



Shrewsbury School

THE SIXTH FORM AND BEYOND

2018

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INTRODUCTION BY THE HEADMASTER

The step from the Fifth Form into the Sixth Form is probably the most significant for any student on his or her path through senior school and on to university. It represents the golden opportunity to make a personal decision which will influence the direction pursued not only in the Sixth Form, but also in higher education, and even into the first phase of a career.

This being so, the business of making Sixth Form subject choices is one to be undertaken not only with great care but also with a genuine feeling that it is personal, that it will reflect individual strengths, interests and enthusiasms, and that it could be the start of a quest to dig deep into academic subjects which, so far, have necessarily been treated in a comparatively superficial way.

In some instances, new subjects will be chosen – ones which aren't on offer at GCSE; in others, the Sixth Form will offer a continuation of disciplines which are already familiar. Either way, it is vital to consider options carefully and then settle on a combination which is both sensible in itself and genuinely appetising.

As this booklet points out, there are groups of subjects (perhaps most obviously on the 'sciences' side) which sit particularly comfortably together and which may need to be coupled for the purposes of entry into university. But there is also plenty of scope for considering a combination which includes an element of contrast.

Since there are few things worse than finding oneself committed in the Sixth Form to 'the wrong' disciplines, let me offer a very simple guideline: you must choose subjects which, in all honesty, you would expect to enjoy and in which you could imagine doing really well. And if you need any advice about how well you might expect to do, faculty staff will be only too happy to talk things through.

Serious and successful Sixth Form students put their academic studies at the centre of their lives at Shrewsbury. We expect much of them and they come to expect a great deal of themselves as they explore, with increasing independence, academic interests which, in many cases, will remain with them for many years into the future. That is why this moment of selection is not only to be handled very sensibly, but also to be relished: it represents the opportunity of a life-time.

Mark Turner

SECTION I – THE SIXTH FORM CURRICULUM

I.1 Linear Assessment

It is with a degree of relief that we can now claim to have passed through the turbulent period of A Level reform and to be existing wholly within a linear qualification landscape. This means that pupils take all their exams at the end of the two year course, rather than the “modular” system with its AS exams at the end of the Lower Sixth. Whilst the modular system has had some advocates and advantages, it has produced an era which was dominated by excessive exam assessment, leading to a re-take culture and reducing the time available for pupils to gain an in-depth understanding of their Sixth Form subjects. We are convinced that the changes to the structure at A Level, while they may have been frustrating in the transitional period, will offer opportunities for pupils to study in a richer, broader and more independent way that is far more consonant with Shrewsbury’s academic ethos.

The courses available at the school have been selected by Heads of Faculty who are convinced they offer not only a route through to examination success for pupils at Shrewsbury, but also that they will give a genuine opportunity for pupils to engage with and be enthused by these various disciplines in a meaningful and memorable fashion.

I.2 Shrewsbury’s Sixth Form Curriculum 2018/19

The Sixth Form curriculum structure at Shrewsbury has been devised to give pupils flexibility and breadth, whilst embracing the now fully linear landscape.

1. All pupils entering the Lower Sixth in September 2018 will embark on FOUR qualifications leading to at least THREE A Level or Pre-U qualifications at the end of their two years in the Sixth Form.
2. The fourth option choice may be an Extended Project Qualification (EPQ), a further A Level or Pre-U course (probably sensible only for academically ambitious pupils – we anticipate only approximately 20% of Shrewsbury pupils to follow this route), or the Global Perspectives Qualification (GP). Pupils should note that it is possible to convert GP into a full Pre-U GPR qualification in the Upper Sixth should they wish to.
3. Pupils who do wish to take four full A Levels will need to apply to do so through the Deputy Head Academic (the Sixth Form Registrar for external applicants) as part of the option selection process and offer a sensible rationale for this decision.
4. Pupils wishing to alter their diet of subjects after the beginning of term may only do so up until the Exeat – changes will not be possible after this time.
5. It should be noted that while the school will do everything possible to accommodate subject changes after the start of term, it is not always possible to support particular combinations of subjects in view of timetabling issues and set sizes.
6. Pupils should also be aware that, should they choose to drop an A Level or Pre-U qualification after the first year, they will not have the opportunity (as they would have in the past) to sit an AS qualification. Neither is there any guarantee that they can, at

that stage, switch into the EPQ or GP course. It is therefore imperative that pupils make their choices in as informed a manner as is possible from the outset.

1.3 Global Perspectives (GP) and Extended Project Qualification (EPQ)

GP and EPQ are both courses designed to develop research skills and to enhance independence. It is important to understand that they are very different courses with different approaches and pupils should think carefully about which path they would like to follow well in advance of the Lower Sixth.

Although, as with any subject, there will be a degree of fluidity in the first few weeks of term, pupils should not perceive EPQ or GP as a 'default' option for that fourth choice. Those wishing to undertake an EPQ should return to the school in September with a detailed project proposal which acts both as a statement of intent and a check that the project will be viable and suited to the qualification assessment objectives.

GPR: Global Perspectives and Independent Research Head of GPR: Mrs. R.W. Adams

Global Perspectives is a one-year self-contained course designed to develop critical thinking and research skills in the context of important global issues. It leads to a Pre-U certificate and grade, equivalent (in UCAS terms) a full AS Level. Global Perspectives is a seminar-based course which provides excellent preparation for undergraduate study as it enhances pupils' independent, critical thinking skills. There are no set topics so we are free to address current issues as they arise (e.g. questions about freedom of expression, immigration, national identity, drug abuse etc.) and to choose topics that interest the students.

The Global Perspectives Short Course is externally assessed and has three components:

GP1: A 1.5 hour written paper on which they are asked to read and critically compare two articles on the same topic (but usually presenting different arguments and perspectives).

GP2: A 2000 word fully referenced essay on a research question proposed by the student on an issue of global importance (usually linked to topics discussed in class).

GP3: A 15 minute recorded presentation on a research question proposed by the student but addressing issues raised by pre-release materials supplied by the examination board in March. The presentation is created and recorded by the student but does not have to be delivered to a live audience.

Global Perspectives encourages the ability to follow and deconstruct arguments, to separate fact from opinion, and to assess and evaluate the truth of claims. The course will be timetabled for 4 periods per week from September to May and students will be taught in small seminar groups. The style of the course is to provide stimulus material and use these to provoke critical discussion and further research. Students are taught to use the 'critical path' to analyse arguments, select, evaluate, and reference sources, empathise with contrasting perspectives on an issue and then formulate and communicate their own view. As they progress through the course the work becomes increasingly student centred. Each group has assigned teachers but staff teach as a team.

IRR: The Independent Research Report

The opportunity exists to continue the course into the Upper Sixth for a full Pre-U qualification, with the second year being devoted to a 5,000 word Individual Research Project of the student's own choice. Students work one-to-one with an individual tutor. The decision to go on to do the full GPR course does not need to be made until the Michaelmas Term of the U6 year. GP + IRR gives a full Pre-U GPR qualification. Students who complete the GPR and have at least one Pre-U Principal subject also qualify for the full Cambridge Pre-U Diploma.

Extended Project Qualification (EPQ). AQA Level 3 Extended Project Qualification (7993) EPQ Coordinator: Dr M.S. Elliot

The choice of topic is entirely up to the individual student, subject to approval by the Coordinator. Topics can take some aspect of one or more of a student's A Level choices, but need not, and will definitely have to extend the student beyond what they would otherwise have studied. The end product of the student's research is either a 5000 word 'long report', or a 1000 word 'short report' to accompany an artefact or performance (which could be a piece of art work, technology, a video recording etc.).

Recent projects undertaken at Shrewsbury include:

- *Why are healthy, young men more susceptible to high altitude pulmonary oedema?*
- *How did rock music change throughout the 70s in Britain?*
- *How can the problems associated with a long term dance career be portrayed in a piece of modern choreography?*

In addition to the project itself, students will be required to produce a project log and deliver a 10-15 minute presentation once the project is finished. These aspects of the project will contribute a significant proportion of the marks (only 40% is for the end product).

Each student will have a specific teacher to act as supervisor, and a series of lectures, workshops and educational visits will be laid on to provide pupils with the opportunity to develop the necessary research and presentation skills. The qualification is graded as an A Level and each grade is worth half the UCAS points of the A Level grade.

The EPQ is an excellent opportunity to learn highly transferable academic skills (particularly relevant for future undergraduate study) while exploring a topic that fascinates the student and hence providing excellent UCAS Personal Statement content!

SECTION 2 – CHOOSING YOUR SUBJECTS

2.1 When do I have to choose my subjects?

Most of the decision-making process takes place during the Lent Term. Final choices must then be submitted at the very beginning of the Summer Term.

- The A Level Options Fair will be held on the morning of **Saturday 27th January 2018** for all pupils who will be in next year's Lower Sixth. Parents are also invited to attend. This event will provide pupils with greater detail about the subjects that they may wish to study in the Sixth Form.
- The Fifth Form Parents' Meeting on the afternoon of **Saturday 27th January 2018** provides an opportunity for more specific discussion.
- All pupils will then be asked to submit their provisional subject choices by **Monday 5th February 2018**. (New entrants will submit their choices to the Sixth Form Admissions Tutor.)
- In response to these provisional choices the School will adapt the block structure in order to accommodate as many combinations of choices as possible. A revised version of the block structure will then be made available.
- Final choices will be requested by **Friday 20th April 2018**. At this point, the process of drawing up the timetable for 2018/19 will start. It is usually possible to change choices right up until September, but only provided there is space in the relevant sets.

2.2 How do I start to make the choices?

This booklet provides information about each of the courses offered. Pupils should read carefully the entries for any subjects that they are considering, along with the general advice at the beginning of the booklet.

The subjects available in the Lower Sixth can be split into two groups: those that were available as GCSE subjects, and those that are new in the Sixth Form. For pupils in the Fifth Form at Shrewsbury, the new subjects are Business Studies, Economics, History of Art, Photography and Drama.

