



Shrewsbury School

# **THE SIXTH FORM AND BEYOND**

**2020**

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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, degree apprenticeships or even into the first phase of a career.

This being so, the process 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.

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 plays to individual strengths and keeps doors open, whether there is a clear sense of the next step, or that clarity has yet to emerge.

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. There are no soft options, but there are some combinations of subjects that work particularly well.

The golden rules of Sixth Form subject choice are reassuringly simple: choose subjects you genuinely enjoy – or think you will – and choose subjects whose method and content match your strengths; in other words, subjects in which you expect to do well. The two go hand in hand. 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.

The most successful and rounded 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 so exciting. Think carefully, thoroughly, honestly and relish making your own choices.

**Leo Winkley**

## **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 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 2020-/21**

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 2020 will embark on FOUR qualifications leading to at least THREE A Level qualifications at the end of their two years in the Sixth Form.
2. The fourth option choice may be an Extended Project Qualification (EPQ), or a further A Level (probably sensible only for academically ambitious pupils – we anticipate only approximately 20% of Shrewsbury pupils to follow this route).
3. Pupils who do wish to take four full A Levels will need to apply to do so through the Deputy Head Academic (or 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 (Friday 25<sup>th</sup> September) – 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 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 course. It is therefore imperative that pupils make their choices in as informed a manner as is possible from the outset.

## **Extended Project Qualification (EPQ).**

### **EPQ Coordinator: Dr M.S. Elliot**

This much-valued and well-supported qualification is designed to nurture the skills of project management and help pupils to work independently to bring a process through to fruition.

The choice of topic for an extended project is entirely up to the individual student, subject to approval by the Coordinator. Topics can relate to 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 in the same manner 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! In recent years, some universities have been willing to lower their offers in light of excellent EPQ performance.

## 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 26<sup>th</sup> January 2020** 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 26<sup>th</sup> January 2020** provides an opportunity for more specific discussion.
- All pupils will then be asked to submit their provisional subject choices by **Monday 3<sup>rd</sup> February 2020**. (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. From this point on, changes to choices will need to be valid under the new block structure.
- Where there are combinations that cannot be feasibly provided, the Deputy Head (Academic) will write to the pupils concerned and ask for new choices as soon as possible. This occurs in only a very small number of cases each year.
- Final choices will be requested by **Friday 24<sup>th</sup> April 2020**. At this point, the process of drawing up the timetable for 2020/21 will start. It is usually possible to change choices right up until September, but only provided there is space in the relevant sets and that the combination of options works within the block structure. Late options choices cannot always be agreed.

### 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, and History of Art.

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. Some subjects, such as Mathematics, represent a very significant jump up from GCSE

and it is important to engage in frank discussions with your teachers as soon as possible to give a realistic appraisal of your trajectory.

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. Try not to allow hearsay or the experience of other pupils play too great a role in your decision-making; you are selecting the courses that are right for you.

### **2.3 How do I decide which subjects to study?**

The golden rule in options selection is that you need to choose subjects that you will do well in, and that you will enjoy – 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 grades will give you wider, and better, options from which to select.

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
- The Head of Futures and the Higher Education Adviser
- The Deputy Head (Academic)
- 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

Also think about the results of your trial GCSEs and the feedback from any Careers Profiling tests and interviews, which will give you a picture of your strengths and entry routes into appropriate careers and courses. Although none of these offer you a definitive route forward, you should give them the careful consideration they deserve.

## 5 Do I need to think about what to do beyond School?

Yes! Though you may have no idea what you would like to do after leaving Shrewsbury (and that is no problem in itself), it is important to think about giving yourself the best chance possible and keeping your options open.

Every university will have entry requirements for their courses, which are usually based on grades, though a considerable number will ask for specific A Level subjects in addition. This is particularly true for vocational degrees such as Medicine, Architecture and Engineering, as well as science-based courses, but it is important not to shut doors early.

