

INTRODUCTION

Welcome to the Sixth Form of The Judd School

At The Judd School, we offer courses leading to AS and A Level qualifications in a wide range of subjects. We aim to help you achieve a smooth transition from GCSE to AS and A Levels and to attain the qualifications that will open up the best opportunities for you afterwards. We look forward to helping those of you who are already at Judd, and others who wish to join us in the Sixth Form, make your choices wisely so that you can enjoy a happy and successful two years.

The Judd Sixth Form admits about 320 students each year to study at AS and A level. The vast majority of Judd students stay on at the end of Year 11 and are joined by a minimum of 40 students from other schools. These include a number of girls admitted each year. In total we have approximately 80 girls across Years 12 & Y13. On entering the Sixth Form transferees are placed into one of four Houses - Duke, Lewin, Hodge or Powell and will remain in that house during their time at Judd.

This prospectus aims to give you information about the Sixth Form, and to give you an idea of the opportunities that are available for your development at Judd. **It should be noted that the Sixth Form Curriculum is currently under review. Should the structure of the curriculum or the range of subjects change then we will update the website appropriately.**

Subject staff, Year 11 tutors and senior staff will also be available to discuss your options with you, so that you can choose the course that is best for you. There will be an Open Evening for both external and internal students on Thursday 21st October 2010 from 4:30 - 6:30. On Thursday 4th November **Judd Year 11** students are invited with their parents to our Options Evening.

The Judd School has specialist status in Music, Science, Mathematics, and English. As such we are able to build on our existing strengths to provide an even richer curriculum in these areas and a wider ranging programme of extra-curricular activities. Specialist status is also enabling us to develop our use of ICT across the school with an increasing focus on Sixth Form provision.

We value the enormous contribution Sixth Formers can make to the life of the whole school community, and encourage students to develop their talents and abilities through a wide range of activities, both in and out of school. We hope that you will find the Sixth Form an exciting and stimulating time, which will afford you the opportunities and develop the skills that will prepare you effectively for Higher Education and the world of work.

If you want advice or further information not provided in this prospectus, please contact Heads of Departments or the Sixth Form Office - we will be happy to help.

Mr Martin Rivers
Deputy Headmaster (Acting)
June 2010

Admissions Policy for Entry to The Judd School Sixth Form

Applications for entry to the Judd Sixth Form are invited from both internal and external candidates. The minimum entry requirements are set out below; students should be aware that in practice most students entering the Sixth Form have far higher grades at GCSE (of our present Y12 students, approximately two thirds achieved 5 A* or more at GCSE) and the character of the Sixth Form reflects this.

All internal applicants will have the opportunity to discuss their AS subjects choices with a senior member of staff during the autumn term of Year 11 and with the Sixth Form Team as necessary thereafter.

Students wishing to apply should complete an application form to be returned to the school by **Friday 10th December 2010**. Late applications will be placed on the reserve list and only considered if places in appropriate subjects are still available after other applicants have been considered. External students will usually be invited for a familiarisation meeting with a senior member of staff and a subject specialist (where applicable) in January to discuss their career and option choices. These discussions form no part of the admissions criteria.

Though we plan the timetable in response to students' subject choices, a small number of students each year find that their choice of subjects cannot be accommodated either because of timetable clashes or because subject sets are full.

The Criteria for the admission of pupils to Year 12 in September 2011 are as follows:

The target number of students to be admitted to Year 12 is 160. A minimum of 40 offers will be made to external applicants. Students must have at least 4 GCSEs at grade A or above (all offers made during Year 11 are conditional on students fulfilling this criterion). In the event of over-subscription, priority will be given to (in order):

1. Internal applicants fulfilling the entrance criteria above.
2. External applicants in Local Authority Care. *A Child in Local Authority Care is defined as being under the age of 18 years for whom the Local Authority provides accommodation by agreement with his/her parents/carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act.*
3. External applicants who are likely to achieve the highest academic grades (ranked on predicted grades from their own school – GCSE's already certificated will be counted)

Tiebreaker: students whose homes are nearest to the School, measured in a straight line using Ordnance Survey address point data. Distances are measured from a defined point within the student's home to a defined point within the school as specified by Ordnance Survey.

Parents have a statutory right of appeal, should an application be refused; details are available from the Clerk to the Governors of The Judd School, (c/o The Judd School, Brook Street, Tonbridge, Kent, TN9 2PN; clerk.gov@judd.kent.sch.uk).

In-Year Applications (Casual Admissions)

This process is due to be coordinated by KCC in the near future and when that happens applications will need to be made direct to KCC. Until then applications should be made in writing to the Headmaster.

When the Year Group applied to is at or above PAN (ie full), applications will be refused as a matter of course. Parents have a statutory right of appeal (see above for details). The Headmaster will be duty bound to oppose appeals on the grounds of further admissions being prejudicial to efficient education.

Should a Year Group not be full then assessment tests may be sat to establish the academic suitability of the applicant. The Judd School is more selective than most Grammar Schools and students need to be within the most able 10% of the cohort to thrive. Similar tests to those sat internally by Judd students are likely to be used to provide a comparison with existing students. If the number of applicants exceeds the number of available places then students will be rank ordered on the basis of the tests.

Determined by the Governing Body

3 March 2009

Revised to include the LA definition of Looked After Children

5 May 2009

Please Note:

1. After confirmation of a student accepting a conditional offer, the school will review school reports for internal students and seek references for external students so that we are in the best position to support each student joining our Sixth Form.
2. Should the offer of a place be declined, the first student on the reserve list will be contacted and so on until all spaces are filled.
3. Offers will be confirmed once the school has been notified of GCSE results in August 2011.

Admissions to Year 13

Students in Year 12 will normally continue into Year 13 to complete A2 courses in at least three subjects. In the unusual circumstances that their AS grades suggest that they will be unable to undertake three A2 courses successfully, they may not be admitted into Year 13. It is expected that students will have at least a grade C at AS in order to be admitted to the A2 course in that subject. No student will be allowed to continue with a subject having achieved a U or an E grade at AS Level, unless there are exceptional circumstances.

THE SIXTH FORM CURRICULUM

All entrants to the Sixth Form study for AS and A Level courses. Students are expected to study at least 4 subjects plus General Studies. **It should be noted that the Sixth Form Curriculum is currently under review. Should the structure of the curriculum or the range of subjects change then we will update the website appropriately.** As far as possible students will be given a free choice of subjects, and can choose whether to go for diversity or specialisation in their selection of options.

Advanced Extension Awards has been withdrawn since June 2009, except in mathematics where the qualification will continue until at least June 2013.

From September 2008 the majority of A Level courses are made up of four modules: the first two lead to the AS qualification, and the subsequent two (known as the A2 modules) are combined with them to produce a full A Level. Each module is examined independently, so it is possible to take individual modules a second time to try to achieve a higher score. (Students must pay the entry fee themselves for any module taken a second time.) The grades achieved in AS will be used to predict grades for the final A Level. The predictions will be used by Universities when considering applications. All students should be aware that the AS forms the easier half of the A level: it is therefore imperative that they work effectively in Year 12. In the majority of subjects A2 modules build on work already undertaken in the AS modules so it is not possible to take A2 units without first taking the AS units.

At the successful completion of the first two modules, an AS certificate (grades A - E) will be awarded when the grades are certificated. The full A Level (grades A* - E) will be awarded when all four modules have been completed.

In 2010 the new A* grade was introduced (at A Level, not AS) and will be awarded to those students who have achieved:

- Grade A overall at A Level and
- 270+ out of 300 UMS (or 180 out of 200 UMS) for the combined scores of the two A2 units.

Helpful Combinations of Subjects

Taking these pairs of subjects generally improves performance in both of them:-

Maths and Physics

Chemistry and Biology

Economics and Business Studies (but not both to full A Level)

Any pair of Languages

Y11 Judd Students who may not achieve 4+ A Grades

The entry requirement to the Sixth Form of 4 A grades at GCSE is not designed to keep students out of the school! We have found that students achieving this level have the confidence and ability to make good progress in their A levels at Judd - even so a serious and mature commitment is required for success. 4 A grades also guarantees that there are four subjects in which a student wishes the individual subject entry requirement.

Students below this level can still succeed at A Level, but Judd is probably not the best place to be as the pace of learning is considerable to cater for the vast majority of students who are aspiring to A grades as the number of taught hours per subject per week is less than other schools. Students whose maximum expectation at A Level is a grade B or C are almost certainly better off in classes where there is more consolidation and there are more students of a similar ability than is the case at Judd. The danger is that a potential B or C becomes a D or E through losing touch with the class.

It is vital that these issues are openly discussed in the Autumn of Year 11 and advice sought from this and other schools.

Oxbridge

Oxford and Cambridge offer a limited range of courses and therefore an increasing number of our most able students choose to apply to other universities. Nevertheless, Cambridge and Oxford are aspirational targets for many and we support these aspirations.

Cambridge require A*AA from August 2010, Oxford will still be offering AAA minimum but will obviously be looking very closely at those students predicted to achieve A*AA. Achieving 3 A/A* grades is not sufficient for entry to Oxbridge. Last year 46 Judd students achieved 3 A grades at A level and 9 took up places at Oxford or Cambridge. Approximately one in three Judd applicants receive an offer. The most significant factors in gaining an offer are:-

1. AS grades - 3 or 4 grades averaging 90% or more in each module.
2. GCSE grades - at least 6 A*
3. Interview - ability to engage in interesting dialogue or work in subject area of choice
4. Personal Statement - demonstration of independence of thought, motivation, fascination, self-instigated personal development.
5. School Reference

We cannot strongly support applicants who achieve below 6 A* at GCSE or 4 A grades at AS Level. It is vital that we maintain the integrity of our references.