For those subjects that were available at GCSE, you will already have a good idea of what the subject entails, and how successful you are likely to be if you study it in the Sixth Form. However, do read the comments about individual subjects on the following pages and also talk to your current teachers, because it is important that you know what A Levels in these subjects involve.

For the subjects that are new in the Sixth Form, you probably need to do a little more fact-finding. It is very important that you approach these subjects with a good idea of what is involved. If one of these subjects sounds appealing to you, then read the comments in this booklet very carefully and talk to the relevant Head of Faculty.

2.3 How do I decide which subjects to study?

You need to choose subjects that you will do well in, and that you will enjoy studying – remember that you will be studying these subjects for two years, so be very sure you know what will be involved in the course as a whole.

Application to the top universities is increasingly competitive, and you should be aiming for the highest grades you can achieve. Although you are quite likely not to know what you intend to study beyond Shrewsbury, high A Level or Pre-U grades will give you greater, and better, options.

Given the academic nature of some of the most competitive courses, the choice of Sixth Form subjects also needs to be considered carefully. Obviously your natural strengths and abilities form an important basis for making this decision, but to be successful in the Sixth Form you also need to be really interested in the subjects you choose. The most successful Sixth Formers are the ones who show high levels of self-motivation and for whom their examination studies are genuinely interesting and enjoyable.

2.4 Who can help me to make the choice?

In some cases, making the choice of subjects can be quite daunting; however, there is plenty of help on offer. Do talk about your choices to any of the following:

- Your parents
- Your Housemaster and Tutor
- The Sixth Form Registrar (*for Sixth Form entrants*)
- The Head of Middle School
- The Head of Sixth Form
- Your subject teachers
- Heads of Faculties
- Pupils already in the Sixth Form
- Older brothers, sisters, and friends who may have experience of the Sixth Form in another school
- Higher Education Advisor
- The Deputy Head (Academic)

Also think about the results of your trial GCSEs and the feedback from any Careers Profiling tests and interview, which will give you a picture of your strengths and entry routes into appropriate careers and courses.

2.5 Do I need to think about what to do beyond School?

Yes!

Universities that are popular, and have a demand for places, will continue to look for high grades at A Level, and a number of courses prefer you to have studied particular A Level subjects. There may also be a requirement for high grades in some specified GCSE subjects.

If you are thinking of a School Leaver Programme (see the later section in this booklet), then employers will look for good grades too.

Clearly your choice of subjects at this stage will in many cases have an impact on what you do at university and beyond. If you already have an idea of what you want to do as a career, or at university, then it is important that you consult the Careers Department to make sure that your choices do not rule out future paths. Certain areas need special consideration:

- (a) **Mathematics and Science:** According to interest and ability you should normally choose adjacent subjects. Mathematics is often essential for those studying the sciences, but the ability to cope with certain mathematical techniques is also valuable in Geography, Business Studies and Economics. Any Sixth Former considering Mathematics as a subject to study at university will also be expected to take Further Mathematics at A Level. Those thinking of applying for degrees in Psychology or Sports Science should also consider a science, preferably Biology.
- (b) **Further Mathematics:** Please note that any pupil choosing Mathematics and Further Mathematics must choose two additional subjects, giving four subjects in total. Some university courses do not make offers to pupils who are offering A Levels in Mathematics, Further Mathematics and only one other subject.
- (c) **Engineering:** Aspiring Engineers will be required, by most universities, to have studied Mathematics and Physics at A Level. Potential Oxbridge and Imperial College candidates, and pupils likely to apply for other very competitive courses, should seriously consider Mathematics, Further Mathematics, Physics plus one other subject.
- (d) **Medicine:** A Levels / Pre-Us in Biology and always Chemistry are required by most medical schools. Most applications will have Maths or Physics alongside but many medical schools will consider a third, Humanities subject - but unfortunately Art, Music or D&T are not likely to be part of a successful application. The A Level grades required for entry are at minimum AAA rising to A*AA (e.g. Oxford, Birmingham, Imperial) and A*A*A (or Pre-U equivalents) at Cambridge.
- (e) **Veterinary Science:** The requirements for this course are still Chemistry, Biology, and preferably Mathematics or Physics. Grades required are AAA minimum.
- (f) **Modern Languages:** Two languages studied at A Level can give more flexibility in the choice of language-related courses at University, and this relative rarity amongst A Level candidates can be a crucial advantage in competing for selective courses. Many courses allow for languages other than French to be started “ab initio”.
- (g) **Business and/or Economics:** Pupils should not offer both Business and Economics as part of a three-subject combination. Some university courses do not make offers to candidates who are offering Economics, Business Studies, and only one other subject.

2.6 What are Pre-U courses?

The Cambridge Pre-U was launched in September 2008 and Shrewsbury School has offered it since its inception. It was designed as an alternative to A Level and was developed by the Cambridge International Examinations Board (CIE) with considerable input from teachers. A number of schools like Shrewsbury offer Pre-U courses in some subjects, and at Shrewsbury we will be offering Cambridge Pre-U in Biology, Design & Technology, French, Geography, German, History, Philosophy & Theology, Physics and Spanish, along with the Global Perspectives subsidiary course.

The Cambridge Pre-U is graded in a different way to A Level. There are 9 pass grades, as follows:

		A Level equivalent
Distinction	D1	A*
	D2	
	D3	A
Merit	M1	B/C
	M2	
	M3	
Pass	P1	D/E
	P2	
	P3	

SECTION 3 – THE WIDER SIXTH FORM PROGRAMME

Throughout the Sixth Form, pupils are encouraged to consider their future after Shrewsbury. Most of the careers work in the School is designed to encourage pupils to gain their own knowledge of jobs, careers and courses that interest them as well as helping the pupils to appreciate their own strengths and identify their interests. Tutors and Housemasters work alongside the Higher Education Advisor to offer guidance, and there is a wide range of events and activities offering insight and information. There will be an appointment of a Careers Advisor in the New Year who will be able to help students looking at alternative routes into the world of work, e.g. School Leaver Programs and Apprenticeships.

- a) **Careers Guidance Appointments for Pupils and Parents:** Pupils are encouraged to make one-to-one appointments to discuss their career, university and gap year choices with the Careers Advisor and the Higher Education & Gap Year Advisor throughout the Sixth Form. Parents may also find discussions useful and are encouraged to make contact with the Careers Team directly.
- b) **University and Careers Talks:** Throughout the Michaelmas and Lent Terms, weekly lectures are delivered on Higher Education and inter-active workshops by speakers from Universities, Colleges, and employers. These lectures are open to pupils in all years. Details are in the Fasti (the school calendar) and parents are also most welcome.
- c) **UCAS:** In the Lent Term of the Lower Sixth the Higher Education Advisor gives a talk about Applying to Higher Education through the UCAS system, i.e. applying to Universities in the UK to both Lower Sixth Pupils and parents. This is then supported by the Higher Education Advisor visiting all Houses in the first few weeks of the Michaelmas Term to give detailed advice to the Upper Sixth about their applications.
- d) **Open Day visits for Lower Sixth:** From the start of the Lent Term all pupils in the Lower Sixth are encouraged to spend up to two days per year investigating Higher Education by visiting a University or College of Higher Education and talking to staff and students over as wide a range as possible. They are encouraged to learn how to make choices and when to make them. Dates of Open Days are advertised in the Houses (and available on www.opendays.com), and Sixth Formers are encouraged to take the initiative. Both the Oxbridge Master and the Higher Education Advisor speak to the Lower Sixth about Higher Education in general, and Oxbridge in particular, during the Lent Term.
- e) **Applying to the USA:** There is a SAT program available in school which takes place on a Thursday afternoon. The school is registered as a SAT Centre for exam dates given by The College Board. The school hosts a USA Conference in alternate years with experienced speakers on a range of topics covering the whole process, from choices, entry requirements, finance and scholarships. The next USA Conference will be June 2018. Please make an appointment with the Higher Education Advisor early in your Lower Sixth if you are considering a USA University.

- f) **Applying to European Universities:** There is a growing interest in European Universities such as Holland and South of Ireland. These involve a different system of applying and deadlines. Please see the Higher Education Advisor to register your interest. There is a Study Abroad Road Show on Tuesday 13 March 2018 4.30pm – 6.30pm. Details on website nearer the time.
- g) **Talk to Lower Sixth Parents:** In the middle of the Lent Term each year parents of pupils in the Lower Sixth are invited to meet the Higher Education Advisor and the Careers Advisor just before the Parents' Meeting, when the complexities of University entrance and Higher Education are explained and discussed.
- h) **University Fair:** The school hosts a Universities Fair during the Lent term on the afternoon of Friday 9 February 2018. There will be representation from the Russell Group, Oxbridge and popular universities to which our pupils apply. At the same time there will be relevant workshops on various aspects of the university process, for example choosing a course, choosing a university, personal statements and student finance.
- i) **Gap Year:** A talk by the Higher Education Advisor to the Lower Sixth towards the end of the Lent Term is intended to point out the possible benefits and pit-falls in taking a Gap Year, and to give some practical guidance in planning a year "between" school and university. Possibilities of sponsorship are also included in this talk. The School also hosts an Inspiring Futures Gap Year Fair at the end of the Lent Term.
- j) **Employability Skills:** A talk on extracting value from work experience is given in the Lent Term of the Lower Sixth. Pupils gain an understanding of the attributes required by employers and how to articulate the skills they have gained from their extra-curricular activities. They are reminded about the need to update their CV, professionalise their social media profile and utilise their personal and Salopian networks to secure opportunities to gain insight into possible future careers. The Careers Department sends regular e-notifications to Sixth Formers about the numerous external opportunities available to them and pupils are supported in preparing for the application process for placements, internships and jobs.
- k) **Interviews:** External trainers are also available to offer one-to-one interview skills training sessions, which is particularly useful for those applying for school leaver programmes, apprenticeships or gap year jobs. The interviews are filmed and pupils receive a DVD and detailed feedback. There is a fee for this professional service, which will be offered to parents and pupils.
- l) **Careers Conference:** In June, The Salopian Club and Careers Advisor host a Lower Sixth Careers Conference involving speakers from a range of different professions and industries, many of them Old Salopians at different stages of the career path. The students select speaker sessions according to their area of interest and are able to ask detailed questions in small discussion groups. The afternoon also involves a social reception where the pupils are encouraged to practice their networking skills and get personalised advice and insight.

