entropy, Quantitative Equilibria and Further Organic Chemistry.

Assessment: 1 hr 40min exam.

Unit 5: General Principles of Chemistry 2 (40%)

Transition Metals and Organic Nitrogen Compounds.

Assessment: 1 hr 40mins exam.

Unit 6: Chemistry Laboratory Skills 2 (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.

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

A2 Drama

DRAM 3. Candidates study 2 plays.

They answer questions on each play in a 2 hour examination, which asks them to justify their interpretation of each play. They outline clearly their own directorial strategies and demonstrate their understanding of the ways in which other drama practitioners have made artistic decisions.

The plays studied last year were:

The Servant to Two Masters by Goldoni, a hilarious Commedia dell'Arte play from 1745.

A Good Person of Szechwan by Brecht.

DRAM 4 A devised drama performance.

Working in groups pupils are to be self-contained and totally responsible for all aspects of the devised work which should realise clear dramatic intentions for an audience.

Candidates should choose from one of the following:

Directing

Acting

Costume Design

Mask Design

Set Design

Technical elements - Lighting and/or Sound

A2 Economics

The A2 course builds upon the theoretical base achieved at AS level. Naturally the theory becomes more sophisticated at this higher level, but no great mathematical ability is needed.

In **The Economics of Work and Leisure** (unit 583), we study the various market forms, such as perfect competition, monopolistic competition, oligopoly, monopoly and contestable markets in the context of four leisure industries: travel and tourism, spectator sport, broadcasting media and cinema.

Labour market theory of wage determination is examined in various likely situations including monopoly and monopsony. We also cover distribution of income and wealth together with a critical evaluation of the role of government in dealing with labour market failure. This module is examined in January.

The Global Economy (unit 585) is the synoptic module which is examined in June. It covers all the national economy theory in more depth, including theories of growth and employment. For example, the role of the multiplier and the accelerator in the cyclical nature of economic activity is examined.

However there is a greater emphasis on the international economy. It considers the causes and consequences of economic growth in developed economies, such as the UK; regional blocs such as the EU; developing economies; and the wider global economy. It emphasizes the ways in which individual economies and regional blocs are interdependent through trade, the process of economic integration and the increasing globalization that characterizes current economic activity. There is some detailed consideration of the economics of development with an emphasis on sustainability.

Each module is examined in a two-hour written paper and each module is worth 25% of the total marks for the whole A level. Some questions may require the interpretation of data. Essay-type answers written in continuous prose of varying length are required.

Apart from an understanding of the subject, the course seeks to develop an enquiring critical approach and to develop skills, qualities and attitudes that will equip students for the challenges, opportunities and responsibilities of higher education and later for professional careers.

A2 English Literature

The Senior Sixth course follows the AQA specification for A2. There are **two** units to be completed.

1. The first unit is UNIT 3 LITB3 – Texts and Genres. A minimum of **three** texts will be studied, from one of two groupings: **either** *Elements of the Gothic* **or** *Elements of the Pastoral*. At least one text will be from the period 1300-1800.

Texts to be studied could include ‘Macbeth’, ‘Paradise Lost’, ‘Frankenstein’ or ‘Dracula’ in the *Gothic* course; in the **Pastoral** course, the poetry of Marvell, Milton, Wordsworth, Larkin and Tony Harrison, a play by Shakespeare, or the novels ‘Tess of the D’Urbervilles’ or ‘Brideshead Revisited’ could be studied. Your teachers will choose the texts which you will study. You are at all times free to read ‘outside’ the specification, something you must do if you are intending to read English Literature at university.

Assessment is by means of a written exam of two hours’ duration.

2. The second unit is UNIT 4 LITB4 – Further and Independent Reading. This is a course work unit of 3500 words total maximum length. The first task (2000 words) will be a comparative study of an aspect of **two** texts. The second task (1500 words) will be the application of an anthology of critical writing – involving such concepts as Marxism, Feminism and Metaphor – to detailed, analytical study of a specific text.

Further support for A2 English Literature will be provided through the Barnes-Amis Society weekly seminars during Friday lunchtimes, and the regular evening theatre visits to high quality productions at the National Theatre, in the West End and on the Fringe. Students intending to read English Literature at university will have full access to teachers’ advice at all times.