STUDYING AT AS AND A LEVEL

Both five and four subject courses are designed to be full-time courses comprising contact time when you will be taught in lessons and private study time when you will be able to work independently in school. In addition, students should expect to undertake about **four hours per subject each week** of serious work at home. Much of this work will be self-directed; undertaking wider reading; developing note-making skills are essential if you are to do yourself justice at A level. We aim to help you to develop the self-discipline and independence in your studies that will prepare you for Higher Education and the working life once you have left school. The Sixth Form is a bridge between the highly structured timetable of year 11 and the need for self-discipline and good personal organisation in university life and the working world.

You will generally be allocated five periods per week for each subject. Students taking a Modern Language will have an additional period each week with the Language Assistant.

During private study time students may work in the new Learning Resource Centre (LRC), a dedicated Sixth Form facility; in the Library which is a supervised and **silent room**, in a subject study room where quiet discussion is permitted, or in the Sixth Form Common Room, or any free room within the school except the Science laboratories. There are computer facilities available for students to use during private study periods in the Learning Resource Centre, IT rooms and in the school library.

In addition to your academic subjects, you will also take part in Games activities on Wednesday afternoons. A range of activities is available, both team (rugby, cricket, hockey, cross-country, athletics, tennis) and individual (including squash, sailing and dance).

Thus every student follows a curriculum that is varied and stimulating and which provides a sound basis from which to apply for university or work.

EXTRA-CURRICULAR OPPORTUNITIES

There will be an increasingly wide range of opportunities for students to take part in of extra-curricular activities. There are roles of responsibility through becoming a prefect or in the House System. Indeed the House System will touch all aspects of Judd students' lives and the opportunities for extra-curricular involvement.

In competitive sport, students have the chance to participate in rugby, cricket, cross-country, athletics, tennis and basketball at the highest level. Many Judd Sixth Formers excel at sports at school level and beyond.

In Music and Drama too, Sixth Form students have the chance to be involved at a high level. There is a large, varied and lively programme for musicians of all instruments, voices and style - orchestras, a jazz band, choirs, chamber music and rock groups. There were over 25 concerts and musical performance events last year alone. There are also opportunities to take part in the Community Aspect of the Music College Plan, working with other secondary and primary schools and in the wider community. School dramatic productions afford the chance to be involved both on stage and behind the scenes. Recent productions masterminded and performed entirely by Sixth Formers have proved both successful and popular. In the past Sixth Formers have staged *What the Butler Saw*, *Chicken Soup with Barley*, *The Importance of Being Earnest*, *Loot* and *'Relatively Speaking'*.

The Duke of Edinburgh scheme and the RAF and Army sections of the CCF give students the challenge of assuming responsibility and working as part of a team. The House system, Charities Committee, the Voluntary Service Unit, the Sixth Form Council and the prefectural system are further areas where Sixth Formers can contribute to their community whilst developing their powers of leadership and organisation. Sixth Formers are also involved in working with Year 7 and 8 classes, supporting the work of tutors and providing friendly support to the younger members of the school. Some help in mentoring students who are having difficulties with their school work.

Students can also take part in interschool activities and contests such as the Mock United Nations General Assembly (MUNGA), the Bar Mock Trial Competition and the Schools Mace Competition for Debating. Members of Year 12 involve themselves in Young Enterprise companies each year, getting firsthand experience of running a business venture.

Various school clubs and societies are open to Sixth Form students - indeed, if Sixth Formers cannot find the society they are interested in, we would strongly encourage them to set it up and would try to support them in doing so.

We value our connection with the Skinners' Company and there is the chance for outstanding individuals to be apprenticed to the Company. The Company offers a generous Leaving Scholarship and a number of Stamp Exhibitions for students going on to university. There is the possibility of support from the Lawrence Atwell Charity for any student going on to a course not financed by normal grants (e.g. Art Foundation courses).

At Judd we strongly believe in the development of the whole individual, and as such we encourage participation in activities outside the classroom and outside school to broaden their general education.

CHOOSING A LEVEL COURSES and ENTRANCE REQUIREMENTS

Students are invited to select any combination of subjects they wish to study in their main academic programme, provided that

- They meet the general Admissions criteria (see page 2).
- They have obtained a grade A at least at GCSE in subjects they wish to continue at A2 or AS level. Staff will advise students if they feel that they are unwise to continue with a subject despite meeting the entrance requirements. If Core and Additional Science has been taken, an A grade in Core and an A* in Additional Science are required for the study of a Science at A Level. If you are intending to study a subject in the Sixth Form which you have not studied at GCSE level, you will be expected to demonstrate your ability in other relevant subjects. You must also discuss this issue with the Head of Department concerned.
- The proposed course of study will qualify them for Higher Education or their chosen career.

We will be offering the following subjects for students entering the Sixth Form in 2011*: Fine Art, Biology, Business Studies, Chemistry, Classical Civilisation, Design Technology, Economics, English Language and Literature, English Literature, French, Geography, German, Government and Politics, History, Latin, Mathematics (and Further Mathematics), Music, BTEC Music & Music Technology, PE, Physics and Religious Studies.

* Subject to the outcomes of the Sixth Form Curriculum Review.

The school will attempt to accommodate any combination of subjects, but cannot guarantee the availability of any option if numbers make this impossible. When we are unable to meet an individual student's exact choice for a particular course, we will seek to investigate the most suitable provision by collaboration with local 16+ providers. This may include the provision of vocational A levels if appropriate, if timetabling permits.

In choosing your subjects, you should aim to select a course that you will enjoy and which will give you the best chance of achieving good grades. It may be advantageous to your future options if you choose one subject as a contrast to the others, if your academic strengths permit - for instance, to combine three sciences with a modern language. We ask you to select your four options, and to complete the application form fully.

Read the courses section carefully and talk to teachers of the subjects you are interested in. If you are considering studying a subject not taken at GCSE, find out something about it. There will be talks about these subjects to Year 11 from late autumn onwards to help you. The member of staff named at the end of each subject entry will be happy to talk to you about it.

As you choose, ask yourself the following questions

- Will I enjoy the subject? You are unlikely to succeed at a subject over two years if you do not enjoy it.
- Am I likely to succeed at this subject? Talk to your GCSE teachers if you are in any doubt. Universities offer places to students on condition of their achieving certain A level grades. In general, the best university places will be offered to students achieving good grades in at least three A levels and one AS level. It is important to choose subjects at which you are likely to succeed.
- Do my subject choices meet the needs of my proposed career or Higher Education? Check carefully on the entry requirement for all the options you have in mind, and try to keep your options as open as possible at this stage. In the courses section there is advice on subject choice for careers in Science.

Above all: seek advice. Sixth Form Team, Tutors, subject specialists, careers staff and parents will all be able to help. Read as much as possible about Higher Education and opportunities, so that your decision is an informed one.

You will find the UCAS website at www.ucas.com helpful for checking the requirements of courses. Search by course, or institution, and look up the entry requirements. Here you will find information on A level subjects and grades specified for entry to particular courses. Please do not hesitate to ask if you need further guidance.

SIXTH FORM STRUCTURE

Every Sixth Former is a member of a tutor group. The tutor plays a pivotal role in the development of their tutees and is responsible for monitoring your academic progress and providing pastoral support. Tutors can provide useful guidance on such matters as careers and applications to university. They also draft references. If you have any problems, please talk to your tutor at an early stage.

Students must register each morning and afternoon. You must remain at school until the end of the day unless study leave has been granted for Period 6, in which case (with parental permission) you will be able to leave at the end of Period 5. Upper 6th Prefects may also leave the premises during private study periods earlier in the day. All Sixth Form students may leave school during the lunch break only **but must sign out in the entrance hall, and sign back in on their return.**

Students in the Sixth Form wear a modified version of the Judd uniform. Full details can be found in a later section of this prospectus. It is essential that this is fully adhered to. **The school reserves the right to send home individuals who do not meet the uniform criteria stated.**

Students will need to organise their own work schedules carefully. Teachers normally set assignments well in advance, but it is important that you do not leave them to the last minute if you are to produce work that reflects your true ability. All sixth formers have a planner to help them organise their workload carefully.

The Sixth Form Team and Sixth Form Tutors are available to talk to students who are encountering difficulties during their Sixth Form, and can also direct students to outside agencies which can offer counselling support where appropriate. Sixth Form student representatives are able to discuss aspects of school life and the running of the Sixth Form Common Room at the Sixth Form Council. Sixteen elected members, drawn from Year 12 and Year 13, meet regularly with a small number of staff to discuss Sixth Form issues.

OTHER ISSUES

Paid Employment

Understandably, many students seek part-time employment during their Sixth Form course. It is important that you do not take on an excessive number of hours in this way, for A level courses do require considerable work outside school hours. The new A level structure has been designed by the Government to increase the amount of time that students give to their studies, so you should be aware that a four or five subject course may not sit comfortably alongside paid employment. Maintaining a good balance between academic studies and leisure time is vital to A Level success. Research by Durham University has shown that 9 hours per week employment costs a student 1 grade per subject on average. In particular, work during the week has the most detrimental effect on studies and subsequent grades. The school will not authorise students to take time off to take up courses to enable them to qualify for jobs in the summer.

Leave of Absence

If students need leave of absence - for example, for university Open Days, driving tests, etc - they should collect an absence form from the Sixth Form Office, and request permission from each member of staff whose lesson they will miss and from the Director of Sixth Form.

University visits and interviews generally fall in term time, so where possible you should avoid making other arrangements that take you out of lessons. Family holidays, in particular, can cause a lot of A level time to be lost. AS and A2 level courses are intensive and surprisingly short, and the grade predictions needed for university applications have to be made by the start of Year 13. So please keep planned absence to the minimum. A2 teaching commences in June, as soon as the AS examinations have been taken.