- m) **Aim Higher:** In June the Higher Education Advisor runs a day on UCAS University Applications. A number of university Admissions Tutors will visit and explain the admissions process and provide hints and tips on how to write a personal statement. The pupils will have an opportunity to register and log on to the new UCAS cycle.
- n) **Challenge of Management:** At the end of the Summer Term of the Lower Sixth, a “Challenge of Management” conference is held for all pupils to encourage them to see what management means in all types of job, though primarily in industry and commerce.
- o) **Shrewsbury House:** All members of the Lower Sixth have the opportunity to apply to participate in two day Social Study Courses based at Shrewsbury House – a youth club in Everton, Liverpool. This is located in one of the most deprived areas of Great Britain. The school and the club have been closely linked for over one hundred years, allowing students to be welcomed into the club and to gain an insight into some of the challenges facing those who live and work in the inner city. Apart from being of general interest, this can be of tremendous importance to prospective students in geography, medicine, politics, law, anthropology and sociology.

Those who take advantage of all the opportunities on offer will acquire a far wider background against which to make their degree and career choice than those who merely limit themselves to the compulsory activities.

**The Higher Education / Gap Year Advisor
and Careers Advisor**

SECTION 4 – THE COURSES AND THE BLOCK SYSTEM

The Sixth Form timetable operates in four blocks and pupils are required to choose 3 (or 4) subjects from different blocks.

The block structure overleaf is **provisional**. At the start of February, pupils will be asked for their initial choices, based on the blocks given overleaf. Pupils will also be asked to indicate if there is a combination of subjects that they would like to study, but which is not possible under the given block structure.

The School will review the choices submitted, and will make small alterations to the block structure in order provide the greatest number of pupils with their favoured combinations of subjects. A revised block structure will then be circulated, and pupils will have to base their final choices on this.

It is worth pointing out, even at this early stage, that it will almost certainly not be possible to design the blocks in such a way as to accommodate all possible combinations of subjects, and so some pupils may not be able to study precisely the group of subjects that they might wish.

Please note that if the numbers for any given A Level subject are too small, we may not be able to run the course.

Pupils will be asked to submit information in the following format:

- 1st choice A Level / Pre-U subject _____ Block: _____
- 2nd choice A Level / Pre-U subject _____ Block: _____
- 3rd choice A Level / Pre-U subject _____ Block: _____
- 4th choice – indicate one of the following alternatives.
 - i) Extended Project Qualification (EPQ)
 - ii) 4th A Level / Pre-U subject _____ Block: _____
 - iii) Global Perspectives (GPR)

Block K	Block L	Block M	Block N
Biology Business Classical Civilisation English Literature Further Mathematics German Greek Mathematics Spanish	Biology Business Design & Technology French Geography History of Art Latin Physical Education Physics Philosophy & Theology Spanish	Art Chemistry Economics English Literature French History Computer Science Music Physics Photography	Chemistry Economics English Literature Further Mathematics Geography History Mathematics Philosophy & Theology Drama

Note – Further Mathematics

Pupils wishing to study Mathematics and Further Mathematics should choose “Further Mathematics” in both Blocks K and N. They must choose two other subjects.

ART: AQA A Level

Head of Faculty: Mrs. R Shawe-Taylor

Art in the Sixth Form is designed to be a continuation of studies at GCSE, although a number of candidates do take the subject for the first time in the Sixth Form. The courses are designed to be a richly rewarding experience, whether or not the candidate wishes to pursue their studies into further education. Candidates follow the AQA A Level course. We currently offer three distinct A Level courses:

- **Art & Design: Fine Art**
- **Art & Design: Photography**
- **Art & Design: 3D**

Each of these options is delivered within the main timetable, but pupils will be required to attend some sessions outside of normal teaching times for particular extended pieces of work.

Fine Art

This is a course of skills-based learning which introduces students to a range of visual media including drawing, painting, printmaking, sculpture, and digital media. Students select one or more areas in which to specialise for the second year of the A Level course.

Three-dimensional design

Students explore different approaches to working in 3D, including ceramics, sculpture, installation, and digital design. Students select one or more areas in which to specialise for the second year of the A Level course.

Photography

This course introduces students to portraiture, landscape, still life and documentary photography; they will also explore experimental imagery, multimedia, photographic installation and the moving image.

Over the two-year A Level course there will be trips to major museums and galleries in the UK and one each year to a major European city. We also arrange a residential workshop devoted to drawing, painting and sculpture in the Easter Holidays.

Art & Design A Level is an essential qualification for entry to Art, Design, Architecture or Landscape Architecture courses at university, as well as offering an entrée to the many creative employment opportunities. An A Level qualification is viewed with interest by universities as showing another aspect of a candidate's potential, and in the case of visually orientated courses, such as Architecture, it is regarded in the same way as academic subjects.

BIOLOGY: Cambridge (CIE) Pre-U
Head of Faculty: Dr T.S. Morgan

Biology in the Sixth Form at Shrewsbury is aimed both at those for whom it is an essential step towards a university course and at those who have an interest in the living world and want to learn more than was possible at GCSE.

We would normally recommend a GCSE grade A as the minimum requirement for entry. Biology is a rather more technical subject than some initially suspect, and considerable emphasis is placed on application by the examiners: long gone are the days when Biology was simply a long list of facts to know! Sixth Form biologists are welcome whatever other subjects they are studying although those taking Chemistry as well will find a very beneficial synergy between the two sciences.

We follow the Cambridge Pre-U Biology course, which has been chosen as it puts practical work where it should be, at the heart of the subject. The Pre-U course gives Sixth Form pupils an opportunity to study both the foundations of Biology and areas of recent research that have revolutionised the subject in recent years. There are four exams in Pre-U Biology, all taken at the end of the Upper Sixth, including one practical exam.

The six sections of the course are as follows:

- Biochemistry, cell ultrastructure, enzymes, gene expression and protein synthesis
- Origins, evolution, and classification of life
- Physiology including transport, nutrition, co-ordination, immunity and reproduction
- Plant biology, including transport, photosynthesis, reproduction and control
- Measurement and conservation of biodiversity
- Investigative skills in biology

Sixth Form biologists will each have their own dedicated microscope and the facilities generally for practical work are outstanding. Our six labs are housed in their own building, supported by two full time technicians, a greenhouse, natural history museum and a garden.

A residential field course is a formal part of the curriculum: this offers an ideal opportunity to explore real habitats and to study many of the ecology sections of the Pre-U course. We also visit a University research department to see the technology at the cutting edge of our science.

Biology is strongly advised, and is in most cases essential, for admission to university courses in Medicine, Biomedical Sciences, Veterinary Medicine, Dentistry and Pharmacology. There are a wide choice of biological courses at university, the most popular among recent leavers being Biological or Life Sciences, Marine Biology, Ecology, Environmental Biology and Psychology.

BUSINESS: AQA A Level
Head of Faculty: Mr. C.W. Kealy

The AQA Business A Level covers the full area of the world of business, including marketing, accounting and finance, operations and human resources management. It also explains how external factors affect businesses and how businesses in turn react to them. Decision-making and the development of appropriate strategies are key themes that run through the course. This is achieved by taking a holistic view of the subject area and showing the interrelated nature of business using business models, theories and techniques to support the analysis of contemporary business issues and situations.

Business is multi-disciplinary, involving both numerical and written skills. High-level mathematical ability is not necessary but an ability to perform basic calculations is needed. The ability to analyse and evaluate information in order to recommend a course of action in a given scenario is a key skill that will be developed.

The Business A Level over the two year course will study business in a variety of contexts (e.g. large/ small, UK focused/ global, service/ manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- the use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

The course relies heavily on a variety of topical material from the world of industry and commerce. The topics lend themselves to studying and engaging with the business world, encouraging students to follow business developments and think critically about contemporary business issues. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

It is not necessary to have any previous experience of the subject and it works well in combination with almost any other subject. Business also provides a valuable grounding for those who go on to study one of the many aspects of management at university, management being one of the more popular choices of course for Salopians.

The Business A Level is very different from Economics, which is primarily concerned with the study of the theory behind economic factors rather than their effect on businesses. The Business A Level on the other hand discusses the practicalities of how firms operate in the real world.

Candidates will follow the AQA specification for A Level Business and it consists of the following three equally weighted two hour written papers.

Paper 1: Business 1

Three compulsory sections:

- | |
|--|
| <ul style="list-style-type: none">• Section A has 15 multiple choice questions worth 15 marks.• Section B has short answer questions worth 35 marks.• Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each. |
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Paper 2: Business 2

- | |
|---|
| <ul style="list-style-type: none">• Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions. |
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Paper 3: Business 3

- | |
|--|
| <ul style="list-style-type: none">• One compulsory case study followed by approximately six questions. |
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CHEMISTRY: OCR A Level

Head of Faculty: Mr T.A.C. Corbett

Although Chemistry at A Level relies on a sound knowledge of the subject at GCSE, it is suitable for those who have studied the subject either as a separate subject or as part of Dual Award Science. We would normally recommend a B grade as the minimum requirement from GCSE with which to tackle the course. An aptitude for, and facility with, numbers and mathematical concepts is certainly an advantage, although for those less confident students, the department runs a 'Maths for Chemists' class for the first few weeks.

Chemistry fits particularly well with Physics, Biology and Mathematics, being the A Levels with which the subject shares some common material. University courses in Chemistry, Biochemistry, Medicine, Dentistry, Veterinary Medicine, Forensic Science and Chemical Engineering have Chemistry as a pre-requisite. From the general employment perspective, those who have studied Chemistry to A Level are seen to possess a wide range of analytical, evaluative and organisational skills.

We follow the OCR A Chemistry linear course, which is a content-led approach. This flexible approach divides the specification into topics, each covering different key concepts of chemistry. Teaching of practical skills is integrated with the theoretical topics and they are assessed both through written papers and, for A level only, the Practical Endorsement, which incorporates a series of 'can do' practical skills which is reported separately as a 'pass' or 'fail' grade. There is no coursework.