Your choice of subjects at this stage will have an impact on what you do at university and beyond. It is therefore important to discuss your options with the Futures team so that you do not shut any doors prematurely – just pop up to the Futures Faculty to make an appointment. To give a quick overview, the following are common considerations for courses:

- (a) **Mathematics and Sciences:** For nearly all science courses, two science subjects will be required and many universities stipulate the relevant Science and Maths. For those looking to study Mathematics at university, you 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 institutions do not make offers to pupils who offer Mathematics, Further Mathematics and only one other subject.
- (c) **Engineering:** Most universities will require Mathematics and Physics at A Level. Potential Oxbridge and Imperial College candidates, and those likely to apply for other very competitive courses, will be expected to have Mathematics, Further Mathematics, Physics and one other subject.
- (d) **Medicine:** Biology and Chemistry are required by nearly all medical schools. Most applications will have Maths or Physics alongside, but many medical schools will consider a third Humanities subject. The grades required for entry are at minimum AAA rising to A\*AA (e.g. Oxford, Birmingham, Imperial) and A\*A\*A 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 a relative rarity in candidates making this choice at A Level 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 both subjects and only one other subject. Equally, many universities rate Mathematics as their only preferred subject for an Economics course.

### SECTION 3 – THE WIDER SIXTH FORM PROGRAMME

Almost all Salopians go on to university, either straight from school or after a gap year. However, that does not mean that all of the school's focus is on Higher Education, as we consider it just as important for pupils to acquire a good understanding of the jobs market, develop the soft and core employability skills required in the workplace and identify their own interests.

Sixth Form tutors work alongside the Futures Faculty to offer guidance on the next step and the Fasti is packed with events and activities designed to offer insight and information to various institutions and courses. For those not looking to go to university, the Futures team has considerable experience in helping pupils look at alternative routes into the world of work; several Salopians have gone on to School Leaver Programmes and Degree Apprenticeships with companies such as KPMG, EY and Shell in recent years.

- a) **Futures 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 Head of Futures and the Higher Education Advisor throughout the Sixth Form. Parents may also find discussions useful and are encouraged to make contact with the team directly.
- b) **University and Employability Talks:** Throughout the Michaelmas and Lent Terms, we are lucky to host excellent speakers from a range of institutions and companies, who offer expert insight to applying, studying and securing a decent job. These are balanced with interactive workshops on employability skills, developing a good CV and how to succeed at interview.
- c) **UCAS & University application:** At the start of the Lent Term in the Lower Sixth, pupils are asked to start considering their options for university – some will be much further along the process than others. A first step is the school's Universities Fair, held this year on 14<sup>th</sup> February 2020, which is one of the largest in the region and is attended by nearly all the universities to which Salopians go on; there is also a series of talks on various topics, from student finance to choosing a course.
- d) **Open Days:** University Open Days can be an important part of the application process. Most institutions now operate a calendar of such events which can usually be attended without impact on term time or critical study. Where this is not the case, a pupil may be released for up to two days during the academic year, by negotiation with the Deputy Head Academic and the Second Master.
- e) **Applying to the USA:** Shrewsbury is one of the very few schools that offers a free SAT training programme run by a qualified tutor, which currently takes place on a Thursday afternoon. The school is also registered as a SAT Centre, which allows

Salopians to take the exams on their doorstep (if they register in time!). 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 2020. Please make an appointment with the Higher Education Advisor early in your Lower Sixth if you are considering a USA University.

- f) **Applying to Europe:** There is a growing interest in European Universities such as Holland and Ireland. These involve a different system of applying and deadlines. Please see the Higher Education Advisor to register your interest and discuss the intricacies of applying.
- g) **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.
- h) **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.

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 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 to 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 also 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:

- 1<sup>st</sup> choice A Level \_\_\_\_\_ Block: \_\_\_\_\_
- 2<sup>nd</sup> choice A Level \_\_\_\_\_ Block: \_\_\_\_\_
- 3<sup>rd</sup> choice A Level \_\_\_\_\_ Block: \_\_\_\_\_
- 4<sup>th</sup> choice – indicate one of the following alternatives:
  - i) Extended Project Qualification (EPQ) \_\_\_\_\_
  - ii) 4<sup>th</sup> A Level \_\_\_\_\_ Block: \_\_\_\_\_

<b>Block K</b>	<b>Block L</b>	<b>Block M</b>	<b>Block N</b>
Biology Business Classical Civilisation English Literature Further Mathematics German 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 Music Physics Photography	Chemistry Economics English Literature Further Mathematics Geography History Mathematics Philosophy & Theology Drama Greek