We ask that unplanned absences are covered by a parental letter on a student's return to school.

School Voluntary Fund and The Judd School Development Fund

Sixth Formers are asked to contribute annually to the School Voluntary Fund. Any parent who is unable to contribute is asked to notify the Headmaster in writing, in confidence.

All parents are invited to contribute towards the Development Fund, which promotes capital developments in the school. A separate “prospectus” is available.

Educational Maintenance Allowance

Students may be eligible to apply for the weekly allowance, if they live in a household with an annual income of £30,810 or less. Further details will be available later in this academic year. Payments are dependent on punctual, regular attendance with bonuses payable for achieving appropriate progress in your studies.

UNIFORM

Boys may wear a **dark** grey or black suit (subtle pinstripes acceptable), **plain** black, grey or navy V-neck sweater and a scarf of a **plain** colour. Shirts may be plain grey, blue (not denim) or white. (White must be worn on formal occasions). There is a House Sixth Form tie available; otherwise another authorised Judd school tie should be worn. Hair should not be longer than shoulder length.

Girls may wear **plain** tailored trouser suits in black, navy or dark grey. (No jeans or casual trousers.) Students may choose to wear a skirt to school as opposed to a trouser suit, however the only skirt permitted to be worn will be the 6th Form school specific skirt supplied by the school outfitter Simmonds and costs from £13.95 to £17.35. Please note the school 6th form dress code on skirt length must be adhered to otherwise the school reserves the right to send students home from school to change. For clarity the skirt length should be just on or just above the knee when standing so that when seated no more than 6cm of leg is visible. The skirt will be purchased from Simmonds, Tunbridge Wells. Jackets should be black, dark grey or navy. Shirts may be **plain** grey, blue (not denim) or white with a collar and sleeves. (White must be worn on formal occasions). A plain dark jumper in black, navy or grey may be worn in addition to, but not instead of, the jacket. Shirts should not hang below sweaters and jackets. Tights should be black, navy or neutral and in a plain style and shoes black or navy with a low heel. Jewellery should be kept to a minimum. Belts must be discreet. A House tie or badge of the correct colour must be worn.

The following items are not part of school uniform for either boys or girls and should not be worn: denim and casual corduroy; hooded and sports tops; trainers. Outdoor coats should not be worn inside school.

Where students do not follow the Sixth Form dress code, the school reserves the right to send the students home to change.

CAREERS GUIDANCE and HIGHER EDUCATION APPLICATIONS

During the Sixth Form, students will be given assistance with making decisions about Higher Education and/or a career. Most Sixth Formers leaving The Judd take up university or other Higher Education places the following autumn. A number choose to take a Gap Year, and we encourage them to make clear plans for this at an early stage, so that they can get maximum benefit from the experience. A few students choose to enter directly into employment.

Guidance and advice can be obtained from Careers staff, form tutors and other members of teaching staff with expertise in particular fields, such as sponsorship and careers in particular areas. Students who encounter difficulties in careers choices may seek an individual appointment with our Kent and Medway Connexions Adviser. Careers liaison Officers from the Army and the RAF visit the school on a term by term basis and from the Royal Navy less frequently.

The new Learning Resource Centre (LRC) and the Careers Office, will contain a range of literature and computer software, which is accessible to students when not timetabled for lessons. This information includes most prospectuses on Higher Education establishments, the university careers course guides, general books on CVs, interviews, money matters, Gap Year etc., and a vast range of books, CDs and videos on universities and careers in general. Other information about university open days, sponsorships and so on is advertised on the noticeboards in the LRC, Careers Office and in Sixth Form Assemblies on a regular basis.

Throughout the Sixth Form, tutorial time is used to support students in their academic studies and to help prepare them for life beyond Judd. Outside speakers are invited in to deliver talks on choosing an appropriate University course, coping with University life and student finance. Speakers are also invited in to discuss Gap Year options or employment if students are not considering higher education. It is essential that students begin researching their Higher Education and/or career options in earnest in Year 12. In the summer term of Year 12, there is an evening meeting for parents and students at which the applications procedure for Higher Education is explained. Y12 students are also given the opportunity to have Practice Interviews with interviewers from various professions.

Students have the opportunity to attend University open days. All candidates applying to university submit their applications via the UCAS *Apply* system, on the internet. This enables students to complete their application form on any computer with an internet connection before it is passed on to UCAS who forward it to the universities. The Sixth Form team of tutors is very experienced in guiding and supporting students through this important stage as they prepare to leave home and to embark on new and very challenging courses of study.

Candidates who might be interested in applying for Oxford and Cambridge are invited to attend information sessions during the Spring to enable them to decide whether to proceed with an application and to help them choose appropriate colleges. Those students who decide to apply must have their application completed very early in September of Year 13, so need to have their research well in hand during the summer of Year 12. Every year, about 10-15 students win Oxford and Cambridge places across a range of subjects. Subject staff give support to students preparing for the demanding Oxford and Cambridge interviews by guiding their extra reading and offering interview practice. Increasing numbers of courses and universities are demanding extra tests - BMAT, LNAT, UCAT, HAT and ELAT for example. We help to prepare all students for the extra examinations they may need to sit.

Most students applying to other universities win places without having to attend formal interviews. When possible, however we arrange practice for students likely to face interviews in subjects such as Medicine and Veterinary Science, and students for these subjects are given support and guidance to ensure that they build up appropriate work experience before applying.

For the small number of students who decide to apply (or reapply) after their A Levels, support is still available. We are pleased to talk to recent leavers who need help in making their university applications.

• FINE ART

Exam Board: Edexcel

FINE ART

Introduction

The AS and A Level courses allow students to work in a variety of media to express their ideas. The work will build on the skills that students have developed at GCSE Art but students are also encouraged to try working with new materials and processes.

Excellent facilities are available for Ceramics, Sculpture, Painting, Photography, and Computer work. Students can work in all of these areas but many choose to develop their expertise in either 2 dimensional or 3 dimensional work.

Drawing is a core activity for all students; sketchbooks will be used for drawings and studies from observation, the development of ideas, experimental work and critical studies.

The study of artists' work is an important part of the course. Students are expected to be self motivated and take an active interest in past and contemporary art & design, visiting galleries and museums on their own initiative in order to inspire and inform their own work.

The most important reason for students choosing Art & Design at AS and A Level is that they enjoy the subject. However, many students from our course have chosen to go on to art and design or architecture courses. Help is given arranging a portfolio for interview together with information and guidance on colleges and universities. Former Judd A Level Art students have gone on to study Art & Design or Architecture at the following Art Colleges and Universities: University of the Arts, London - Chelsea and St. Martin's Colleges of Art; University College for the Creative Arts; Ravensbourne College of Design; Brighton College of Art; Falmouth College of Art; The Slade School of Fine Art; London University; Nottingham University; Edinburgh University etc.

Year One (AS)

The AS course consists of two units; these can also form the first half of the A Level Course.

Unit 1 Coursework

60% of AS / 30% of A Level

All students will learn to develop their drawing and recording skills, working in a range of media and processes. A theme may be given as a starting point, often together with a visit to a gallery or place of interest. Students can work in painting, sculpture and photography. Research and analysis of artist's work also forms part of this unit.

Unit 2 Exam

40% of AS / 20% of A Level

An externally set theme is given to students several weeks in advance to allow preparatory work and sketchbooks to be produced. The final piece is produced in an eight hour exam.

Year Two (A2)

The full A level is made up of the 2 AS units plus two further units produced in Year 13.

Unit 3 Coursework

30% of A Level

This unit consists of two linked elements:

- a) Practical Work and b) Personal Study

Practical work for this unit allows students to develop their own creative ideas in their chosen area of work such as painting, photography or sculpture. They are expected to produce a body of work supported by preparatory studies and sketchbooks.

The Personal Study is an illustrated and written dissertation on an aspect of art and design that relates to the practical work. The written text is between 1000 and 3000 words and includes in depth analysis and evaluation.

Unit 4 Exam

20% of A Level

This is an externally set 12 hour exam. The theme is given to students several weeks before the exam to allow preparatory studies and sketchbooks to be produced. The final piece is produced in the exam.

The final assessment of all work is made in June when all AS and A2 students exhibit their coursework and exam. An external moderator from Edexcel visits the school to mark the work.

The normal entry requirement is an A at GCSE Art.

For further information please see Mr Carreck, Room C32.

• BUSINESS STUDIES

Exam Board: AQA
Specification: AS/A2

AS Modules: **AS1 Planning & Financing a Business**
1¼ hours (40%) Case study (two sections) (20% of total A level)
AS2 Managing a Business
1½ hours (60%) Two compulsory data response questions (30% of total A level)

A2 Modules **A2 Unit 3 Strategies for Success**
1¾ hours (25% of total A level) case study
A2 Unit 4 The Business Environment and Change
1¾ hours (25% of total A level)
Section A: Questions on prior research topic
Section B: One essay from three questions.

This is a wide ranging course containing a number of elements which are taught in modular form but which are also integrated through the use of case studies. Frequent reference is made to live business stories and the department makes extensive use of digital media to support student learning.

The course covers several modules including:-

Business finance

Marketing

Human resource management

The external environment of business

Operations management

Business Strategy

Students are taught business theory where appropriate and encouraged to apply this to real world contexts. The rise of popular business TV programmes such as The Apprentice and Dragon's den, Risking It etc. do give students an insight into many of the type of issues that we would typically investigate through the course. Further information is available on the Judd web page under the curriculum link.