Content is split into six teaching modules:

Module 1 – Development of practical skills in Chemistry

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2 – Foundations in Chemistry

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure

Module 3 – Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative)

Module 4 – Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)

Module 5 – Physical chemistry and transition elements

- Reaction rates and equilibrium (quantitative)
- pH and buffers

- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements

Module 6 – Organic chemistry and analysis

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR)

There are three examinations in this course:

Paper 1:

Periodic table, elements and physical chemistry: 100 marks 2 hours 15 minutes written paper, assessing modules 1, 2, 3 and 5.

Paper 2:

Synthesis and analytical techniques: 100 marks 2 hours 15 minutes written paper, assessing modules 1, 2, 4 and 6.

Paper 3:

Unified chemistry: 70 marks 1 hour 30 minutes written paper, assessing all modules.

Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the laboratory, enhancing students' understanding of chemical theory and practical skills.

Throughout the two years of 'A Level Chemistry, we attempt to stimulate all our students' academic curiosity, and to encourage them to think beyond the confines of the syllabus we follow. Many of our pupils take part in the Chemistry Olympiad in the Upper Sixth, and in the Lower Sixth Cambridge Chemistry Challenge a year earlier. Three of our most promising Lower Sixth formers attend the Schools' Analyst competition at Nottingham University. We also run an Academic Extension Course, for Upper Sixth students looking to study Chemistry at University.

CLASSICAL CIVILISATION: OCR A Level

Head of Faculty: Mr. P.G. Fitzgerald

This new OCR course is designed for pupils with an interest in the Ancient World, but does not demand any linguistic knowledge of either Latin or Greek; all texts are studied in translation. Furthermore, **GCSE Classical Civilisation is not a prerequisite**. The two year course is examined in 3 papers:

(i) *The World of the Hero* (100 Marks; 2 hr 20 minutes paper; 40% of total A level)

This is a compulsory component comprising an in-depth study of:

- Homer's *Iliad*
- Virgil's *Aeneid*

This component is solely focused on the study of literature in translation.

(ii) Component Group 2: *Culture and the Arts* (75 Marks; 1hr 45 minutes paper; 30% of total A level)

Learners must study one component in this group, chosen from:

- Greek Theatre
- Imperial Image
- Invention of the Barbarian
- Greek Art

Components in this group involve the study of visual and material culture.

(iii) Component Group 3: *Beliefs and Ideas* (75 Marks; 1hr 45 minutes paper; 30% of total A level)

Learners must study one component in this group, chosen from:

- Greek religion
- Love and relationships
- Politics of the Late Republic
- Democracy and the Athenians

Components in this group involve the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

There is no coursework in this A level; it is solely examination based.

Throughout the course the emphasis is on reading the ancient texts with a critical and open mind and writing essays on their content, style, significance and interpretation. In this respect it is very similar to English Literature, and demands similar skills of analysis, argument, and counter-argument, all based on factual knowledge of the texts. The examinations require the development of critical thinking and the ability to write discursively and persuasively - both vital (and transferable) skills which this course will seek to develop. Furthermore, the material itself is of immense cultural importance and human interest to all.

CLASSICAL LANGUAGES – Latin and Ancient Greek: OCR A Level

Head of Faculty: Mr. P.G. Fitzgerald

Latin and Greek are the languages of two ancient civilisations which have shaped the face of the modern world in which we live. They continue to provide a rigorous and highly stimulating education, especially at this level, and are universally respected as indicators that the student has worked hard to master a difficult and complex subject. They demand attention to minute points of detail, while also seeing the bigger picture of the ancient cultures whose ideas they express: they call for a sense of style and a feeling for literature. Above all, they show us a world vastly different from – yet in many ways so similar to – our own and this is what makes them supremely interesting and educational.

There are **four** units in each of the two ancient languages (Latin and Greek); the syllabus is identical for each language.

- A 1¾ hour **Unseen Translation paper (33% of total)**: pupils will be required to translate:
 - a passage of unseen narrative prose into English
 - a passage of unseen verse
 - and to scan two lines of this verse

- A 1¼ hour **Prose Composition or Comprehension paper (17% of total)**: pupils will be required to either:
 - translate unseen material from English into Latin **or**
 - demonstrate their understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence

- A 2 hour **Prose Literature paper (25% of total)**: pupils will be required to:
 - understand and respond to passage(s) from set texts. Some of the text will be read in translation
 - translate passages of each set text into English
 - critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
 - write at length, drawing upon their observations of the material studied in translation

- A 2 hour **Verse Literature paper (25% of total)**: pupils will be required to:
 - understand and respond to passage(s) from set texts. Some of the text will be read in translation
 - translate passages of each set text into English
 - critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
 - write at length, drawing upon their observations of the material studied in translation

Besides preparing for these examinations, pupils will also be encouraged to read widely in the literature of the ancient world and also to enter a number of prestigious national essay and translation competitions – an exercise which is both a learning experience in itself and also excellent preparation in independent learning for higher-level study of the Classics at university.

Computer Science: OCR A Level

Head of Faculty: Mr. P.A. Kaye

In today's world, the impact of Computer Science on society and business is enormous. Individuals who understand the how computer systems work and how software can be written to solve real-world problems will be able to build systems that will shape the future.

Computer Science is an intellectually challenging course. It is a creative, practical subject where students can apply the academic principles learned in the classroom to implement working solutions. Students will develop their 'computational thinking', learn the skills to reason, analyse and solve problems. We will study a variety of programming techniques, different languages and data structures that all go into the software developer's toolbox.

As well as understanding what happens inside the box and what travels down the wires, we look at some of the wider aspects of computing such as legal, moral, ethical and cultural issues. Students will endeavour to understand the power and the limits of human and machine intelligence.

In the second year of study there will be an extended project that follows the entire process of identifying, specifying and implementing a solution for a client. Students are given the freedom to choose their client in an area that matches their own particular interests. The project approach is a vital component of 'post-school' life and is of particular relevance to Higher Education and the workplace.

Careers and Further Study Options: There is a wealth of opportunity for those aiming at career paths that lead to IT and computer-focused employment including programming, systems development, computer systems management, electronic engineering and IT consultancy.

Further study options could involve the fields of computer science, software engineering, artificial intelligence, robotics, games design and many other computer-related subjects. This qualification will also assist in the use of computing in other subject areas such as business, management and especially engineering, science and mathematics.

Prior Learning/Attainment: No prior GCSE knowledge of Computer Science is assumed, although it is desirable. Students are expected to have a strong interest in technology and possess competent ICT skills. An aptitude for mathematics and/ or previous programming experience is also an advantage.

Summary of the OCR Computer Science Course

Aims:

To develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology
- Mathematical skills.

Content	Assessment	
<ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues 	Computer systems (01) 140 marks 2 hours 30 minutes written paper	40% of total A level
<ul style="list-style-type: none"> • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms 	Algorithms and programming (02) 140 marks 2 hours 30 minutes written paper	40% of total A level
<p><i>Students choose a computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution • Developing the solution • Evaluation 	Programming project (03) 70 marks Non-exam assessment	20% of total A level

DESIGN AND TECHNOLOGY: PRODUCT DESIGN: Cambridge (CIE) Pre-U

Head of Faculty: Mr. K.M. Lloyd

Design & Technology at Shrewsbury School aims to develop creative and independent thinkers who are also effective communicators. Candidates critically explore the man-made world, while designing and creating innovative products.

Product Design is taught through a Pre-U Art & Design: 3D Design course, which allows students the best opportunity to explore and develop personal communicative, innovative and creative design capabilities. Tailored and specialised, design and technologically rich project work is intended to help best develop and exhibit relevant skills for university and beyond.

Exciting and diverse, investigative and practical; design activity offers an extensive opportunity to develop capability in both 2D and 3D, across a varied range of project work, written analysis, sketching and drawing, and the extensive use of ICT and digital media to enhance modelling and presentation. Candidates will explore a range of materials, practical workshop processes and media, to realise designed outcomes. Making activities take many forms, ranging from experimental models and prototypes, to a final marketable product.

What is Design & Technology? Design and technological activity, including the creation of functional objects such as products, packaging and furniture, the structures we inhabit, including architectural and interior spaces, and the manner in which we explore and employ materials and properties, have sculpted modern civilisation.

Designing is process based; engaging with problem-solving which requires thinking, creating, inventing, experimentation, decision-making, and constant evaluation. Designers develop an awareness of the opportunities and constraints placed upon them, taking account of the demands of users, producers and market forces.

The distinguishing feature of learning on any design and technology course is its practical nature. Knowledge and understanding is not acquired purely for its own sake, but in order to apply it to the solution of practical problems that arise in everyday life and in industrial and commercial contexts.

Why Study Design & Technology? The study of form, aesthetics, materials, components, and processes and manufacture, alongside engaging project work that is individually managed, offers an ideal foundation for the study of a range of creative degree subjects. These include Engineering and Architecture, as well as the spectrum of art, design and manufacturing based courses. Many of our students also embark on applied science and marketing degrees.

Course Components & Assessment Objectives (AOs)

AO1: **RECORD** in visual and other forms, observations and insights into intentions, demonstrating an ability to research systematically, and to reflect on work and progress;

AO2: **EXPERIMENT** with media, materials, techniques and processes, selecting and refining ideas as work progresses;

AO3: **DEVELOP IDEAS** through sustained and focused investigations, informed by contextual and other sources, demonstrating analytical and critical understanding;

AO4: **REALISE AND COMMUNICATE** intentions in a personal, informed and meaningful way, making appropriate connections and relationships.