A2 Geography

The **A2 examination** at the end of the Senior Sixth consists of two written papers. **Unit 3** is examined in a two and a half hour examination which includes structured questions and essay writing from the following topics:

§ **Plate tectonics and associated hazards**

- Continental drift and the theory of plate tectonics
- The hazards, issues and impacts of vulcanicity
- The causes and characteristics of seismicity

§ **Weather and climate and associated hazards**

- Major climatic controls and global climate
- The characteristics of UK climate
- The climate of tropical regions
- Urban microclimate and related issues
- Global climate change; impacts and solutions

§ **World cities – evolution or revolution?**

- Global cities: Their importance and distribution
- Contemporary urban processes, including urban decline and regeneration
- Modern retailing and impacts of other services
- Sustainability of modern cities

§ **Contemporary conflicts and challenges.**

- The geographical basis of conflict
- Conflict over a local resource
- International conflict and separatism: Causes and impacts
- Multicultural societies and related issues
- Challenges of global poverty

Unit 4 is a one and a half hour written examination. It is based on an issue evaluation from one topic of the A2 course. Pre-release material is available at least a month in advance of the examination and is discussed at length with students.

US Politics

Unit 3: *Representative Processes in the USA*

| | |
|----------------------------|--|
| Elections and Voting | <p>A knowledge of the electoral mechanisms used in the US system and of their significance.</p> <p>An awareness of the factors that explain the outcomes of recent presidential and congressional elections, including voting behaviour in recent elections and campaign finance.</p> |
| Political Parties | <p>A knowledge of the ideologies, theories and traditions of the Democrats and Republicans, of conflicts and tendencies within each party, and of their coalitions of supporters.</p> <p>A knowledge of the US party system, of the distribution of power within parties, and of the changing significance of parties as a means of organising the electorate and as channels of political access.</p> <p>A knowledge of minor parties, their impact and obstacles to participation.</p> |
| Pressure Groups | <p>A knowledge of the different categories of groups within the US system and of how they operate.</p> <p>A knowledge of the policy significance of organised groups and interests, of their resources and tactics, and of debates about their impact upon democracy.</p> <p>A knowledge of how they operate to influence specified branches of federal government as well as exploiting the electoral process to enhance their influence.</p> |
| Racial and Ethnic Politics | <p>A knowledge of racial and ethnic diversity in the USA, of key issues in minority politics, including forms of minority political activism, the extent of minority representation and an evaluation of the policies to diminish racial division.</p> |

Unit 4: *Governing the USA*

| | |
|---------------|--|
| Constitution | <p>A knowledge of the nature and principles of the US Constitution.</p> <p>An awareness of the constitutional framework within which US institutions operate and of the relationship between the Constitution and practical politics.</p> <p>Constitutional rights and an evaluation of their effectiveness.</p> |
| Congress | <p>A knowledge of the structure and workings of Congress, of the distribution of power within Congress, and of debates about the adequacy of its representative role.</p> <p>A knowledge of factors influencing the relationship between Congress and the presidency, and an ability to discuss the policy significance and institutional effectiveness of Congress.</p> <p>An awareness of the extent and significance of party allegiance.</p> |
| Presidency | <p>A knowledge of the formal and informal sources of presidential power and of the relationships between the presidency and other institutions.</p> <p>An awareness of the factors that affect the role of the presidency and an ability to evaluate the capacity to provide leadership of the presidency and of recent presidents.</p> |
| Supreme Court | <p>A knowledge of the composition and role of the Supreme Court. A knowledge of the process for appointing Federal judges and of debates about the political significance of the Supreme Court and its impact on public policy in the USA.</p> |

All examinations require 3 short answer questions and an essay (1 hour 30 minutes)

A2 History

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**

Historical Interpretations

Key Content:

1. Wartime Disagreements between the USSR and the West
2. Soviet Policies towards Europe 1945-9
3. The USA and Containment
4. The Cold War and Asia
5. The significance of the Arms Race

Historical Themes

Key Content:

1. Russian rulers: similarities and differences in the main domestic policies of Alexander II, Alexander III, Nicholas II, the Provisional Government, Lenin, Stalin, Khrushchev.
2. The nature of government: autocracy, dictatorship and totalitarianism; change and continuity in central administration; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition both before and after 1917.
3. The impact of the dictatorial regimes on the economy and society of the Russian Empire and the USSR: changes to living and working conditions of urban and rural people; limitations on personal, political and religious freedom; extent of economic and social changes.
4. Impact of war and revolution on the development of Russian government: the effects of the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, World War One, World War Two, the Cold War.