### **Notes**

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

**Head of Faculty: Mrs L.A. Caddel**

**Course Structure: 60% Personal Portfolio 40% Externally Set Assignment**

Art in the Sixth Form at Shrewsbury is a creative, exciting and contemporary course designed to enable students to personalise and refine their own creative skills and ideas until they become experts in their field. Students opting for Art should have already taken a GCSE in Art or another relevant creative subject. The endorsement of the Art & Design A-level course will be selected for the student once we have diagnosed what area of art the student wants to specialise in and doesn't need to be decided at the start of the course. These endorsements include:

- **Art, Craft & Design:** *must cover two distinct endorsements from the titles below*
- **Fine Art:** Painting, Printmaking, Sculpture/Installation & New Media
- **Textiles Fine Art**
- **Graphic Communication**
- **3D Design**
- **Photography**

At Shrewsbury we teach a broad range of skills, media and processes so we can accommodate all types of artists. Students taking A-level Art, must complete a substantial amount of sketchbook work independent of class time to provide evidence of high-quality visual and verbal communication skills. They will also be required to attend gallery visits, life drawing and independent studio sessions outside of normal teaching times, in order to complete sketchbooks and extended pieces of work.

Over the two-year A Level course there will be trips to major museums and galleries in the UK as well as opportunities for residential trips to European destinations.

## **BIOLOGY**

**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.

Although all are welcome, a grade A (equivalent) or higher at GCSE is recommended for those who wish truly to flourish. 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. It's also worth pointing out that success in Biology requires a decent level of numeracy (10% on the assessment involves some sort of maths) and literacy in English (there are many extended prose questions and answers need to be concise and coherent).

While in many schools sixth form practical work in Biology has been relegated to a "bolt on", we keep it where it should be, at the heart of the subject. We go significantly beyond the trammels of the syllabus and so prepare pupils not only for their exams but also for life at university where analytical and problem-solving skills underpin so many degree courses.

Sixth Form biologists will each have their own dedicated microscope and the facilities generally available 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 ecology; pupils also learn to analyse large data sets using statistical tests. 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 is 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**

**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:

- 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.

### **Paper 2: Business 2**

- Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.

### **Paper 3: Business 3**

- One compulsory case study followed by approximately six questions.

## **Where can Business take you?**

For degree choices you should look carefully at whether courses require Mathematics as some will have accountancy or finance-related content which may require mathematical skills.

## **Degree Choices include:**

- Business Studies (with or without Foreign Languages)
- Management Studies
- Psychology/ Organisational Psychology/ Social Psychology
- Law
- European Studies
- Media/ Communication Studies
- Real Estate/ Land Management
- Surveying

## **Career Destinations include:**

- Business Management
  - All sectors including Retail (FMCG and Luxury brands), Industry and Technology
  - All functions including Finance, HR, Operations, Marketing
- Accountancy and Finance; Insurance
- Banking (Investment, Commercial and Retail)
- Entrepreneurship and setting up your own business
- Marketing; Advertising; PR; Market Research
- Logistics
- Sales



## CHEMISTRY

### Head of Faculty: Dr A.D. Briggs

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 grade 6 (a good B) 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 Level 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 these 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

**Head of Faculty: Mr. P.G. Fitzgerald**

This OCR course is designed for pupils with a passion for the culture, literature and ideas of 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.**

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. 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 two of the great epics of Greece and Rome, Homer's *Iliad* which tells the story of the anger of the Greek hero Achilles in the context of the Trojan War, and Virgil's *Aeneid*, telling the story of the mythical founding of Rome by the Trojan refugee Prince Aeneas; poetry and propaganda combined in one great tome.

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

Pupils will study the *World of Greek Theatre*, examining not only the religious background underpinning the ancient drama festivals, but also three of the greatest plays that survive from the time; Sophocles' tragic masterpiece '*Oedipus the King*', Euripides' brutal and violent '*The Bacchae*', and Aristophanes' satirical comedy '*The Frogs*'.

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

Pupils will study the *Politics of the Late Republic*. This was a period of upheaval and conflicting views on how the Roman state should function. These conflicts eventually led to the downfall of the Republican State and the rise of the Roman Emperors.