Course Components		
Lower Sixth	Upper Sixth	
<p>Component ONE: PORTFOLIO (30%) The portfolio is a substantial exploratory investigation into a range of project contexts/ projects, set internally by the school. Students explore, observe, record and present in a range of materials and media.</p>		
	<p>Component TWO: CRITICAL AND CONTEXTUAL STUDY (30%) This coursework component is a written & illustrated essay of 3000-3500 words focusing on an element of visual design of interest to the candidate.</p>	
	<p>Component THREE: MAJOR PROJECT (40%) An externally set component, comprising a single and substantial designing and making activity based on a context set by the examination board.</p>	

DRAMA: AQA A Level
Director of Drama: Dr H.R. Brown

A challenging and innovative A Level, Drama poses many questions about the social and cultural function of theatre and seeks to provide students with a range of intellectual and emotional experiences.

The AQA course has a substantial practical element, and students are assessed on their abilities as a performer or theatre technician. Students are encouraged to participate in a wide range of plays from different genres and time periods, and to consider how they can develop a range of production and performance skills tailored to different styles of theatre. However, this is also an academic course, which encourages detailed reading and analysis, logical and coherent argument on paper, and an eye for detail.

Drama naturally complements English, of course, but also Art, Modern and Classical Languages, or indeed any of the other arts subjects.

<p>Unit 1 <i>Live Theatre and Prescribed Plays</i> 3 hour written exam Live theatre notes and open book 40%</p>	<p>Students will attend a number of live theatre performances over the two year course, and will choose one performance to discuss a particular aspect of performance or design. Students will study two contrasting set texts from different periods of theatrical history and will answer a choice of questions from the perspective of a director, performer or designer.</p>
<p>Unit 2 <i>Presentation of an Extract from a Play</i> Assessed performance + portfolio 30%</p>	<p>Students will study three plays in the light of an established theatre practitioner and develop a performance concept for all three plays, which will be presented as a portfolio of notes and designs. An extract from one of these plays will be presented in performance.</p>
<p>Unit 3 <i>Presentation of Devised Drama</i> Assessed performance + portfolio 30%</p>	<p>This performance unit requires students to devise a short piece of theatre based on the study of an established theatrical practitioner (in addition to the practitioner studied in Unit 2). The performance is to be supported by notes on the chosen skill.</p>

ECONOMICS: AQA A Level
Head of Faculty: Mr. P.A. Merricks-Murgatroyd

Economics is the study of how an economy functions, and how resources are allocated amongst competing claims. By studying Economics you will develop transferable skills including analysis, problem solving and evaluation and you will build up a tool-kit of economic concepts to apply to real world economic issues such as: should the UK join the Euro; are footballers' wages too high; should taxes be raised; should benefits be reduced; how can we best reduce road congestion.

Economics is typically divided into microeconomics and macroeconomics. In microeconomics you will study the operation of markets and market failure. This involves acquiring knowledge and understanding of a selection of economic models and applying them to current problems and issues. Models such as demand and supply, the operation of the price mechanism and causes of market failure are central to this part of the specification. In macroeconomics study is focused on the economy as a whole and includes the essential areas of growth, inflation, unemployment and international trade. You will also study issues that are currently keenly debated such as UK membership of the EU and the impact of globalization on the UK economy. As in microeconomics you will acquire knowledge and understanding of a selection of economic models such as AD / AS and apply them to current problems and issues.

Assessment (three written exams; each lasts 2 hours and they are equally weighted)

Markets and market failure	National and international economy	Economic principles and issues
<p>Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks</p> <p>Section B: essay questions requiring written answers, choice of one from three worth 40 marks</p>	<p>Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks</p> <p>Section B: essay questions requiring written answers, choice of one from three worth 40 marks</p>	<p>Section A: multiple choice questions worth 30 marks</p> <p>Section B: case study questions requiring written answers, worth 50 marks</p>

Paper 3 (Economic principles) includes questions that allow students to demonstrate their ability to draw together their knowledge, skills and understanding from across the full course of study.

Economics is very different from Business, which is primarily concerned with the practicalities of how firms operate in the real world. Economics is much more conceptual, studying the theory behind economic factors rather than their effect on businesses. There is strong emphasis on representing cause and effect in graphical form, so the ability to think logically is an advantage. The skills you will develop means Economics combines well with a wide spectrum of subjects and is a good grounding for those who wish to enter the financial sector, management, business or politics.

Economics is a discipline which requires a combination of skills, and a successful Economics student will have strengths both in analytical and literary subjects.

On the one hand, pupils require an ability to think logically and to be able to apply concepts. It is therefore felt that if a student is not on target to achieve an at least an A in GCSE Maths then he/she may find the skills required (and further developed during the A Level) very challenging. For pupils who are considering Economics at university, it is important to bear in mind that some universities require an A level in Mathematics.

At the same time, the Economics A Level includes examination through the medium of essay questions, and it is important that pupils have a strong grounding in the skills required for extended pieces of writing.

ENGLISH LITERATURE: OCR A Level
Head of Faculty: Mrs. K. Leslie

“...develop the insight of an artist, the analytical precision of a scientist, and the persuasiveness of a lawyer.” (Professor M Moran)

English Literature is an enjoyable and challenging discipline which will attract those who enjoy reading, talking and writing about a variety of texts, ranging from the earliest writers in the English canon, such as Chaucer and Shakespeare, to contemporary texts such as Alan Bennett's *The History Boys* and John Green's *The Fault in our Stars*.

Pupils will be required to evaluate reflections on the human experience, as well as to develop precise critical and analytical skills. They will consider aspects of language such as style, tone and intention, as well as the social, political and cultural contexts in which the works were produced. Thus, the course combines successfully with a wide range of disciplines, and helps to promote the ability to present ideas precisely, both orally and on paper. The course will appeal to those who enjoy expressing their own opinions and developing independent ideas, and who would be stimulated by a subject which draws upon their own experiences.

English Literature is an ideal choice for pupils who want to keep their options for further study open, as well as those who are already committed to the study of English at university. English Literature is a popular qualification for a wide range of courses in higher education and is useful in all careers. The ability to read critically and discerningly, to produce accurate and persuasive writing and speaking and to have confidence in one's own judgements are clearly invaluable skills.

Lessons tend to be largely discussion based, as this is a subject which thrives on lively debate and a willingness to challenge and interrogate ideas. Work outside lessons takes the form of the written essay, though pupils should also be prepared to read widely.

Students choosing English Literature will follow the OCR specification (H472). The course is linear, culminating in assessment via two examinations at the end of the Upper Sixth, as well as a small coursework module (worth 20% of the overall qualification) that will be undertaken during the two year course.

<p>Component 01 Shakespeare Drama and Poetry Pre 1900</p> <ul style="list-style-type: none"> • Written examination – closed text • 2 hours 30 minutes • 60 marks • 40% 	<p>Potential texts: Shakespeare:</p> <ul style="list-style-type: none"> • <i>Coriolanus</i> • <i>Hamlet</i> • <i>Measure for Measure</i> • <i>Richard III</i> • <i>The Tempest</i> • <i>Twelfth Night</i> <p>Marlowe: <i>Edward II</i> Webster: <i>The Duchess of Malfi</i> Goldsmith: <i>She Stoops to Conquer</i> Wilde: <i>An Ideal Husband</i> Ibsen: <i>A Doll's House</i> Chaucer: <i>The Merchant's Prologue and Tale</i> Milton: <i>Paradise Lost Books 9 & 10</i> Coleridge: <i>Selected</i> Tennyson: <i>Maud</i> Rossetti: <i>Selected</i></p>
<p>Component 02 Close reading in a chosen topic area Comparative and Contextual Study</p> <ul style="list-style-type: none"> • Written examination – closed text • 2 hours 30 minutes • 60 marks • 40% 	<p>Potential Texts: American Literature 1880-1940 <i>The Great Gatsby</i> (Fitzgerald) <i>The Grapes of Wrath</i> (Steinbeck) Gothic <i>Dracula</i> (Bram Stoker) <i>The Bloody Chamber & Others</i> (Angela Carter) Dystopia <i>1984</i> (Orwell) <i>The Handmaid's Tale</i> (Atwood) Women in Literature <i>Sense & Sensibility</i> (Austen) <i>Mrs Dalloway</i> (Woolf) The Immigrant Experience <i>Call it Sleep</i> (Roth) <i>The Reluctant Fundamentalist</i> (Hamid)</p>
<p>Component 03 Literature Post 1900</p> <ul style="list-style-type: none"> • Coursework • 40 marks • 20% 	<p>Three texts must be studied across the genres of poetry, drama and prose. Task one is a critical piece and task two is a “linked texts” essay, comparing two pieces of Literature. The total folder should be no more than 3000 words, excluding quotations and titles.</p> <p>Texts may be freely chosen, but must be published post 1900, including one more contemporary work published post 2000.</p>

GEOGRAPHY: Cambridge (CIE) Pre-U
Head of Faculty: Mr O.J. Russell

This course will appeal to those students who:

- Want to study a subject that focuses on both 21st Century issues.
- Enjoy both environmental and physical geography.
- Are interested in current affairs.
- Enjoy studying a subject that is relevant to their own lives and experiences.
- Want an opportunity to carry out practical work on compulsory day and residential fieldtrips as well as class-work.

What will I learn on this course?

- How do glaciers change the landscape?
- What are the issues affecting people and places where they live? How are cities and the countryside changing? Why are they changing?
- How will hazards effect our planet as we move through the 21st Century?
- How are people affecting the environment we all live in?
- What are the economic forces that drive the rapid rate of globalisation? How are they changing?
- What decisions are being made about the use and management of resources, and who makes these decisions?
- An appreciation of current events and world problems, such as the effects of natural hazards, global warming, migration, conflict resolution, and the plight of refugees.

Must I have done GCSE Geography?

It is not a requirement that you have studied GCSE Geography however ideally you will have achieved high grades at this level, should you wish to study the subject in the Sixth Form. If you have not studied Geography before, you must demonstrate a high academic ability in other subjects and crucially must have the drive to do well.

What examination syllabus will I follow?

We study the CIE Pre-U Geography syllabus. This is a rigorous, contemporary and challenging course full of excellent Geography. It provides students with an outstanding understanding of the world in which we live. It is a tough course in terms of subject content, but the assessment for at the end of the two years is fair, and merits those who work hard.