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

Mathematics

Senior Sixth Form Mathematics students will be either continuing with Single or Further Mathematics.

Single Mathematics

Classes: You will have 5 periods per week of Pure Mathematics (C3 and C4) with one teacher, and 3 periods of Applied Mathematics (either M2 or S2) with another.

Exams and Curriculum. In January you will take C3 for the first time and have the opportunity to retake your exams from the J6 if needs be. The C3 module has a coursework component which will be covered by the applied teacher over the October half term. Your pure teacher will be able to give you past papers over the Christmas holidays to prepare for C3 and retakes. In June you will take C4 for the first time and your new applied module, plus any retakes you wish to. It is the best mark from all your retakes which goes forward for accreditation.

Grades: A*, total 480 and average 90 in C3 and C4, including retakes. A 480, B 420, C 360.

Further Mathematics

Classes: You will have 5 periods per week of Pure Mathematics (FP1, FP2, FP3) with one teacher, and 4 periods of Applied Mathematics (either M2, M3, DE, or S2 S3 DE) with another.

Exams and Curriculum. In January you will take FP1 for the 1st time, one or two of your applied modules and have the opportunity to retake your exams from the J6 if needs be.

Grades: Mathematics A*, total 480 and average 90 in C3 and C4, including retakes. A 480, B 420, C 360.

Further Mathematics: A* total 480 plus average 90 in any three A2 modules, A 480, B 420, C360

D R Eade, dre@clsb.org.uk

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

The A2 course in Modern Languages aims to build on the foundations of the AS course in order to develop pupils' ability to communicate confidently, clearly and imaginatively in the foreign language through both the spoken and the written word. However, some more demanding skills are introduced, providing pupils with more challenging work, which can serve as the basis for degree level study.

Pupils continue with the reading and listening comprehension tasks practised at AS but now add precise **translation**, both from and to the target language, to their range of skills.

A key difference from the AS course is the study of two **cultural topics**. These are often literary (a play, a novel, a collection of poems or short stories) but can be socio-historical (the study of a particular period of a country's history). Knowledge of these topics is tested both in writing and in the oral exam, where pupils also have to learn to defend their point of view on a particular topic in a more robust way than was the case at AS.

In addition to the two cultural topics, the following themes are studied: -

- **The environment**
- **The multi-cultural society**
- **Contemporary social issues**

Pupils also continue to have a weekly lesson with the language assistant in French, Spanish and German. A variety of trips abroad are available to boys studying a foreign language in the Sixth Form. The department is also able to help boys organise their own language-based trips.

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 debate an issue related to one of the three topics listed above with the examiner (a member of the CLS teaching staff) as well as talking about their two cultural topics, the other comprises listening comprehension, reading comprehension, a passage to translate into English, sentences to translate into the target language and an essay on one of the cultural topics.

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).

A2 Music

This follows smoothly from AS, extending many of the areas already covered.

Unit Four – 40% - (Performing and Interpretation) involves a 15 minute Recital on your first-study instrument and a Viva Voce with a visiting examiner. The pieces you choose to perform must be linked by style and genre and you need to have listened to recordings by different artists. The examiner will then discuss with you the details of your own interpretation based upon your background reading and listening.

Unit Five – 30% - (Stylistic Techniques and Composing) extends one of the techniques begun in Unit 2 as well as a further composition. Like AS, you submit a portfolio of exercises completed over the course. The composition will be either a setting of a poem or text for voices or a piece of programme music for instruments, representing a narrative text, character or visual image. It should last about 4 minutes.

Unit Six – 30% - (Historical and Analysing Studies) comprises a listening test and a written paper with two questions from a list of prescribed topics. The aural extract will focus on a recording and score of accompanied vocal music from 1900-1945. The two written questions are based on one of six topics:

- Song
- Programme Music
- Music for the screen
- Music and belief
- Music for the stage
- Popular music

Three set works are studied in detail for the chosen topic.

The Director of Music will be happy to give more details of this course.
ph@clsb.org.uk

A2 Physics.

The continuation of the AS course consists of three modules, one of which – module 6 - is coursework (Practical Investigation, and Research and Report)

Module 4 topics are **Models, Out Into Space, Our Place in the Universe, Matter – Hot and Cold**

Models in science are used to illustrate the similarity between different branches of the subject. Out into Space and Our Place in the Universe introduces Gravity and Fields, Special Relativity and Doppler. Matter – Hot and Cold introduces entropy and statistical ideas to show the way in which reactions and events occur.