Please note that you may choose to study Business Studies and either Economics or Government & Politics - but not all three subjects.

For further information please speak to Mr Stowell or Mr Sharkey.

• CLASSICAL CIVILISATION

The study of Classical Civilisation suits anyone who is interested in the Classical World. It does not matter if you have studied any Latin before, or whether you enjoyed it or not. The emphasis of Classical Civilisation is on the History, Literature and Culture of the Classical World, which has so shaped our own ideas about these things. There is no language element. If you already know something about the Classical World, that's great, but if you don't, that doesn't matter either. What is important is an enthusiasm for reading literature and history and for making a personal response.

The specification in use is **OCR Classical Civilisation H040 / H440**. Candidates are required to take 2 units at **Advanced Subsidiary** and another 2 units at **A2** level. Each unit at AS is examined by a paper of 1 hour 30 minutes duration. All units are of equal weighting.

The units offered in this school at the moment are:

Advanced Subsidiary

Unit CC4 (Entry Code F384): Greek Tragedy in its Context

Unit CC5 (Entry Code F385): Greek Historians

A2

Unit CC7 (Entry Code F387): Roman Britain

Unit CC10 (Entry Code F390): The Epic and the Age of Augustus

The basis of the course is a detailed study of Greek and Roman texts, **read in translation**. A full appreciation of them inevitably involves study of the society in which they were written, as well as of the literary genres to which they belong.

Greek Tragedy in its Context focuses on the works of the three great Athenian tragedians - Aeschylus, Sophocles and Euripides. Candidates will study four plays as works of literature, (Aeschylus *Agamemnon*, Sophocles *Oedipus the King*, Euripides *Medea and Bacchae*) but will also gain an insight into how fifth-century Athenians viewed their dramatic festivals, their gods, justice, death and burial, the role of men and women in society and the importance of children and the family. The plays themselves deal with themes such as infanticide, adultery, incest and revenge.

Greek Historians: candidates will study selected sections from Thucydides' *History of the Peloponnesian War*, Herodotus' *Histories* and Plutarch's *Themistocles* and *Pericles*. Candidates will not only be asked to consider the main themes and events covered in the specified passages but also the historical, cultural and political context in which the authors were writing, the texts' intended audience, the presentation of historical figures, the way in which different authors select, represent and explain historical events and the reliability of the authors as historical sources.

The Epic and the Age of Augustus: candidates will study Virgil's *Aeneid* and Homer's *Iliad*. Homer is the first poet of European literature and among the greatest. The *Iliad*, set in the time of the Trojan War, is immediately accessible as an exciting story which draws upon all the wealth of Greek mythology. But the poem is also a profound discourse on the human predicament and it has influenced subsequent literature to an unparalleled degree. Virgil, writing under the Roman Empire for a very different audience, has a more overt moral and political agenda. Aeneas, the hero of the story, who escapes the capture of Troy by the Greeks and, after many adventures, founds a new city for his people in Italy, represents Roman ideals: fortitude in adversity, devotion to gods and family and the putting of public duty before private happiness.

Roman Britain: candidates will study the Roman presence in Britain and the ways in which the Britons' lives were affected by the Romans. Through a study of the material, literary and inscriptional evidence candidates will gain an understanding of the military conquest of Britain and its Romanisation.

Classical Civilisation is a fascinating and wide ranging subject as it involves literature, drama, history, politics, philosophy, religion, culture and archaeology; candidates in previous years have enjoyed sharing their thoughts on some or all of these areas. Classical Civilisation is likely to appeal to anyone with an interest in the classical world, to anyone studying English, History or Drama, and to anyone interested in other branches of Classics, such as Archaeology or Latin. It can also work well as a contrast to other subjects such as Sciences, to show a wide range of interests.

There are likely to be visits to performances of plays and to sites in Britain and a trip to Greece is organised every other year for Classicists in Years 12 and 13.

For further information please contact Mrs. Feć or Mr. Thornton.

• DESIGN AND TECHNOLOGY

PRODUCT DESIGN

This is a stimulating course that gives continuity from existing GCSE study. Students will be expected to produce projects that reflect their capability with opportunities for excellence.

The normal entry requirement is at least a Grade A at GCSE in any Design and Technology discipline.

AS and A level courses are concerned with designing and making products of a broadly technological nature. They are intended for students with interests in engineering, construction and industrial design. Being particularly suitable for those wishing to follow careers in:

- Architecture
- Building Construction / Surveying
- Engineering - mechanical, electrical / electronic production, civil, aeronautical
- Marketing
- Media
- Product and Interior Design

AIM

To develop candidates' capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

STRUCTURE OF COURSE

Year One (AS)

Unit 1: Written Examination

50% of AS

A 2-hour paper, to be set and marked externally, that will be based on materials and components.

Unit 2: Coursework

50% of AS

A project (or two smaller projects) accompanied by design work and subsequent manufacture. Internally marked and externally moderated.

Year Two (A2)

Unit 3: Written Examination

25% of A2

A similar paper to that in Unit 1 but with a greater emphasis on modern industrial practices.

Unit 4: Coursework

25% of A2

To be internally marked and externally moderated. Students submit evidence of a single substantial designing and making project of their own choice.

Prospective candidates should note that with a large proportion of marks being awarded for coursework, they will be assessed continually and that a high level of commitment is required throughout the duration of the course. Projects that would be suitable for development in either Unit 2 (AS) or Unit 4 (A2) might include: emergency equipment, aids for those with special needs, or furniture. To widen students' appreciation of the subject, visits to exhibitions and lectures take place when appropriate. Design and Technology is accepted as a suitable academic qualification for entry to a wide range of degree courses at all universities.

Further information and a more detailed booklet is available from Mr McIntyre, Room C13.

• ECONOMICS

Exam Board: AQA
Specification: AS/A2

AS Modules: AS1 Markets & Market Failure

One hour & 15 minutes (50%): Multiple Choice & one data response question from a choice of two. (25% of total A Level)

AS2: The National Economy

One hour & 15 minutes (50%): Multiple Choice and one data response question from a choice of two. (25% of total A Level)

A2 Modules A2 Unit 3: Business Economics & The Distribution of Income

Two hours (25% of total A level) One data response question from a choice of two and one essay from three questions.

A2 Unit 4: The National & International Economy

Two hours (25% of total A level) One data response question from a choice of two and one essay from three questions.

The course blends economic theory with applied economics. Economic theory involves modelling the economy and studying the behaviour of individual economic agents such as consumers and producers. At a micro economic level (units 1 & 3), students study how markets work evaluating areas such as commodity markets, transport, healthcare and education. This leads on to analysis of issues such as rationing; balance of private and public provision of services; and on how services can be most efficiently delivered. We are able to incorporate concepts such as rational behaviour and ideas relating to scarcity and choice relating to a political context. In the first module we examine closely the arguments for government intervention in markets and also address the concept of government failure. In macro economics (units 2 & 4), students are introduced to the working of the economy where the links between different elements such as unemployment, inflation, economic growth and external balance are studied. In micro economics we focus in on a part of the system whereas in macro economics we try to look at the complete picture. Students following the AS course will base much of their study understanding the dilemmas facing the Monetary Policy Committee of the Bank of England regarding interest rate setting.

Students studying Economics typically find it offers new challenges and different ways of thinking as popularised by best seller books such as Freakonomics! Students should feel comfortable working with data although there is a minimal mathematical content at A level. A potential Economics undergraduate should consider taking this course in conjunction with mathematics.

Economics may be taken with either Business Studies or Government & Politics but not all three together.

Further course information is available on the Judd web site under the curriculum link.

Mr Stowell, Mr Sharkey and Mr Ecclestone all teach the subject and will be pleased to advise potential students.

• ENGLISH

AS and A LEVEL ENGLISH LITERATURE, along with **AS and A LEVEL ENGLISH LITERATURE AND LANGUAGE**, are both offered in the Sixth Form.

The normal entrance requirement is a Grade A in both English Language and English Literature at GCSE.

English Literature

The main emphasis in this syllabus is contrasts and comparisons between texts and between critical views of those texts, inviting students to develop their critical judgement, not just between texts, but between others' views of them.

For AS

Unit 1 (external exam: 2 hours) Explorations in Prose and Poetry

- Q1. Study of unseen poem or prose extract
- Q2. Comparative study of a group of set poems on a theme (eg Work, or Home, or The Land)
- Q3. Study of a 'core' prose text (eg Jane Eyre) backed up by reference to a second text to develop the line of argument (eg Angela Carter's *The Magic Toyshop*).

Unit 2 (CW: 2 pieces totalling a max of 2,000 words)

- i) Comparative study of 2 plays, one by Shakespeare, with a common focus eg *The Tragic Hero*. Performances of either play should be evaluated as part of this unit.
- ii) 'Creative response' to the two texts from i), possibly a review of a production. (We will always try to find suitable productions of the set plays for students to see).

For A2

Unit 3 (external exam, 2½ hours) Interpretations of Prose and Poetry

- Q1. Study of unseen prose extract or poem.
- Q2. Comparative study of 3 texts, prose and poetry (at least one post 1900), on a specified theme (eg Relationships).

Unit 4 (CW: max 2,500 words)

Either an extended study of 3 texts of any period and genre, chosen jointly by the centre and each student.

- Or two shorter comparative studies, each of 2 texts, and together covering a total of 3.
- Or a 'creative' response and commentary, based on the 3 chosen texts.

English Language and Literature

The Language and Literature A Level is an exciting course which studies a wide variety of literary and non-fiction texts. Students master the analytical essay, short answer form and create their own literary and non-literary texts for coursework. There is emphasis on thematic and comparative study.