HISTORY: Cambridge Pre-U History (9769)

Head of Faculty: Mr H.G Mackridge

“History is not a burden on the memory but an illumination of the soul.” – Lord Acton

A key aim of History teaching in the Sixth Form is to enable pupils to develop their literary and independent study skills. Reading, writing and discussion are key components in the study of history, and this makes History an extremely useful subject to study for a number of vocations. Cambridge University ranks History as a “cornerstone” subject for those pursuing Humanities-related degree courses and the skills taught here at Shrewsbury seek to prepare our students for study of the subject (or a related area) at higher education institutions in Britain and beyond.

The most obvious strength of History in the Sixth Form at Shrewsbury is the sheer variety and depth of course topics on offer. Studying Pre-U History gives subject teachers the flexibility to select areas of specialism and passion and ensures our pupils receive the very best teaching and resources related to their chosen period. Shrewsbury students cover a vast array of topics; from Medieval British monarchs to Richard Nixon and China under Mao, the sheer breadth on offer marks out History at Shrewsbury as unique, dynamic and exciting for our pupils.

Lower Sixth Historians embark upon the Cambridge Pre-U which equips learners with the skills and knowledge needed to bridge the gap between school and higher education study. Lower Sixth pupils will take two papers (one British paper is prescribed) from the following options:

Paper 1a:	British History c.300 – 1547
Paper 1b:	British History c.1399 – 1815
Paper 2b:	European History c.1400-1800
Paper 3:	United States History c.1750 – 2000

The Cambridge Pre-U allows pupils to study a number of areas in depth in the Lower Sixth year by offering a broad ‘sweep’ of history with the two ‘Outlines’ papers. In the Upper Sixth, the ‘Special Subject’ paper gives a more in-depth focus and requires pupils to interpret and evaluate source-based evidence. These three papers are examined at the end of the Upper Sixth. In addition to this, pupils complete their own Personal Investigation in the Lent Term of their Upper Sixth year. Throughout the two years of study, pupils will gain an understanding of a wide range of historical topics, and will be able to develop their own writing and research skills to a high level.

Course of Study

In the Lower Sixth Year, pupils study for two papers, taken at the end of the Upper Sixth:

- British History Outlines. Currently, pupils study either Medieval History covering the Angevins to the Wars of the Roses or the Early Modern period from Elizabeth I to the English Civil Wars.

- European History Outlines. At present, the faculty covers the Early Modern period and covers the Ottoman Empire, the Papacy c.1458-1513 and Phillip II of Spain amongst other topic areas.
- American History Outlines. Covering 'The American Century' from the Presidency of Theodore Roosevelt in 1901 to Jimmy Carter in 1980.

In the Upper Sixth Year, pupils study for one further paper and prepare for their Personal Investigation:

- Special Subject. This allows pupils to study an area in depth, and this is examined by both a source based question and an essay question. Special subject nominated topics for 2017-19 are the Crusades or Mao's China – pupils study one of these topics.
- Personal Investigation. This takes the form of a 3,500 – 4,000 word essay and gives pupils the opportunity to demonstrate the skills of analysis and expression that they have developed throughout the course. Pupils are able to write on a studied topic approved in advance by the exam board.

Each component of the Pre-U qualification – the two Outlines papers, the Special Subject paper and the Personal Investigation – contributes 25% towards the overall grade.

HISTORY OF ART: board to be confirmed
Head of Faculty: Mrs. R. Shawe-Taylor

The History of Art remains central to the Arts curriculum at Shrewsbury. Owing to the withdrawal of the A Level by AQA in October, we have researched the Pre-U as a viable alternative. The Exam board Pearson (Edexcel) has now confirmed plans to develop a new history of art A-level for teaching from next September. As drafts will not be available until the spring, we will make a final decision about which course to offer once we have had an opportunity to compare them.

MATHEMATICS Edexcel A Level

Head of Faculty: Mr. J.C. Armstrong

Mathematics is among the most useful and valued A Levels for any pupil who can cope academically with the subject. The A Level is essential as a support for the Physical Sciences, Engineering and Architecture; it is also desirable for commerce-orientated courses, suitable for potential medics, and highly regarded by both universities and employers. Mathematics can be taken with almost any combination of subjects, and is recommended for pupils who can benefit from the course, whatever their other A Levels. It is, however, a most demanding subject: pupils should only choose it in the Sixth Form if they expect to gain a comfortable A* grade at GCSE.

We are following the new Edexcel linear course. Three 2-hour exams are taken at the end of the Upper Sixth: the first two cover Pure Mathematics, with an emphasis on algebra, calculus and trigonometry; the third contains applied techniques in Mechanics and Statistics.

FURTHER MATHEMATICS

Further Mathematics is a second, separate A Level taken in addition to Mathematics by those who opt for it. It is an extremely demanding and rewarding course, covering Pure Mathematics, Mechanics and Statistics in far greater depth than in the "single" subject. Those studying Further Mathematics take a total of seven exams at the end of the Upper Sixth: three 2-hour papers for the A Level in Mathematics, along with another four 90-minute papers for the A Level in Further Mathematics.

The Further Mathematics course is essential for potential Mathematicians and is useful for academically minded Physical Scientists, Engineers and Economists. Potential Oxbridge candidates in these subjects, particularly Physics and Engineering, will find that it should help considerably in their university applications. To cope with the course, pupils must have demonstrated their suitability by performing to the very highest standards in GCSE Mathematics. Within timetabling restrictions, the subject combines well with most other A Levels.

Pupils wishing to study Mathematics and Further Mathematics must select "Further Mathematics" in both the K block and the N block.

MODERN LANGUAGES: Cambridge Pre-U

Head of Modern Foreign Languages: Mr. T.C. Whitehead

Head of French: Mr. T.C. Whitehead

Head of German: Mr. H.R.W. Peach

Head of Spanish: Mrs. P.A. Wright

Pupils will follow the Cambridge Pre-U Principal Course syllabus in French, German, and Spanish. More and more pupils are choosing Modern Foreign Languages in the Sixth Form because of their ever-increasing relevance to the world of work. Language skills are increasingly sought by employers in a wide range of fields; indeed, many international companies expect fluency in more than one foreign language.

As far as the School and universities are concerned, languages are compatible with almost any combination of support subjects, whether arts, sciences, or a mixture. While it remains desirable that those aiming to read Modern Languages at Oxford or Cambridge should offer two languages, it is not essential.

As well as providing a fascinating insight into other cultures, Pre-U courses are designed to provide the opportunity to explore intellectually stimulating topics through authentic materials including social issues and current affairs. Pupils' favourite part of the course has been that they have a free choice of topic for the Oral exam. The aim is genuine fluency and to follow an enjoyable course that stretches the best linguists to the highest level educationally, while ensuring that high grades are attained. Pre-U courses prepare pupils for Higher Education by teaching the importance of independent learning and critical thinking skills. Literature and Cultural Topics are an important part of our courses. A strong grammatical knowledge is acquired during the Lower Sixth. Pre-U stretches and challenges a pupil at an appropriate level for the individual, which stimulates intellectual curiosity and leads to exam success. Pupils are encouraged to exploit our various resources: satellite television, the Internet and our recently upgraded multi-media facility. In addition, there are four foreign-language assistants offering speaking tutorials on a weekly basis.

The courses follow on sensibly from IGCSE/GCSE: early topics are linked to familiar areas. The study of languages is a demanding discipline; a high grade at GCSE and an interest in reading would be an excellent start to a Pre-U course.

It is also very important that those learning a foreign language visit a country where it is spoken at least once while they are in the Sixth Form, if possible staying with a family. In French there is an annual Sixth Form Study Visit to Bordeaux at Easter: nearly all pupils participate in this integrated part of the course. In Spanish the Argentina exchange with a well known independent school (Rosario) alternates with a trip to Spain. Those studying German regularly attend residential German language courses in Germany and Austria.

MUSIC: OCR A Level
Head of Faculty: Mr. J.F. Moore

We offer Music A Level (H543) with OCR. This is a course where candidates will develop a broad range of knowledge of music of varying styles and genres through their study of music history as well as performing and composing. These subjects are approached from a variety of mediums, but most importantly everything stems from a broad and developed palate of listening.

There is no prescribed prior knowledge for taking the course. However, it is recommended that candidates embarking on it should have shown a level of musical ability and understanding equivalent to that required for GCSE Music.

A Level Candidates take components: 01, 03 & 05 **OR** 02, 04, 05 (2 years)

01 Performing A

Candidates are required to perform a practical examination which is externally assessed by an audio-visual recording. Candidates are required to perform a programme of at least **two** contrasting pieces with a duration of between **six** and **nine** minutes. The recital may use one or more of the following:

- Solo piece on more than one instrument or voice
- Ensemble performance (including accompanying)
- Realisation using music technology

02 Performing B

Candidates are required to perform a practical examination which is externally assessed by an audio-visual recording. Candidates are required to perform a programme of at least **three** contrasting pieces with a duration of between **ten** and **fifteen** minutes. The recital may use one or more of the following:

- Solo piece on more than one instrument or voice
- Ensemble performance (including accompanying)
- Realisation using music technology

Section 1: Free Choice: at least **two** pieces

Section 2: Focused Study: at least **one** further piece

03 Composing A

Candidates are required to submit **three** separate pieces with a combined duration of at least **eight minutes**.

Section 1: Composition in response to a brief set by OCR

Section 2: Composition in response to a brief set by the candidate

Section 3: Three short technical exercises

04 Composing B

Candidates are required to submit **two** separate pieces with a combined duration of at least **four minutes and thirty seconds**.