Module 5 topics are Electric and Magnetic Fields, Particle Physics, and Ionization and Risk.

Electric and Magnetic fields are dealt with separately. Particle Physics tells the story of discoveries in the last 30 years or so, and Ionization links the probability of events occurring to what actually does occur. This itself can lead to a decision as to what exactly constitutes a necessary risk and what does not.

A2 Religious Studies.

The A2 course is both a continuation and very clear step up from the A/S course. The division between Philosophy of Religion and Ethics is retained. Boys are taught by the same teachers. The course is examined in the summer session. There are two papers, each is 1hr 30mins. Students are offered four questions and must answer two. The content is laid out below.

| Philosophy of Religion | Religious Ethics |
|--|---|
| <p>Religious Language</p> <ul style="list-style-type: none"> • religious language – uses and purpose; • the via negativa (Apophatic way); • the verification and falsification principles; • different views on the meaningfulness of religious language; • the uses of symbol, analogy and myth to express human understanding of God; • the views of the Vienna Circle, A. J. Ayer, Anthony Flew, Ludwig Wittgenstein | <p>Meta Ethics</p> <ul style="list-style-type: none"> • the use of ethical language – the ways in which different scholars understand how words like ‘good’, ‘bad’, ‘right’, ‘wrong’ are used when ethical statements are made; • how meta-ethics differs from normative ethics; • the different approaches: cognitive and noncognitive; ethical naturalism, intuitionism; emotivism and prescriptivism |
| <p>Religious Experience</p> <ul style="list-style-type: none"> • arguments from religious experience from William James; • the aims and main conclusions drawn by William James in <i>The Varieties of Religious Experience</i>; • the following different forms of religious experience: visions, voices, ‘numinous’ experience, conversion experience, corporate religious experience; • the concept of revelation through sacred writings. | <p>Freewill and determinism</p> <ul style="list-style-type: none"> • hard determinism, soft determinism and libertarianism; • the views of Darrow, Honderich, Hume and Locke; • theological determinism (predestination) and religious ideas of free will; • the influences of genetics, psychology, environment or social conditioning on moral choices; • the implications of these views for moral responsibility; • the link between free will, determinism and moral responsibility. |
| <p>Miracles - a study of how God might interact with humanity, by looking at the concept of miracle.</p> <ul style="list-style-type: none"> • different definitions of miracle, including an understanding of Hume; • the biblical concept of miracle and the issues this raises about God’s activity in the world; • the concept of miracle, and criticisms made by Hume and Wiles; • the implications of the concept of miracle for the problem of evil. <p>Candidates should be able to discuss whether modern people can be expected to believe in miracles, and whether miracles suggest an arbitrary or partisan God.</p> | <p>The nature and role of the conscience</p> <ul style="list-style-type: none"> • the different views of the conscience as God given, innate or the voice of reason or instilled by society, parents, authority figures; • whether conscience is a reliable guide to ethical decision-making; • the views of Augustine, Aquinas, Butler, Newman, Freud, Fromm, Piaget. |
| <p>Attributes of God</p> <ul style="list-style-type: none"> • God as eternal, omniscient, omnipotent and omnibenevolent – and the philosophical problems arising from these concepts; • the views of Boethius in his discussion of eternity and God’s foreknowledge in Book 5 of <i>The Consolations of Philosophy</i>; • the question as to whether or not a good God should reward and punish. | <p>Virtue Ethics</p> <ul style="list-style-type: none"> • the principles of Virtue Ethics from Aristotle; • the ‘agent-centred’ nature of Virtue Ethics; • the concepts of eudaimonia and the Golden Mean; • the importance of practising the virtues and the example of virtuous people; • More modern approaches to Virtue Ethics. |
| <p>Life and Death; the soul</p> <ul style="list-style-type: none"> • distinctions between body and soul, as expressed in the thinking of Plato, Aristotle, John Hick and Richard Dawkins; • other concepts of the body/soul distinction; • different views of life after death: resurrection and reincarnation; • questions surrounding the nature of disembodied existence; • the relationship between the afterlife and the problem of evil. | <p>Environmental and business ethics</p> <ul style="list-style-type: none"> • the issue of how humans should relate to the environment, its resources and species; • secular approaches – the Gaia hypothesis; • issues in business ethics: the relationship between business and consumers; the relationship between employers and employees; • the relationship between business and the environment; business and globalisation; • the application and the different approaches of the ethical theories listed above to environmental and business ethics. |