AS UNITS

Unit 1: Exploring Voices in Speech and Writing Exam 2 hours 15 minutes 60% of AS

This unit studies a variety of written and spoken language texts and one prescribed prose text (e.g. *Dubliners*).

Section A requires short answers based on data analysis. Students analyse three short unseen texts in the spoken and written modes.

Section B requires students to write an essay on their set prose text. The essay will focus on the creation and use of voice. A clean copy of the text may be taken into the exam.

Unit 2: Creating Texts Coursework 40% of AS

The coursework requires students to study a range of themed literary and non-literary texts. The themes are prescribed by Edexcel (e.g. Gothic or The Supernatural). Students use these stimulus materials to create two different pieces of their own writing (e.g. a short story and a piece of travel writing), plus a commentary, within the chosen topic area.

A2 UNITS

Unit 3: Varieties in Language and Literature Exam 2 hours 45 minutes 60% of A2

Two prescribed drama texts (e.g. *All My Sons* and *A Doll's House*) or two prescribed poetry texts (e.g. *The Wife of Bath's Tale* and Tony Harrison's *Selected Poems*) taken from a topic area (e.g. Family Relationships) are studied, together with reading from a range of other related non-literary texts.

Section A requires students to write a critical analysis of an unseen spoken or written extract linked to the chosen topic area.

Section B requires students to analyse linguistic and literary devices, contextual factors and relevant issues relating to their chosen texts.

Unit 4: Presenting the World Coursework 40% of A2

This unit consists of topic-based research and reading leading to students producing their own writing. The topic will focus on the presentation of human experience (e.g. Caught in the Dilemma of Duty) as presented personally and universally in literary and non-literary texts. The coursework folder will consist of one piece of literary writing and one piece of non-literary writing, together with a commentary.

Ambience

English sets in the sixth form are much more informal than GCSE groups. You will be expected to make an input and should not be afraid to have a view and to express it. Often there are no right or wrong answers anyway, so be prepared to have a go.

Prospects

English can be combined with a wide range of other subjects. Obviously it complements other Arts subjects, but every year a significant number of students add English to Science subjects, to give their A level course a greater balance.

For those considering going further and studying English at University, it is important to know that most universities offer courses combining English Literature with other subjects, notably Languages, History, Psychology and Sociology, as well as more traditional English Literature degree courses.

An interesting recent statistic is that fewer than 50% of all English graduates enter those areas of employment traditionally considered appropriate: publishing, the media, journalism, entertainment, and teaching. Many also enter banking and commerce, industry, the civil service, local government and law.

The study of English at A level also provides a mental discipline applicable to all aspects of learning; the ordering and organising of ideas to shape a coherent answer to a specific question by which the A level Boards set such store can have a beneficial spin-off on other subjects.

Further information on the nature and requirements of A level English can be discussed with any member of the English Department at any time in their rooms in the English Suite (Cohen C21 - C25)

• GEOGRAPHY (AQA Syllabus)

Students who choose to study Geography must be interested in finding out about different environments and current global issues. They will be expected to study the subject both inside and outside the classroom and should take an interest in the geography in the newspapers and on television.

The subject is studied through a variety of media; books, lectures, magazines, the internet and fieldwork. Students should be capable of working on their own and in groups and need to develop their own Geographical views based on sound knowledge and understanding.

The AS course has a large emphasis on fieldwork and students need to find out through their own enquiries. Two one-day field trips are arranged in year 12 together with a six-day residential field trip at the end of the spring term during which students are able to practise a variety of skills for unit 2 as well as prepare their own enquiries for unit 4 at A2.

During their studies, Geography students have the opportunity to acquire a wide range of skills, including communication, numeracy, graphicacy, problem solving and decision-making. The wide content of Geography enables it to be a suitable partner to both arts and science subjects at AS level. Thus it is equally comfortable being studied with Mathematics and Physics, as with English and History or Economics and French. The breadth of the subject together with the wide range of skills covered enable Geography students to enter a wide range of courses in Higher Education, such as planning, environmental science, geology, tourism, cartography and geophysics. Further courses in Geography still remain a popular option, however, amongst Judd students.

The normal entrance requirement is an A at GCSE Geography but a student with high grades at GCSE who has not studied Geography may also apply.

The AS specification has 2 units:

Unit 1:	Physical and Human Geography Topic list	Assessment
	Core physical topic: Rivers, floods and management Optional physical topics Cold environments Coastal environments Hot desert environments Core human topic: Global population change Optional human topics Food supply issues Energy issues Health issues.	Externally assessed Written Paper: 2 hours Weighting: 70% of total AS / 35% A Level marks Structured short and extended questions.
Unit 2:	Applied Geography Topic list	Assessment
	Basic, investigative, ICT, graphical, cartographical and statistical skills Research skills and the assessment of AS fieldwork	Externally assessed Written Paper: 2 hours Weighting: 30% of total AS / 15% A Level marks Structured skills and generic research/fieldwork questions.

The A2 Specification has 2 units:

<u>Unit 3:</u>	<u>Contemporary Geographical Issues</u>	<u>Assessment</u>
	Optional physical topics: Plate tectonics and associated hazards Weather and climate and associated hazards Ecosystems: change and challenge Optional Human topics: World cities Development and globalisation Contemporary conflicts and challenges	Externally assessed Written Paper: 2 ½ hours Weighting: 30% A Level marks Structured short and extended questions, plus an essay.
<u>Unit 4:</u>	<u>Either Geography Fieldwork Investigation or Geographical Issue Evaluation</u>	<u>Assessment</u>
<u>Unit 4A</u>	This unit gives candidates the opportunity to extend an area of the subject content into a more detailed fieldwork study. Candidates analyse and evaluate their fieldwork in response to the questions set. In addition, candidates will be assessed on fieldwork skills.	Externally assessed Written Paper: 1 ½ hours Weighting: 20% A Level marks GEO4A - structured short and extended questions based on candidates' fieldwork investigation and fieldwork skills.
<u>Unit 4B</u>	This unit gives candidates the opportunity to use their skills of analysis, synthesis and evaluation. An advance information booklet is pre-released 2 months prior to the exam to facilitate candidates' research into an area which extends from the specification content.	GEO4B - structured short and extended questions based on an Advance Information Booklet, released on 1 April for June examinations.

For further information please contact Mr. Southall, Mr. Rivers, Miss Hine or Miss Chater in the Geography Department.

• GOVERNMENT AND POLITICS

Exam Board: Edexcel

Specification: AS/A2

AS Modules: **AS1: People & Politics**

One hour & twenty minutes (50%) Two structured questions from a choice of four (25% of total A level)

AS2: Governing the UK

One hour & twenty minutes (50%) One stimulus question from a choice of two and one essay from a choice of four (25% of total A level)

A2 Modules: **Unit 3: Representative processes in the US**

One hour & thirty minutes (50%) Three short question from a choice of five and one essay from a choice of three (25% of total A level)

Unit 4: Governing the USA

One hour & thirty minutes (50%) Three short questions from a choice of five and one essay from a choice of three (25% of total A level)

This course involves a study of British politics in the first year which is complemented in the second year by a focus on American politics. Both countries political systems are studied in depth and the opportunity is taken to compare and contrast with reference to common areas such as the party system; the independence of the judiciary; the role of the legislature as well as topics such as the respective powers and constraints on the prime minister and president. The course introduces students to political concepts and their meaning including areas such as justice, democracy, sovereignty, power, authority and the rule of law.

The course is always taught up to date although it is grounded in a historical perspective. For example, at one level we will look at the Parliament Act limiting the House of Lords (historical perspective) whereas current debate will involve reviewing the reform of the House of Lords; the impact of the Human Rights Act and establishment of a Supreme Court; and coalition government related to the exercise of executive power.

Every opportunity is taken to focus on political developments in particular those affecting the constitution. Elections, ministerial resignations and the like enable students to work with case study material.

Students who find this subject has appeal often express career interest in areas such as the law and journalism and find current affairs interesting.

Government & Politics may be taken with either Business Studies or Economics but not all three together.

Further information is available on the Judd web page under the curriculum link.

For further information on the course Mr Stowell and Mr Ecclestone will be pleased to provide further advice.

• HISTORY

The aim of the Judd School History Department is to provide the A level student with a broad range of historical knowledge. We believe that it is essential for students to have an understanding of both Modern History and Early Modern History if they are to make an informed decision on whether to continue with further studies in the subject at degree level.

Why Study History?

History is a subject held in high regard by a number of employers. A good historian combining an analytical mind with good research skills and an interest in the past can look forward to success in Law, Journalism, Management and Research amongst other more History-based careers.

History can also provide a useful balance for students whose strengths lie away from the Humanities, in science or languages. Universities will look favourably on students who show a wide range of skills and who have shown an interest in subjects outside their specialism.

More importantly, study History because it interests you. History tells us not just about the past but about the present: why the world we live in today is like it is. Studying History allows students to formulate ideas and arguments on the nature of society and the actions of governments both present and past as well as providing entertaining evidence that fact is often stranger than fiction.

Rationale for the Course

All students of History will cover aspects of British and European History and Modern and Early Modern History. Whilst this shows a balanced, broader understanding it also introduces students to the different problems and nature of studying Early Modern History and Modern History.

History explains the world in which we live. The Protestant Reformation shaped the nature of Britain; the spectre of Communism still lingers over Russia and the West's relations with Russia today; whilst Unit 4 provides a study in change and development over a 100 year period, focusing on the impact of individuals or events.

The Course

Judd enters students for the **EDEXCEL** History course. An outline is provided below of the course structure of the different combinations. You cannot choose which strand you want to study; you simply opt for History.