In this component pupils will have the opportunity to look in detail at the political thoughts of some of the most colourful, ruthless and powerful men in the Ancient World; men like the Dictator Sulla, the politician and orator Cicero and perhaps the most famous of all classical figures, Gaius Julius Caesar. By examining their distinctive attitudes, political beliefs, conduct, and impact, learners will explore the ways in which the later Republic developed, changed, and ultimately fell.

## **What about afterwards...why study Classical Civilisation?**

You might be thinking of taking your Classical Civilisation A Level to university or straight into work. But where will that lead you? What careers options will be open to you? What skills will you be developing?

### **Degree Choices include:**

*Classics; Greek/Latin; Greek/Latin + a modern language; Archaeology; Law; PPE (Politics, Philosophy and Economics)*

### **Skills you will develop while studying Classical Civilisation:**

- the ability to read large amounts and digest the information
- summarising, writing, formulating and presenting a case or argument cogently
- critical thinking & evaluation

### **Career Destinations include:**

- Law
- Marketing, Advertising & PR
- Journalism & Publishing
- Civil & Diplomatic Service
- Management Consultancy & Banking

*Please note that it is not possible to study Classical Civilisation in combination with Global perspectives.*

## CLASSICAL LANGUAGES – Latin and Ancient Greek

**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 accentuation
- 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.

### **What about afterwards...why study Latin and/or Greek?**

You might be thinking of taking your Latin or Greek A Level to university or straight into work. But where will that lead you? What careers options will be open to you? What skills will you be developing?

### **Degree Choices include:**

*Classics; Greek/Latin + a modern language; Archaeology; Law; PPE (Politics, Philosophy and Economics)*

### **Skills you will develop while studying Latin and Greek:**

- the ability to analyse texts, assimilate and summarise complex information
- writing, formulating and presenting a case or argument cogently
- critical thinking & evaluation

### **Career Destinations include:**

- Law
- Marketing, Advertising & PR
- Journalism & Publishing
- Civil & Diplomatic Service
- Management Consultancy & Banking

## DESIGN AND TECHNOLOGY: 3D DESIGN ENGINEERING

**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.

Design & Technology activity is primarily taught via project-based learning; allowing students the best opportunity to independently 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 modelling 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.

## DRAMA

### 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.

Unit 1 <i>Live Theatre and Prescribed Plays</i> 3 hour written exam Live theatre notes and open book 40%	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.
Unit 2 <i>Presentation of an Extract from a Play</i> Assessed performance + portfolio 30%	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.
Unit 3 <i>Presentation of Devised Drama</i> Assessed performance + portfolio 30%	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.



## ECONOMICS

**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: the effects of the UK leaving the EU; 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)**

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

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 mean that 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 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

**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><b>Component 01</b> <b>Shakespeare</b> <b>Drama and Poetry Pre 1900</b></p> <ul style="list-style-type: none"> <li>• Written examination – closed text</li> <li>• 2 hours 30 minutes</li> <li>• 60 marks</li> <li>• 40%</li> </ul>	<p><b>Potential texts:</b> Shakespeare:</p> <ul style="list-style-type: none"> <li>• <i>Coriolanus</i></li> <li>• <i>Hamlet</i></li> <li>• <i>Measure for Measure</i></li> <li>• <i>Richard III</i></li> <li>• <i>The Tempest</i></li> <li>• <i>Twelfth Night</i></li> </ul> <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 &amp; 10</i> Coleridge: <i>Selected</i> Tennyson: <i>Maud</i> Rossetti: <i>Selected</i></p>
<p><b>Component 02</b> <b>Close reading in a chosen topic area</b> <b>Comparative and Contextual Study</b></p> <ul style="list-style-type: none"> <li>• Written examination – closed text</li> <li>• 2 hours 30 minutes</li> <li>• 60 marks</li> <li>• 40%</li> </ul>	<p><b>Potential Texts:</b> <b>American Literature 1880-1940</b> <i>The Great Gatsby</i> (Fitzgerald) <i>The Grapes of Wrath</i> (Steinbeck) <b>Gothic</b> <i>Dracula</i> (Bram Stoker) <i>The Bloody Chamber &amp; Others</i> (Angela Carter) <b>Dystopia</b> <i>1984</i> (Orwell) <i>The Handmaid's Tale</i> (Atwood) <b>Women in Literature</b> <i>Sense &amp; Sensibility</i> (Austen) <i>Mrs Dalloway</i> (Woolf) <b>The Immigrant Experience</b> <i>Call it Sleep</i> (Roth) <i>The Reluctant Fundamentalist</i> (Hamid)</p>
<p><b>Component 03</b> <b>Literature Post 1900</b></p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• 40 marks</li> <li>• 20%</li> </ul>	<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>