Section 1: Composition in response to a brief set by OCR

Section 2: Composition in response to a brief set by the candidate

05 Listening and appraising

Candidates are required to sit an externally-assessed timed examination paper of **2 hours and thirty minutes**. The paper consists of three sections:

Section A: Aural extracts

Section B: Questions based on aural extracts from prescribed works

- Orchestral music of the Classical period
- Popular song: Blues, Jazz, Swing and Big Band

Section C: Contextual awareness: candidates are required to write **two** essays from **two** of the following topics:

- Instrumental Jazz 1910 to the present day
- Religious Music of the Baroque period
- Programme Music 1820-1910
- Innovations in Music 1900 to the present day

PHILOSOPHY AND THEOLOGY: Cambridge Pre-U

Head of Faculty: Mr. A. Dalton

This highly-regarded and well-established Pre-U course will very much appeal to those who want to deepen their interest in Philosophy, Theology, Ethics, and the history and nature of ideas. The course requires students to take an enquiring, academic and reflective approach, thinking rigorously about some fundamental issues of truth and the human understanding of our world and our lives. It will appeal to those who want to ‘dig a little deeper’, who are intrigued by issues of language, evidence, logic, and culture.

As befits a linear course, the three exams are taken at the end of the Upper Sixth, and they all require essay-style responses of various lengths.

Paper 1 Introduction to Philosophy and Theology

- Foundational debates in Philosophy (e.g. Plato and Forms, Aristotle and Empiricism)
- Foundational debates in Epistemology – Rationalism and Empiricism
- Ethics – Absolutism/Relativism, Divine Command Theory
- The Nature of Belief – Rationalism/Fideism, Revelation, Sacred Texts
- Conscience, Free Will and Determinism

Paper 2 Philosophy of Religion

- Arguments for the Existence of God – Design, Cosmology, Ontological, Moral
- Religious Experience – Varieties, Miracles, Psychology, Sociology
- Science, Evil, Life after Death – Science/origins, the Problem of Evil, Body and Soul
- Two texts – John Polkinghorne, *Science and Creation*; The Search for Understanding
John Hick, *Evil and the God of Love*

Paper 3 Ethics

- Christian Ethics – Sermon on the Mount, Paul/Romans, Natural Law, Situation Ethics
- Ethical Theories – Utilitarianism, Kant, Virtue Ethics, Existentialism
- Applied Ethics – War & Peace, Abortion and Euthanasia, Embryo Research/Genetics, Environmental Ethics, Business Ethics
- Two texts – John Stuart Mill, *Utilitarianism* (incl. *Essay on Bentham*)
Jean-Paul Sartre, *Existentialism and Humanism*

All three papers are assessed by a written exam with a choice of questions.

(It should be mentioned that a GCSE in RS is helpful but not a prerequisite for studying this subject at A Level; one’s academic ambitions and personal interest in the topics are much more important).

Finally, it should be mentioned that the course encourages candidates to develop the critical, literary and evaluative skills that are central to a wide range of degrees. These include Law, English, and History, as well as the more obvious Theology, Philosophy, and Psychology. Interestingly, some of our most able students have had significant strengths in Mathematics or the Sciences; clarity, logic and precision of thought are as helpful in this subject as curiosity for, and sympathy with, the human condition.

PHYSICAL EDUCATION. AQA A Level
Head of Faculty: Mrs E.J. Kelly

Studying A Level Physical Education will give you a fantastic insight into the remarkable world of sports performance. A Level Physical Education allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work.

Students may be familiar with certain aspects of the course due to their study at GCSE, yet there are a number of new topic areas that allows students to really engage with the course. The combination of physical performance and academic challenge provides an exciting opportunity for students.

Subject Content

1. Applied Anatomy and Physiology
2. Skill Acquisition
3. Sport and Society
4. Exercise Physiology
5. Biomechanical Movement
6. Sport Psychology
7. Sport and society and the role of technology in physical activity and sport

Assessment

Paper 1 Factors affecting participation in physical activity and sport	Paper 2 Factors affecting optimal performance in physical activity and sport	Non-Exam Assessment Practical performance in physical activity and sport
<u>What's assessed:</u> Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society	<u>What's assessed:</u> Section A: Exercise physiology and biomechanics Section B: Sport Psychology Section C: Sport and society and technology in sport	<u>What's assessed:</u> Students assessed as a performer or coach in the full sided version of one activity Plus: Written/verbal analysis of performance
<u>Questions</u>		
<p><u>Section A:</u> multiple choice, short answer and extended writing (35 marks)</p> <p><u>Section B:</u> multiple choice, short answer and extended writing (35 marks)</p> <p><u>Section C:</u> multiple choice, short answer and extended writing (35 marks)</p>		
<u>How it's assessed</u> Written Exam – 2 hours 105 marks 35% of A Level	<u>How it's assessed</u> Written Exam – 2 hours 105 marks 35% of A Level	<u>How it's assessed</u> Internal assessment, external moderation 90 marks 30% of A Level

A Level Physical Education can open up a range of career opportunities including: sports development, physiotherapy, teaching, sports nutrition and sports psychology. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking, are also useful in any career path you choose to take.

Pupils with lower than a B in GCSE PE (theory module) are advised they may find this course challenging due to the theory content. Pupils that have not studied GCSE PE would be welcome to take this subject, assuming they have shown an interest in the world of sport.

PHYSICS: Cambridge Pre-U
Head of Faculty: Mr. M.A. Kirk

The essence of Physics is to understand rather than merely to accumulate facts. A student will develop powerful methods of solving practical and theoretical problems. These skills are highly regarded by future employers both within and outside the scientific and engineering world.

We follow the Cambridge Pre-U Physics course, which is now very established at Shrewsbury School. The course provides an excellent preparation for those who wish to go on to degree courses in engineering or the physical sciences. Students studying Physics would normally be advised to study Mathematics to at least AS level.

The Pre-U course allows students to undertake a practical investigation of their own choice in the Upper Sixth. This will provide the students with an opportunity to develop their investigative skills and prepare them well for the sort of laboratory work practised at university. Over the years we have had some very interesting projects and the students have found the work very rewarding.

The course content includes mechanics, waves, electricity, nuclear physics, quantum physics, rotational dynamics, thermodynamics, special relativity, electromagnetism, gravitational fields and aspects of astronomy and cosmology. Pre-release material on an aspect of applied physics will be tested on one of the papers (Paper 2). Paper 3 will have a section where students choose 3 from 6 questions (half of which are philosophical and half mathematical) to suit their own interests and strengths.

All papers are taken in the summer of the Upper Sixth year:

- Multiple Choice: 1.5 hours (20%)
- Written Paper: 2 hours – also testing pre-release material (30%)
- Written Paper: 3 hours – including option questions (35%)
- Personal Investigation (20 hours within 4 weeks) (15%)

SECTION 5 – HIGHER EDUCATION

5.1 Where and When?

Almost all our school leavers go on to Universities and Colleges of Higher Education to study at degree level. All pupils considering Higher Education are given a mock interview on request, encouraged to look at all types of course for which they are suited, and to consider when they should apply – either at the beginning of the Upper Sixth, or after A Levels for entry a year later.

Some pupils like to apply for “Deferred Entry”; that is to apply at the beginning of their last year at school for entry two years later (i.e. after a Gap Year). Before doing this, it is essential that all the courses to which the pupil wishes to apply are checked as some do not like “Deferred Entry”.

Many pupils apply to university after taking their A Levels and receiving their results. This can greatly strengthen their prospects on the basis that “a bird in the hand is worth two in the bush”, but such applications may interfere with, or limit, the plans for a Gap Year, especially if these courses demand interviews.

Many pupils consider having a Gap Year between School and Higher Education. There is no general advice on this, and it is a matter of individual circumstances and preferences. Mathematics at university seems to be the only discipline not favouring a Gap Year. It would be advisable to check this out with the university concerned. Many universities have come to favour a Gap Year because they find that future students do not then come up treating university as a mere extension of school, but arrive with a more mature attitude. However, both universities and employers have made it clear that a Gap Year should be positive and relevant, and certainly not just an extended holiday. Possible avenues of interest for a Gap Year are advertised in the Careers Library. Approximately 35% of our leavers have taken a Gap Year. Provided that the year is used constructively, this can provide valuable work experience which is much in demand by employers when they recruit fresh graduates. In this increasingly competitive world, it is essential that it is thought of as a “year between” and NOT a “year off”. It should be seen as an opportunity to add skills, experience, initiative and responsibility to a student’s CV, and not merely be a reward for having worked (hard?) for A Levels.

The School hosts a Gap Year Fair, run by Inspiring Futures, usually in the Lent Term. All pupils and parents are warmly invited to attend this function. Details can be found on the school website.

5.2 Universities

Entry to universities is through a central clearing house called UCAS (Universities and Colleges Admission Service). On a UCAS form, up to five applications can be made (except for applications for medicine, dentistry and veterinary science for which a maximum of 4 applications are allowed). Candidates do not declare a preference amongst their choices, and universities no longer 'see' the other universities to which a candidate has applied. All candidates are expected to apply online. The application is made between 1st September and 15th January and is for the next year or the one beyond. In making choices, it is best to pick first the course of study and then consider the places where it is available, perusing prospectuses and especially websites for details.

All universities respond to applications from November until the Spring, with varying promptness. There is an increasing trend not to make offers until after the UCAS deadline date of 15th January in order to ensure a level playing field for all applications. A candidate with A Levels will get a simple yes or no; others, if they look promising, will get an offer conditional upon certain grades being achieved. If the application does not look promising the university will reject the candidate. Interviews are sometimes offered; Open Days are increasingly the norm. Dates by which applications have to be in are:

Dentistry, Medicine & Veterinary Science

UCAS form in to UCAS by 15th October.

A maximum of four choices in Dentistry and Medicine is allowed.

Remainder

UCAS form to UCAS by 15th January at the moment, but an early application is strongly advised – if possible before the Michaelmas Term Exeat, as some institutions make offers on a “first come, first served” basis.

It is worth noting that school has internal deadlines:

- **1st October for an early application**
- **15th November for remainder of applications**

5.3 Oxbridge

If Oxford or Cambridge is to be a choice, then the selection process includes a searching academic interview in December of the Upper Sixth, and in many cases candidates will be asked to submit a sample of written work and / or undertake a written test.

Furthermore, special application arrangements apply:

Oxford University

UCAS form in to UCAS by 15th October.

Cambridge University

UCAS form in to UCAS by 15th October and then candidates are sent an electronic Cambridge Application Form from Cambridge to fill in on-line.