Unit 1	Unit 2	Unit 3	Unit 4
Early Modern Europe	Representation and Reform C19th	Revolution & Conflict in England	Ireland c1800-2000
Unit 1	Unit 2	Unit 3	Unit 4
Russia 1881-1953	Henry VIII	Superpower Relations, 1944-90	The Golden Age of Spain or another early-modern course

- ❖ Please note that the above courses are subject to change dependent upon staff changes. All students will still study two modern & two early-modern/ mediaeval units for their A-level.

Unit 1: Historical Themes in Breadth

Students study two topics in order to gain a broad overview of a particular theme and will assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and actions.

Unit 2: British History Depth Studies

Students will study a period of British history in order to develop an in-depth understanding of attitudes, beliefs and structures of society.

Unit 3: Depth Studies and Associated Historical Controversies

Students will undertake a depth study to explore the nature of challenges and conflict relating to societies and/or political systems in the period studied, and to explore an issue of historical debate.

Unit 4: Historical Enquiry

Students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period.

Entry Requirements:

The normal entry requirement is a Grade A at GCSE. Students who have not taken the subject at GCSE should seek the advice of Mr M. R. Feć.

Study Commitment:

To succeed at A Level, students must be prepared to read widely, challenge concepts and opinions, write fluently and have a good memory for facts.

Further information about the courses can be obtained from the History Department.

Mr. M. R. Feć

• LATIN

Exam Board: OCR

Specification: AS - H039; A2 - H439

Advanced Subsidiary:

Unit L1 (Entry Code F361)	Latin Language	100 marks
Unit L2 (Entry Code F362)	Latin Verse and Prose Literature	100 marks

A2:

Unit L3 (Entry Code F363)	Latin Verse	100 marks
Unit L4 (Entry Code F364)	Latin Prose	100 marks

Entry Requirements:

The normal entrance requirement is an A at GCSE Latin.

Content:

Unit L1

In preparation for this unit time is spent consolidating and extending the grammar, syntax and vocabulary acquired in GCSE work. Passages of Latin prose are used for practice in translation and comprehension, which, at this level, demands a good command of English and sensitivity to shades of meaning. There is not a huge amount of additional grammar to be studied as a continuation from GCSE. The emphasis instead is on consolidating an understanding of the grammar already covered and in developing a style of translation which is fluent and idiomatic. At AS Level there is a defined vocabulary list.

Candidates will have to answer two questions for this unit:

- | | | |
|----|--|----------|
| 1) | Translate a piece of Latin prose into English | 70 marks |
| 2) | Either translate a second, shorter, piece of Latin prose into English or translate 5 English sentences into Latin. | 30 marks |

Unit L2

Candidates will study one verse text and one prose text. The format will be very similar to that of GCSE although the majority of questions will be concerned with style rather than factual content and 30 out of the 100 available marks will be for translation. Questions worth a total 50 marks will be set on both the prose and verse texts.

Unit L3

This unit will involve i) the study of a prescribed text and ii) unseen translation and comprehension.

prescribed text: candidates will have to answer two questions (worth 25 marks each) requiring in depth analysis of selected passages.

unseen translation and comprehension: candidates will have to translate a passage of unseen verse and answer short comprehension questions on it. 30 marks will be available for the translation and 20 for the questions. The author from which the passage may be taken will be specified in advance.

Unit L4

This unit follows the same pattern as Unit L3 except for the fact that candidates, instead of tackling the unseen translation and comprehension, may opt to translate a short passage of English into Latin.

A Level Latin is likely to appeal to good linguists who also have an interest in literature. Students are expected to develop some awareness of literary style and technique and to be able to articulate a personal response to what they have read. The knowledge and skills required have some overlap with English and Modern Foreign Languages and the literature content is likely to be relevant to anyone contemplating a degree in those subjects. History students have also found Latin to be an asset at degree level. Latin is still very highly regarded as an academic subject and can be useful for careers in the Law and in Medicine.

For further information, see Mr Thornton, Mrs Feć or Miss Lynch.

• MATHEMATICS

Exam Board: OCR

There are many module combinations that can lead to a Maths A level and considerably more combinations to constitute a Further Maths AS or A level qualification. Below gives an indication only.

Specification: AS Maths	3890	AS Further Maths	3892
A Level Maths	7890	A level Further Maths	7892

AS Level Maths Core Maths (Pure): C1, C2, plus either
Statistics: S1 *or*
Mechanics: M1 *or*
Decision Maths

A Level Mathematics Core Maths (Pure): C1, C2, C3, C4
Statistics: S1
Mechanics: M1

A Level Mathematics + AS Further Maths:
Same as above
+ 3 other modules (must include at least one further pure module)

A Level Mathematics + A Level F. Maths:
12 modules in total (must include at least two further pure modules)

All modules are equally weighted and examined by a 1 hour 30 minutes written paper. Only the first module in each discipline constitutes AS modules; all others are A2 modules.

The new A* grade introduced in 2010 requires for Mathematics an overall A grade (an average of at least 80 UMS points and an average of over 90 UMS in Core 3 and Core 4.
For Further Mathematics an overall A grade plus an average of over 90 UMS is needed in your three best A2 modules.

Candidates achieving less than a good A grade at GCSE will find this course extremely demanding. (NB. ALL students who wish to take AS/A Level Maths will sit a short test.)

Mathematics is a highly respected and popular subject at A Level, taken either by those for whom the subject itself holds a fascination, or those increasing numbers who require its techniques for other disciplines. Success at this level requires the development of a logical and rigorously analytical mind coupled with sheer determination. Note that a substantial 'jump' is required in algebraic manipulation skills from GCSE to A Level, hence you should feel reasonably confident in this area. Do not be led into embarking on this course unless you feel totally committed to it. Having said this, a good number of students gain considerable satisfaction from the subject and achieve very impressive results. The department sends many students to University to read for degrees in Mathematics or related courses.

A Level and AS Level:

Students will generally sit three modules C1, C2 and either S1 or M1, in Year 12 which constitutes an AS level in Maths. However it will be necessary to cover a part of C3 in Year 12, in order to cover the pure content of a full A Level course. In Year 13 candidates can re-sit earlier modules at the end of Year 13 or 'cash' them in as an AS Level. Note that AS level students will be taught alongside full A Level students throughout Year 12.

Further Maths:

For those who have already studied some A level Maths, and occasionally others, the option of A level or A/S level Further Maths is available. These courses are highly regarded and should be considered seriously by those seeking to do a degree in maths or maths related subject. (e.g. engineering, physics, chemistry, economics, computing science etc.) The Double A Level Further Maths set usually contains a significant proportion of the school's Oxbridge students and virtually all obtain two grade A/A*.

A Level + Further Maths A Level: Consists of 12 modules taught in 10 periods per week in Year 12 and 11 periods in Year 13. There is some flexibility in the discipline of modules taken, dependent on the interest of the set, but it will probably consist of 6 Pure Modules and a mixture of Mechanics and Statistics, with the emphasis weighted towards Mechanics. (Sometimes a Decision Maths module is also included).

A Level + A/S Further Maths: Consists of 9 modules, taught on a single timetable. Again, there are many combinations of modules that lead to this qualification, but it will undoubtedly consist of four or five Pure modules with the remainder made up from Mechanics, Statistics and Decision Maths.

For any further information, please arrange to see Mrs Ling

- **MODERN LANGUAGES: French and German - AQA Syllabus**

The Modern Languages Department places considerable emphasis on a balanced approach to developing the key skills of speaking, reading, writing and listening. Lessons are, as far as possible, conducted in the target language and students must be prepared to use it as the principal means of communication. Students must attend conversation classes with a native French/German speaker. The department is well-equipped with data projectors, several interactive whiteboards, video and TV, and a suite of computers with digital language laboratory facilities.

A considerable amount of reading and preparation is needed to support class-work. Visits to French- and German-speaking countries are encouraged, either privately or through school organised exchanges, with our partner schools in Le Puy and Heusenstamm. The school hopes to offer work experience in France in Year 13 and in Germany in Years 12/13. In addition, Year 11-13 students are taken on a visit to the Christmas markets in Cologne every year.

A thorough grammatical grounding is essential and this is developed throughout the course. A wide range of material is used to support the thematic approach to language learning. Themes include relationships (family, generation gap, young people), health, popular culture (music, fashion, cinema) and the media, the environment (pollution and conservation), multiculturalism and social issues.

There is a literary component to the A2 course which provides the opportunity to explore and analyse texts, and a film is studied in German as well.

Accompanied visits to AS & A2 study days in London are arranged where these are appropriate, as are visits to relevant films and plays. We intend to continue the German and French Film Club, in which we show contemporary films in a relaxed atmosphere after school.

Modern Languages combine well with almost all other subjects. They can be studied at university in conjunction with everything from Law to Engineering. They are recognised by employers as an increasingly desirable skill which is often in short supply and highly regarded.

Entry requirements

The normal entry requirement is a Grade A at GCSE. Basic grammar should be secure.

For further information on French, please see Mrs Sime or Mrs Terrasse - Room L13.

For more information on German, please see Miss Zwanziger - Room L21.

• MUSIC

PLEASE NOTE:

Students may choose *either* Music or BTEC Music & Music Technology.

Exam Board: Edexcel

Specification: 8MU01 (AS); 9MU01 (A2)

The course should appeal to students who wish to:

- a) study music at university or music college,
 - b) add variety to their Sixth Form studies either as a full A level subject or as an AS level in Year 12.
- Music will complement any other AS or A2 course at Judd.