Where can English take me?

You might be thinking of taking your favourite A Level subject to university or straight into work. But where will that lead you? What careers options will be open to you? What skills will you be developing?

If you choose to study English at university, you are doing so because of a love of subject and a love of reading and writing. In that sense, English is not quite as vocational a subject as some others, but it can still lead into careers where those and other transferable skills are essential.

Degree Choices include:

- English; English with other humanities subjects; English with languages
- Creative Writing, Journalism
- Law, Government/Politics
- Philosophy
- Management Studies
- Communications/Media/Film Studies, Sociology, Cultural Studies
- European/American Studies
- Education
- Psychology

Skills you will develop include:

- Reading widely
- Analysing and interpreting information
- Critical thinking
- Listening, debating and constructing arguments
- Writing
- Independent working

Career Destinations include:

- Journalism; Publishing; Creative writing
- Librarianship; Lexicography
- Media; Film; Television; Radio
- Law; Police
- Government; Politics; Civil Service; Diplomatic Service
- Public Relations; Marketing; Advertising; Market Research; Retail
- Education; Research
- Management Consultancy; Business management
- Psychologist

## **GEOGRAPHY**

**Head of Faculty: Mr O.J. Russell**

*“Geography students hold the key to the world’s problems” - Michael Palin – Old Salopian, Geographer and formerly President of the Royal Geographical Society.*

**This course will appeal to those students who:**

- Want to study a subject that focuses on 21st Century issues through contemporary Human Geography, with a solid underpinning of Physical Geography principles.
- Enjoy both Physical and Human geography
- Are interested in current affairs
- Are willing to work hard. Including undertaking their own Independent Investigation.
- 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

We typically find that students enjoy the course most with a 6 or above in (I)GCSE Geography. Students who enjoy writing essays are at a distinct advantage with this subject.

**What will I learn on this course?**

Two teachers will work with you to help you to understand both Human and Physical Geography in great breadth and depth. You will study topics such as: Glacial and Periglacial Environments; Climate Change and Atmospheric Environments; Globalisation; Urbanisation and many more. More than the fascinating subject content, you will develop a wide range of numeracy, literacy, graphical and cartographic skills that ensure you are well-placed to excel with academic life at University. The Independent Investigation allows for students to research their own interest, and to develop their own interest in a sub-topic.

We undertake a significant amount of fieldwork over the course of the two years. This includes a compulsory residential trip to the Lake District in June of Lower Sixth (3 days) and 3 one-day trips to Snowdonia, Liverpool and South Shropshire. Furthermore, all students are invited to an optional glacial study of the Chamonix valley, France in Lower Sixth October. There students spend time investigating change in ice-dynamics and glacial outwash on the Bossons, Argentière and Mer de Glace glaciers in an intensive 6-day field course.

**Which subject combinations work well with Geography in Sixth Form?**

Ultimately, all subject combinations are possible with Geography. However, we do find that our students enjoy the course and get more out of it if they are taking traditional subjects such as: History; English; Mathematics; Physics; Chemistry; Biology; Latin; Economics and Languages.

## HISTORY

**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 similar discipline) at academically rigorous 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 A-Level 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 each unit duly studied. Shrewsbury historians study the academic discipline in breadth and depth with a dual focus on the Medieval and Modern World.

Throughout the course, two History teachers will concurrently deliver a Medieval and Modern unit to enable the development of key historical skills such as extended essay writing, source analysis and understanding of historiographical debate.