For Choral / Organ Awards, applications at both Oxford and Cambridge should be submitted by the beginning of September.

Pupils should see Mr Alex Mason, Director of Chapel Choir if they are interested in finding out more information about these awards.

5.4 Art and Design Courses

The three overlapping areas of Art and Design are Foundation Courses, Degree Courses and Vocational Courses. Foundation Courses are the preferred route to Art and Design Courses. Exceptionally students may be accepted onto a Degree Course with two A Levels, but they will need to have a very high standard of Art portfolio work whether they are going for an Art or Design course. Applications for Foundation Courses should be made through the school Art Department by 31st January for entry the following autumn. A few universities run practical Art as opposed to Fine Art courses and for these application is through UCAS: again, a high standard of portfolio work is required.

5.5 After Shrewsbury

The role of Careers Staff does not end when a pupil leaves school. Advice is always available to Old Salopians on request, and to their parents. This applies most obviously to the period immediately after A Levels, when the results may be unexpected one way or the other, or if a pupil applies to Higher Education after leaving the school.

Higher Education and Gap Year Advisor

Dympna Nightingale (01743 280555)

i/c Oxbridge

Dr Paul Pattenden (01743 280640)

5.6 Financial Support in Higher Education in the United Kingdom

There are still two main costs for students, tuition fees and living costs, and loans to cover both these are possible. All funding issues are channelled through “Student Finance Direct”. This is meant to be a ‘one-stop shop’, so hopefully all queries can be answered here. The website is www.studentfinancedirect.co.uk. Funding for next year appears likely to be complicated and variable depending on which UK country the student lives in, and where the HE Institution is that they go to.

5.7 Sponsorship and Scholarships

The Government and some leading firms offer Sponsorship or Scholarships (e.g. Engineering), but sponsorship offers are becoming much less common, and the competition consequently more intense. More recently there have been increasing numbers of Degree Apprenticeships, which are essentially full time salaried roles with part of the working week spent at a university working towards a degree for which the fees are fully covered by the employer. See apprenticeships section below

There are many grants and scholarships which provide financial assistance for a Gap Year, or to assist in Higher Education. Some are specific to the School, or to residents of Shropshire; others are entirely open. Details are available in a pamphlet in the Careers Library, and The

Educational Grants Directory is recommended reading. Two Trusts worth mentioning here are:

The Walker Trust was established for the assistance of education, health and orphans, for individuals resident within Shropshire. Applications should be addressed to:
Clerk to the Trust, Edward Hewitt, 2 Breidden Way, Bayston Hill, Shrewsbury SY3 0LN

Pupils living in Shropshire who are going to university can apply to **The Careswell Trust** for grants of about £150 for books etc. for each year of their university education. Students must apply by mid-September in the year that they are going to university. Application forms are available from Housemasters or Mrs Nightingale.

University of North Carolina, USA: The John Motley Morehead Foundation chooses up to 3 outstanding candidates each year who wish to undertake a four-year degree course at the University of North Carolina at Chapel Hill. These candidates then undergo a final selection course in America where they compete with 125 Americans for the 45 scholarships available. All the costs of a four-year course, currently approximately £60,000 – £70,000, are covered by the scholarship. The scheme also involves giving the student excellent work experience in the long vacations. For further information see the Higher Education Advisor.

5.8 Useful Sources of Information

Increasingly, the internet is the best source of up-to-date information, and the following websites are recommended.

Higher Education	www.ucas.ac.uk
Gap Year	www.yearoutgroup.org
University Open Day	www.opendays.com
Funding	www.studentfinancedirect.co.uk

The following books may be worth buying; they are certainly worth reading:

1. The Times Good University Guide (Times Books).
2. The Virgin Alternative Guide to British Universities.
3. Degree Course Offers - Brian Heap (Trotman & Co. Ltd).
4. The Career Guide for Creative and Unconventional People (TenSpeed Press).
5. What Graduates Do (AGCAS).

All the books listed above are in the Careers Library.

SECTION 6 – SCHOOL LEAVER PROGRAMMES and APPRENTICESHIPS

While a high proportion of pupils from Shrewsbury School will choose to go on to university, a number of pupils each year choose to apply for School Leaver Programmes (SLP). For a pupil who is more interested in workplace learning than academic study, these programmes offer a combination of workplace training, professional skills development, further education through professional qualifications and, in many cases, vocational qualifications or a degree. There is no limit to the number of applications a pupil can make as applications can be made alongside UCAS and are independent of it. Places on these programmes are highly sought-after and the selection process is competitive and rigorous, as they offer excellent starting salaries and accelerated career progression.

Schemes vary across sectors, from the Royal Military Academy Sandhurst to retail giants, engineering and construction companies, financial services and consultancy firms, and investment banks. The recent proliferation of schemes is due to employers' interest in developing their workforce from an early age and by the growing perception that a university education in itself does not confer employability or determine career success. This is a great option for pupils who are more excited about the prospect of a career, and learning in the workplace, than further academic study.

The Careers Advisor helps pupils, and their parents, navigate their way through the different types of schemes available and supports applicants in their research and in preparing for the recruitment process.

6.1 What should I expect in a school leaver programme?

SLPs are usually a minimum of three years in length, and offer a combination of academic, vocational and professional qualifications.

The key advantages of a SLP are that they usually include:

- Professional training & qualification
- Good starting salary
- Career progression throughout leading to a permanent job
- Fully funded training or university fees
- Real work experience, client contact and applied learning

6.2 Pros and Cons

The key disadvantage to an SLP is missing out on the full student experience. However, schemes vary in terms of time spent at university, but there is some student experience alongside the social benefits of being one of a group of young people enjoying the shared experience of being on the programme. Young people on SLP enjoy less free time than those on university courses but their holidays are paid and with some of the global organisations there is the opportunity for travel at company expense on business trips.

The greatest advantages to these schemes lie in not accumulating student debt and in acquiring a wealth of experience and expertise that puts young people ahead of the curve in the competition for jobs and promotion. There is no tie-in at the end of the schemes and it is possible to move into other organisations and careers with the transferable skills gained.

6.3 Apprenticeships

Simply, apprenticeships are jobs combined with a qualification. They are at different levels in terms of salary and qualification and range in duration between 12 months and 2 years.

Pupils who have completed GCSEs would normally apply for Level 2 or 3 apprenticeships and post-A level pupils should be considering Level 3 or 4. With the introduction of the apprenticeship levy in 2017, it is anticipated that most employers will be offering apprenticeships. They cover a range of different occupations from the creative industries to engineering and more recently there are routes into law and nursing.

Apprenticeships can be the first stage on a career in a particular sector, or they can be approached as an interim job and extra qualification prior to applying to university.

Degree apprenticeships offer the best of both worlds, a paid job and training in a profession combined with attendance at university and full degree, usually in the same time scale as a full time student. Applications are made through the employer not the university so can be made in addition to the UCAS application to secure a range of options.

6.4 Links

Many of the major companies are now running some form of Apprenticeship or School Leaver Programme, so visit the Careers sections of individual company websites to see what they offer. For more general information:

Rate My Apprenticeship:

<https://www.ratemyapprenticeship.co.uk/>

Student Ladder:

<http://www.studentladder.co.uk/>

All About:

<http://www.allaboutschoollavers.co.uk/>

Which? Guide to Higher and Degree Apprenticeships

<http://university.which.co.uk/teachers/introduce-higher-education-options/higher-and-degree-apprenticeships-guide-download>

For further discussion or information, make an appointment to see the Careers Advisor in the Careers Library.

SECTION 7 – CAREERS PROGRAMME

	Information for Parents	Talks to Pupils, Outside Lectures, Visits, etc.	Aptitude Tests	Careers Courses & Work Experience	Examinations
Third Form		<ul style="list-style-type: none"> • MT: Introduction to the Careers Library (in House groups) • LT: PSHE Careers session • ST: Interactive Workshop 			
Fourth Form		<ul style="list-style-type: none"> • Importance of GCSE • LT: PSHE Careers session • ST: Three broad-based lectures different careers areas 			
Fifth Form	<ul style="list-style-type: none"> • A Level choice information • Careers Profiling Tests and Interview Reports • Results of GCSE trials • Results of GCSEs 	<ul style="list-style-type: none"> • Explanation of Careers Profiling Tests • A Level choices, Higher Education • Weekly Tuesday evening Talks on Careers and Higher Education 	<ul style="list-style-type: none"> • MT: Careers Profiling Tests, Interview and Reports 	<ul style="list-style-type: none"> • Summer: Pupils do pre-arranged work experience 	<ul style="list-style-type: none"> • ST: GCSE examinations
Lower Sixth	<ul style="list-style-type: none"> • LT: Talk on Higher Education. 	<ul style="list-style-type: none"> • Weekly Tuesday evening Talks on Careers and Higher Education • MT: Making Use of The Sixth Form • LT: Importance of Work Experience • LT: Introduction to Higher Education • LT: Gap Year and Sponsorship • LT: Oxbridge • LT: Gap Fair • LT: Interview Skills • ST: The UCAS System • ST: Visits to University Open Days • ST: Lower Sixth Careers Fair • ST: Making Good Career Decisions 		<ul style="list-style-type: none"> • LT & ST: Inspiring Futures Insight Courses (external) • University Fair • ST: European or USA Conference (alternate years) • ST: Challenge of Management Conference • Summer: Pupils do pre-arranged work experience 	<ul style="list-style-type: none"> • MT: Internal school examinations • ST: AS trial examinations in modular subjects • ST: AS examinations in modular subjects • ST: End of year internal school examinations in linear subjects
Upper Sixth	<ul style="list-style-type: none"> • ST: Results Day: The Alternatives. Leaflet sent to parents. 	<ul style="list-style-type: none"> • Weekly Tuesday evening Talks on Careers and Higher Education • MT: Talks to Houses in evenings: Application through UCAS • LT: Gap Fair • ST: Results Day: the alternatives 			<ul style="list-style-type: none"> • MT: Preparation for Oxford and Cambridge Interviews • LT: A Level trial examinations • ST: A Level examinations