Entry requirements:

- at least grade A at GCSE Music (or a pass at Grade V, both practical and theory)
- a reasonable level of Aural Perception, Analytical, Composing and Performing skills, and willingness to cultivate these by regular practice, including rehearsals and participation in a range of school concerts.
- for A2, the potential to reach the *minimum* performing standard of Grade VI by March of the examination year (Grade V minimum requirement for AS)
- fluency in music reading
- an interest in a wide range of music, and willingness to cultivate the same

Where the course allows for individual student choice, students may perform and compose in Classical or Contemporary styles, and use of technology is encouraged.

Year One (AS)

<p>Unit 1 : Performing.</p> <p>Perform 1 or more pieces lasting a total of 5-6 minutes. Each student can perform as a soloist and/or part of an ensemble. Minimum standard is grade 5. (40 marks out of 180 AS, 10% A)</p>	<p>Recorded and assessed at school, and externally moderated.</p>
<p>Unit 2 : Composing.</p> <p>Compose a three minute piece in response to a chosen brief (selected from areas of study Instrumental Music or Vocal Music. It can be for any instrument(s)/voice(s) and must be presented as a score plus recording. Students will answer 3 questions to provide information that could be used for a CD sleeve note to accompany the composition. (60 marks out of 180 AS, 15% A) (20 for sleeve note questions)</p>	<p>Externally assessed.</p>

<p>Unit 3 : Developing Musical Understanding</p> <p>2 hour examination in three sections, based on excerpts from Anthology of Music</p> <p>A: Questions on recorded extracts on CD</p> <p>B: Investigating Musical Styles.</p> <p>C: Understanding Chords and Lines (with use of keyboard).</p> <p>(80 marks out of 180 AS, 20% A)</p>	Externally assessed.
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Year Two (A2)

<p>Unit 4 : Extended Performance</p> <p>Perform 1 or more pieces lasting a total of 12-15 minutes, solos and/or ensemble which must constitute a balanced programme. Standard is grade 6 or higher.</p> <p>(12.5% A)</p>	Recorded and assessed at school, and externally moderated.
<p>Unit 5 : Composition and Technical Study.</p> <p>Complete 2 tasks, choosing either one composition and one technical study, or two compositions or two technical studies. Composing briefs are chosen from areas of study Instrumental Music or Applied Music.</p> <p>Technical Studies are chosen from Baroque Counterpoint, Chorale or Popular Song.</p> <p>(20% A)</p>	Externally assessed
<p>Unit 6 : Further Musical Understanding.</p> <p>2 hour paper in three sections.</p> <p>A: Aural Analysis (with musical extracts on CD)</p> <p>B: Music in Context</p> <p>C: Continuity and Change in Instrumental Music.</p> <p>(22.5% A)</p>	Externally assessed.

For more details please contact Mr Walshaw or Mr Hitchcock in the Music Centre.

• BTEC MUSIC & MUSIC TECHNOLOGY

Extending Musical Options in the Sixth Form.

As part of the Musical Specialism's ethos of encouraging students to retain music making as part of their studies in the 6th form, it has been decided to offer an Edexcel BTEC Music and Music Technology Option. This course is aimed at performers, composers, sound technicians, DJ's and Producers that want to compliment their academic studies with a practical, coursework style programme of study. The selection of pathway should be made in consultation with Mr Stephens.

This is NOT an alternative to Music A level. Music A level provides a distinct and effective course of study for predominantly 'classical' and jazz musicians.

The choices of units we will deliver are aimed at complimenting and extending students' musical existing preferences and approaches. Much of the course is student lead and will need considerable personal motivation and organisation. There will be a strong emphasis on working as a team and co-operative learning.

The course on offer is the new BTEC Level 3 Certificate in Music and in Music Technology which is a 30 credit qualification and is equivalent to an AS Level. Students who wish to pursue their area of specialism into Year 13 will take units from the BTEC Level Subsidiary Diploma which, when combined with the units taken in year 12, produce a 60 credit qualification, equivalent to a full A Level. Students who did not follow the BTEC course in year 12 can, take one of the Level 3 certificate pathways to add the equivalent of an AS level in their final year at Judd.

The BTEC Certificate course comprises 1 mandatory unit, from one of 5 specialist areas and 2 optional units. Below is a table showing the 5 specialisms and the likely optional units.

Specialism	Mandatory Unit	Optional Unit A	Optional Unit B
Performing	23 Performance Techniques	24 Music Project	43 Special subject Investigation
Composing	7 Contemporary Song writing Techniques	24 Music Project	43 Special subject Investigation
Events Support	11 Music events Management	9 Music product or 24 Music Project	43 Special subject Investigation
DJ Technology	10 DJ performance Techniques	9 Delivering a music product	43 Special subject Investigation
Production	25 Music production Techniques	9 Delivering a music product	43 Special subject Investigation

If continuing in Year 13 towards the Subsidiary diploma there is a very wide range of units to pursue. Assessment. The BTEC course uses continual assessment. These assessments are then moderated by an external verifier at the end of the course. It is therefore essential that students following this course are able to manage their time and efforts to keep up to date with the course and all its assessment points.

Each unit had equal weighting and a grade of fail, pass, merit or distinction can be obtained in each unit and are amalgamated to decide the overall grading.

The actual units delivered each year may vary in order to reflect, closely, the musical preferences of those taking the course. This will be done under consultation with Mr Stephens.

For further information contact ian.stephens@judd.kent.sch.uk

• PHYSICAL EDUCATION (AS / A2)

This popular course offers students with a genuine interest in Sport as well as students looking to develop breadth in their options the opportunity to study a challenging course combining both their academic and practical skills. Students require a variety of academic skills as the theory content covers Sports Science through Exercise Physiology, Anatomy and Physiology, Biomechanics and Psychology, History, Comparative Studies as well as Contemporary Issues such as Drugs in Sport. The practical element of the course not only requires students to perform at a high level but also to be able to apply the theory into the practical context.

Exam Board: AQA

Course Breakdown: 60% Theory 40% Practical

The course is a 4 module course - 2 at AS, 2 at A2

Unit 1 Opportunities for and the effects of leading a healthy and active lifestyle

Assessment - 2 hour paper 60% AS, 30% A2

Topics covered

- Applied exercise physiology
- Skill acquisition
- Opportunities for participation

Unit 2 Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

Assessment - internal assessment with external moderation 40%AS, 20% A2

Practical assessment of 2 roles, performer, coach, leader

Unit 3 Optimising performance and evaluation contemporary issues within sport

Assessment - 2 hour paper 30% A2

Topics covered

- Exercise physiology
- Psychology
- Contemporary issues

Unit 4 Optimising practical performance in a competitive situation

Assessment - internal assessment with external moderation 20% A2

Performance, evaluation and analysis of practical performance.

Entry Requirements

The course requires a variety of disciplines. All students must reach the entry requirements for the Judd Sixth Form. In addition students must have achieved at least one A grade in a science at GCSE. Due to the 40% weighting on practical all students must be competing and regularly training in their major sport.

Career Routes

AS/A2 Sport and Physical Education is highly beneficial for University entry at all Sport and Leisure related courses. PE is also regarded as a subject that gives candidates an opportunity to show breadth in their courses for non sport related University entry. All A2 students have gained University entry to study subjects as diverse as Physiotherapy, Sports Science and Veterinary Science.

Any queries regarding the course should be directed to Mr Joseph in the PE Department.

• RELIGIOUS STUDIES

Students enjoy RS because it encourages them to take a deeper interest in the world around them, respects their beliefs and opinions and challenges them to examine issues from alternative perspectives. The subject helps develop skills of investigation, analysis, evaluation and debate.

Exam Board: AQA RELIGIOUS STUDIES

AS

Module	Module Title	Exam	AS Weighting	A Weighting
1E	Religion, Art and the Media	1¼ hours	50%	25%
1H	Religion and Contemporary Society	1¼ hours	50%	25%

Religion, Art and the Media explores a range of Christian art and how it is used; asks how religious comedy and satire impacts on religion and investigates reasons for the success of fiction with religious themes. A wide range of examples are studied including visits to see Marc Chagall's stained glass at All Saints' Tudeley, and the astonishing St Paul's Cathedral. Students have enjoyed studying examples of satire including *Dogma* and *Religulous*, and books including *The Da Vinci Code*, *The Name of the Rose* and *Chocolat*. This is a culturally stimulating course which will deepen your appreciation of the impact of religion in our society.

Religion and Contemporary Society maps the changing pattern of religious practice in the UK, noting which religions and types of religious practice are in decline or on the rise; identifies the problems and challenges of maintaining a religious identity in an increasingly secular society; explores the emergence of new religious movements to meet the changing needs of ordinary people e.g. the growth in millenarianism. This course takes a very broad view of religion and will challenge the popular view (promoted by people like Richard Dawkins) that the rise in scientific understanding will inevitably lead to the demise of religious belief and practice.

A2

Module	Module Title	Exam	A Weighting
3B	Philosophy of Religion	1½ hours	25%
4A	Life, Death and Beyond	1½ hours	25%

Philosophy of Religion investigates the ontological argument and ask whether it is possible, or even desirable, to prove the existence of God; the meaning of personal identity and whether it is reasonable to believe that this can survive the death of the body; whether it is possible to reconcile the existence of an omnipotent, benevolent deity with the reality of evil and suffering in the world.

Life, Death and Beyond explores religious and non-religious perspectives on a variety of topics: the nature of human life and its value; beliefs and attitudes concerning the future and the end of history; the relative importance of this life compared with beliefs about life after death; beliefs about death and beyond.

Lessons include lectures, discussion, use of documentaries and films and practical projects such as video and PowerPoint presentations. There will be visits to various sites as part of the modules on Religion, Art and the Media and Religion and Contemporary Society. There is usually the opportunity for Year 13 students to attend a philosophy of religion conference conducted by Peter Vardy and Julie Arliss (authors of *The Thinker's Guide* books).