**The topics chosen for study will be:**

- Breadth Study: The Age of the Crusades, 1071-1204 (Medieval option, 40% of qualification)
- Depth Study: The Making of Modern Britain, 1951-2007 (Modern option, 40% of qualification)

Alongside these two examined units Shrewsbury historians will undertake an extended piece of writing as a coursework unit covering a unique topic over time. This will be worth the final 20% of the qualification.

The course enables superb cross-curricular links with disciplines such as Philosophy and Theology, English, Economics and Politics. Pupils will be encouraged to form independent conclusions based on a range of historical evidence. Lessons at this level will take the form of University-style seminars and group discussion in order to engage with the material as fully as possible.

All Shrewsbury historians are members of the highly popular Bastille Society – a bespoke, pupil-led Society which specialises in attracting historians of national renown to deliver lectures on current research and examination topics each term.

Making sense of the contemporary world is often cited as one of the key reasons for studying History. History in the Shrewsbury Sixth Form affords our students the exciting opportunity to make this quest for understanding one of their primary academic passions.

## HISTORY OF ART: Pearson

### Head of Faculty: Mrs. L Caddel

Have you ever seen a painting, photograph, sculpture or building? What you saw was not an accident: it was the result of many choices made by the people who created it.

History of Art at A-level gives students the language and concepts to understand and discuss why art works and buildings look the way they do. But more importantly the discipline looks at the 'when, how and why' of a work. When was it produced? What were the social and historical factors surrounding its production? What materials were used and why? How big is the work? Why is it this size? Who paid for the work and what impact might this have had on its production and appearance? What other art was produced at the same time and how was this challenge or respond to it? Studying History of Art helps us to understand how and why these objects – the world around us – look the way they do.

History of Art is one of the most interdisciplinary subjects you can take: studying it would complement English Literature, English Language, History, Philosophy and Theology, Modern Languages, Art, and Theatre Studies. It also touches on contemporary scientific theories and the technological advances, which informed art, as well as political theory, such as Marxism and feminism, and aspects of psychology and Freudian psychoanalysis.

In-depth study of approximately sixty works is complemented by considering critical texts, which challenge or support the validity of the works. Furthermore, the new syllabus encourages students to consider art works and architecture from outside the Western tradition.

The new Pearson A Level examination consists of two three-hour exams with each Paper carrying 50% of the total marks:

**Paper 1** covers the visual analysis of painting, sculpture and architecture. It then looks in more depth at two Themes – 'War' and 'Identity'.

**Paper 2** focuses on the art of two Periods, 'Brave New World: Modernism, 1900-1939', and 'Pop Life: British and American Contemporary Art and Architecture, 1960-2015'.



## MATHEMATICS

**Head of Faculty: Mr. I.W. Payne**

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 grade 8 or 9 at IGCSE/ 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**

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

**Head of French: Miss R.B. Weatherstone**

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

**Head of Spanish: Miss P. E. Henderson**

More and more pupils are choosing Modern Foreign Languages in the Sixth Form because of their ever-increasing relevance to the globalised 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, our courses are designed to provide the opportunity to explore intellectually stimulating topics through authentic materials including social issues and current affairs. 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. We aim to emphasise 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. We aim to stretch and challenge each 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 multi-media facility. In addition, there are foreign-language assistants offering speaking tutorials on a weekly basis.

The courses follow on sensibly from IGCSE: early topics are linked to familiar areas. It is liberating to move away from the focus in IGCSE on personal experience towards a more outward-looking study of the world.

The study of languages is a demanding discipline; a high grade at IGCSE/ GCSE and an interest in reading and current affairs would be an excellent start to the 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. For Spanish, there is usually a study visit to Spain, such as to La Coruña, and we have links with a school in Argentina. Those studying German regularly attend residential German language courses in Germany and Austria.

## MUSIC

**Head of Faculty: Mr. M.S. Skipper**

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 minimum duration of **six** 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 minimum duration of **ten** 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**.

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

**Acting Head of Faculty: Mr M.J. Tonks**

This highly-regarded and well-established A-Level Religious Studies 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.

### **Paper 1      Philosophy of Religion (H573/01)**

- Ancient philosophical influences (Plato and Aristotle; rationalism and empiricism)
- The nature of soul, mind and body (dualism and materialism)
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The problem of evil
- Religious language

### **Paper 2      Religion and Ethics (H573/02)**

- Normative ethical theories (e.g. utilitarianism, situation ethics, Kantian ethics)
- Meta-ethics
- Conscience
- Euthanasia
- Business ethics
- Sexual ethics

### **Paper 3      Developments in Christian Thought (H573/03)**

- Debates about the historical Jesus
- Christian moral philosophy
- Debates about human nature and the afterlife in Christian thought
- Christian responses to religious pluralism and secularism
- Feminist theology

This 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. Some of our students also go on to study 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. *(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).*

## PHYSICAL EDUCATION

**Head of Faculty: Miss E.J. Davis**

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 a number of new topic areas allow students to really engage with the course. The combination of physical performance and academic challenge provides an exciting opportunity for all 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

<b>Paper 1</b>	<b>Paper 2</b>	<b>Non-Exam Assessment</b>
Factors affecting participation in physical activity and sport	Factors affecting optimal performance in physical activity and sport	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> <u>Section A:</u> multiple choice, short answer and extended writing (35 marks) <u>Section B:</u> multiple choice, short answer and extended writing (35 marks) <u>Section C:</u> multiple choice, short answer and extended writing (35 marks)		
<u>How it's assessed</u> Written Exam – 2 hours 105 marks <b>35% of A Level</b>	<u>How it's assessed</u> Written Exam – 2 hours 105 marks <b>35% of A Level</b>	<u>How it's assessed</u> Internal assessment, external moderation 90 marks <b>30% of A Level</b>

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

**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.

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.

The course content includes mechanics, waves, electricity, materials, nuclear physics, thermal physics, circular motion, electromagnetism, gravitational and electric fields.

All exams are taken in the summer of the Upper Sixth year. Practical assessment will be incorporated into some questions as well as a separate endorsement of practical skills which will be assessed by the teacher.



## **SECTION 5 - LIFE AFTER 6<sup>TH</sup> FORM**

### **The Futures Department:**

The Futures Department is open to 6<sup>th</sup> Form students throughout term time and is well stocked with university prospectuses, gap year and careers publications and information. Based centrally, there is a student space for independent research and video interview preparation. Advice and support is available to pupils and their parents from the Head of Futures, the Head of Higher Education and the Futures Secretary. The department works closely with the Salopian Club, to enable networking with former pupils who can provide industry and further university course insight.

Typically, students in the 6<sup>th</sup> Form take three pathways following the end of their studies. The vast majority progress into Higher Education, either in the United Kingdom and abroad, with around a third opting to take a Gap Year. A growing number progress into degree apprenticeships or school leaver programmes. A summary of these options can be found below.

### **Higher Education: Lower Sixth**

In the Lower Sixth, students are given support on finding the right course and universities for them. Following an introduction from the Head of Higher Education, all students have access to Unifrog, which is an online platform with a cornucopia of advice on available courses and institutions; it suggests possible paths based on A Levels and career interests.

In the Michaelmas Term, a series of lectures and workshops from several universities provides an excellent overview both into what they can expect from a university education and specific courses. Tutors encourage discussion of the next steps during tutorials and students are welcome to discuss their ideas with the Head of Higher Education.

In the Lent Term, the annual Universities Fair sees 50 or so of the most popular institutions come to school, where parents and students can get first hand information. During the afternoon, we put on a series of presentations on a range of topics, from Student Finance to picking the right course.

In the Summer Term, students attend specific sessions on writing a personal statement and are guided through the UCAS application process. In addition, they are given advice on how to approach university open days and the things they can do to improve their chances.

### **Higher Education: Upper Sixth**

The serious business of applying begins in earnest in September, when the UCAS (the way all students apply to UK universities) cycle opens. For those applying to Cambridge and Oxford, or for Medicine, Veterinary Medicine and Dentistry courses, the internal deadline is 1<sup>st</sup> October. For all others, the internal deadline is 15<sup>th</sup> November.

Sixth Form tutors are the primary guides for their tutees in crafting the Personal Statement and making appropriate choices, though the Futures team are all available to do so. The Head of Higher Education offers 1:1 advice for both students and parents – appointments are made through the Careers Secretary.

Once applications are made, it is a waiting game to receive responses – these can take until May to arrive.

## **Deferred entry & Post school applications**

A small but significant number of Salopians choose to apply for either deferred entry (applying in the U6th for entry after a Gap Year) or after school. The reasons for the former are that it gets the process out of the way whilst a student is still at school and this is quite common. For those who choose to apply after they've left school, the same level of support is still offered from the school, though the onus is on them to be more pro-active in seeking it. The main reasons for a post A Level application are that the student doesn't know what they want to study or their predicted grades aren't at the level they expect.

## **International Universities:**

Around 10% of our students head to universities around the world each year, with seven countries receiving Salopians in 2019. The USA is the most popular destination and Shrewsbury is one of the few schools in the UK to offer free SAT training to the Lower and Upper Sixth. We host an international universities' conference each year in June. Any student interested in applying to an overseas university is encouraged to speak to the Head of Higher Education as early as possible.

## **Oxbridge:**

Plenty of support is offered each year to Sixth Formers interested in applying to either Oxford or Cambridge. This is overseen by Dr Paul Pattenden, who meets regularly with candidates from the Michaelmas Term of the Lower Sixth onwards. Each candidate is assigned a 'Mentor', a member of academic staff with that particular specialism, who will hold regular extension sessions and provide mock interviews.

Competition for places is fierce and successful applicants invariably demonstrate a real appetite for hard work and intellectual challenge. Potential candidates are strongly encouraged to identify a short-list of potential Oxbridge courses (which itself is a relatively short list) and ensure that their Sixth Form subject choices are a very good 'fit' to the demands of the course. Please note that a demanding portfolio of subjects is a natural choice for a strong Oxbridge candidate. The vast majority of successful applicants in the national picture will choose to take four full A Levels.

Extension classes and opportunities to enter National Essay Competitions/Olympiads etc take place in many subjects from the second term of the Lower Sixth onwards and Oxbridge candidates are expected to take the lead in all academic extension activities.

Increasingly, both universities use external tests to help in their assessment – the majority of these are done in school in October/November of the Upper Sixth. Preparation for these exams, and for the academic interviews that follow, is led by the staff Oxbridge 'Mentors' and is a natural continuation of the academic extension program begun in the Lower Sixth.

## **Gap Year:**

The Futures Department has an extensive supply of resource material to enable students to organise a Gap Year - some of it is commercially available, and some is generated within the School, making use of the experiences of our former pupils. Various Scholarship schemes are advertised to help fund people in their Gap Year. All of these require the students to invest time and effort in planning their year out. Some are for our pupils only, such as the Miles Clark Travel Scholarship, which provides Salopians with funds for specific projects.

Old Salopians have undertaken various exciting and challenging ventures including: sponsored cycle rides across the USA and through Vietnam, teaching in Argentina and travelling in South America, teaching in South Africa and researching Boer War sites, teaching Tibetan refugees in India, sailing across the Atlantic and trekking in Nepal, teaching in rural Africa, and even researching race courses across the world.

### **Degree Apprenticeships / School Leaver Programmes:**

While a high proportion of pupils from Shrewsbury School will choose to go on to university, a number of pupils each year choose to enter School Leavers' Programmes. These programmes are a combination of a traditional apprenticeship-style workplace training, professional skills development, further education through professional qualifications and, in some cases, access to a specially selected university degree course.

Options range widely across the professions, from the Royal Military Academy Sandhurst to Marks and Spencer, construction company Balfour Beatty and financial services firm KPMG. There are an increasing number of schemes each year, fuelled by employers' interests in securing bright, able and enthusiastic applicants straight out of school. Students are provided support with the application process for this, which is very different to applying to Higher Education, through familiarisation with aptitude testing, video interviews, and practice interviews.

### **Work Experience:**

Pupils in the 5<sup>th</sup> form are encouraged to use the time following their GCSEs to obtain work experience to support career planning. Additionally, during the Lower 6<sup>th</sup>, it is expected that during one of the holiday periods an appropriate work placement or industry familiarisation activity takes place. This can include some of the conferences that both Higher Education institutions and private organisations facilitate. The Department provide recommendations of appropriate opportunities for students to consider throughout the academic year.