Students who have gone on to study related subjects at an undergraduate level have found entry requirements to be very favourable at some of Britain's top universities, including some Oxford colleges. RS students regularly choose to attend theology and philosophy open days at University of Oxford, University of Cambridge and Heythrop College, University of London.

The normal entry requirement is a Grade A at GCSE. Students who have not taken the subject at GCSE should seek the advice of Mrs Barker. Please note that assessment is by examination only.

For further details please see Mrs Barker, Ms Caville or Mrs Ongley.

• SCIENCE IN THE SIXTH FORM

A Level and Higher Education Courses

In recent years, universities have become less prescriptive in their requirements for Science and Engineering courses. Furthermore, the increasing popularity of modular degrees and combined or joint honours degrees make it difficult to give precise advice about choice of subject at A level. Higher grades are being asked for because of the modular approach. Nevertheless there are some guide-lines which we feel ought to be followed.

The table below gives those A level subjects which are essential for specific degree courses and also includes what we consider to be best subject combinations for study at degree level. For example, you probably could be accepted to read Chemistry without having studied A level Maths or Physics, but you will have an easier and more pleasant time at university if you have studied at least one of these subjects in the Sixth Form. On the other hand, many universities are struggling to fill their places in Engineering and foundation courses are available for students who have not studied Mathematics and/or Physics at A level. Many universities offer science courses with a year in Europe and for these degrees a modern language at A level is sometimes required.

DEGREE COURSE	RECOMMENDED COMBINATIONS (AL subjects)	REQUIRED SUBJECTS	OTHER USEFUL SUBJECTS
Physics	Physics, Maths, F. Maths Physics, Maths, Chemistry	Physics, Maths	
Engineering (<i>excl</i> <i>Chemical</i>)	Maths, Physics, F. Maths Maths, Physics, Chemistry	Maths, Physics	Geog, Econ D&T
Chemical Engineering	Maths, Physics, Chemistry	Maths, Chemistry	F. Maths
Materials Sciences	Maths, Physics, Chemistry	Maths + Sciences	
Biomedical Sciences	Biology, Chemistry, Physics Biology, Chemistry, Maths	Biology, Chemistry	
Chemistry	Chemistry, Physics, Maths Chemistry, Biology, Maths or Physics	Chemistry + 1 Science	F. Maths, Geog
Biochemistry	Chemistry, Biology, Maths Chemistry, Biology, Physics	Chemistry, Biology	
Medicine & Dentistry*	Chemistry, Biology, Physics Chemistry, Biology, Maths	Chemistry + a Science	
Veterinary Medicine	Biology, Chemistry, Physics Biology, Chemistry, Maths	Biology, Chemistry	
Anatomy & Physiology	Chemistry, Biology, Science	Biology + Sciences	
Pharmacy	Chemistry, Biology, Physics Chemistry, Biology, Maths	Chemistry + Sciences	
Biology & related	Biology, Chemistry, Physics Biology, Chemistry, Maths	Biology, Chemistry	Geog, Stats
Agriculture & Forestry	Biology, Chemistry, Physics Biology, Chemistry, Maths Biology, Chemistry, Geog	Sciences	

** Sixth Form students who wish to read Medicine at university should be aware that, increasingly, medical and veterinary schools are asking candidates to take an examination in all three sciences (the UKCAT or BMAT depending on the University). Prospective students should therefore give serious consideration to taking all three sciences in the 6th Form.*

• BIOLOGY

Exam Board: AQA

Specification: 1411 (AS); 2411 (A)

Unit:	Level:	Title:	Examined:	Weighting	
				AS	A
1	AS	Biology and Disease	1¼ hour written test	33.3%	16.7%
2	AS	The variety of Living Organisms	1¾ hour written test	46.7%	23.3%
3	AS	Internal Assessment	ISA	20%	10%
4	A2	Populations and Environment	1h 30 min written test		16.7%
5	A2	Control in Cells and in Organisms	2h 15 min written test		23.3%
6	A2	Internal Assessment	ISA		10.0%

Entry Requirements:

Grade A in GCSE Biology or Grade A in Core and A* in Additional Science.

Course Description:

Pupils who choose to pursue A Level Biology follow the AQA specification. The syllabus covers a broad range of topics and is well-balanced in terms of content between the two year groups. A sense of progression is evident throughout in terms of the level of scientific knowledge and understanding required, though across AS and A2 the common thread is one of teaching the principles that underpin much of modern scientific research.

Whilst providing a relevant, challenging A-level for the scientist, Biology is also accessible to the non-scientist who wishes to broaden their skill base. This makes Biology a popular choice as a fourth subject by non-science specialists who have successfully combine it with subjects such as Geography, Languages, History, English, Art and Music.

Biology is a natural prerequisite for potential medicine, veterinary and nursing qualifications, but it is a desirable addition to the A-levels of students with many different subject aspirations. There are obvious links to Geography with land usage, conservation and pollution, the Biology students are sought-after by employers in a wide range of fields from Accounting to Design.

Biology is truly the science of the 21st century. It is at the cutting edge of current research, with dramatic advances reported in Genetic Technology and Medical application almost weekly. Biology is a demanding but rewarding course. It is delivered with a range of teaching styles, with strong components of group work, independent study and practical work underpinning the central concepts that are covered. Students are expected to read widely and not rely entirely on the provided course text ('AQA Biology' by Toole & Toole), and subscription to Biological Sciences Review is provided at a reduced rate.

Work is set and assessed regularly and student progress is monitored closely with end-of-topic tests roughly every four weeks throughout the course.

For further information contact Mr R McMillan

• CHEMISTRY

Exam Board: OCR (Salters') **Subject Specification Numbers:** AS: H035 A: H435

Assessment

Level	Module Title	Duration	Mode of Assessment	Weighting	
				AS	A
AS	Chemistry for Life	1¼ h	Written Paper	30%	15%
AS	Chemistry of Natural Resources	1¾ h	Written Paper	50%	25%
AS	Chemistry in Practice		Coursework	20%	10%
A2	Chemistry of Materials	1½ h	Written Paper		15%
A2	Chemistry by Design	2 h	Written Paper		20%
A2	Individual Investigation		Coursework		15%

Entry Requirements:

Grade A in GCSE Chemistry or Grade A in Core and A* in Additional Science.

The Salter's course aims to:

- Cultivate their interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry;
- Gain an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works;
- Further develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.

The Course is designed in teaching units, each of which is free standing and tells it's own story about modern applications of Chemistry and the theory behind it.

Formal internal assessment will take place at the end of each unit.

Finally ...

Students are expected to take responsibility for their own learning and to do a substantial amount of self-assessment to complement the work set by the teacher.

Chemistry is essential for a number of degree courses (Chemistry, Dentistry and Medicine, for example) and complements other subjects at A-level (such as Biology, Physics and Geography). For further details you are recommended to read 'Science in the Sixth Form' on page 35 of this booklet.

For further details contact Mr McCafferty in the Chemistry Department.

• PHYSICS

Exam Board: AQA PHYSICS A

Specification: 2450

AS Units:	Title:	Paper Length	Weighting	
			AS	A
1	Particles, Quantum Phenomena and Electricity	1hr 15	40%	20%
2	Mechanics, Materials and Waves	1hr 15	40%	20%
3	Investigative and Practical Skills Externally marked practical assignment		20%	10%
A2 Units:				
4	Fields and Further Mechanics	1hr 45		20%
5a 5b	Nuclear and Thermal Physics Option Units - 1 from Astrophysics, Medical Physics, Applied Physics, Turning Points in Physics.	1hr 45		20%
6	Investigative and Practical Skills Externally marked practical assignment			10%

Entry Requirements:

Grade A in GCSE Physics or Grade A in Core and A* in Additional Science. It is very helpful, but not essential to be studying Mathematics alongside Physics at Advanced level. However, good mathematical skills will be required.

Course Description:

The course aims to develop students' knowledge and understanding in physics and its applications, to develop an understanding of the link between theory and experiment, and to extend their understanding of the way in which mathematical expressions relate to physical principles. A full programme of practical work is included to reinforce the theory lessons. A typical week's homework would include a set of numerical and qualitative problems, a web based assignment, and preparation for and writing up an experiment. Students are encouraged to read round the subject, for example by reading *New Scientist* or *Physics Review* regularly. (The latter is produced specifically for Advanced GCE students.)

Physics is a fundamental science; the AS and A courses provide concepts and procedures which enhance the study of other sciences, and constitute a firm foundation for the further study of physics or engineering at degree level.

For further information contact Mr. Hewitt

- **GENERAL STUDIES**

General studies is offered as an AS course in year 12 only. Students are taught by two members of staff and cover topics from two different units of study: Culture & Society and Science & Society.

Classes are often discussion-based and assessment throughout the year includes individual and group projects, the analysis of data, journals and debates. The course demands independent and cross-curricular research as well as a rigorous approach to critical thinking and communication. The requirements of the course will hone valuable study skills as well as fostering a mature and focused approach to sixth-form study. Students will explore the connections between their A' Level subjects and undergraduate interests while developing an understanding of contemporary issues in society from Artificial Intelligence, eugenics, and environmentalism to fundamentalism, philosophy and art.

Appendix 1



THE JUDD SCHOOL SIXTH FORM ENTITLEMENT

Set out below is the entitlement of provision for students joining the Sixth Form of the Judd School:

- Free choice of AS level courses, subject to availability and appropriateness, based on the student's prior attainment and future plans, with the opportunity to continue to at least three at A2 level, subject to acceptable progress being made.
- Provision of a general studies course to provide curricular breadth through an awareness of cultural, social, political and scientific issues.
- Provision of a weekly sports activity
- Provision of a religious education course and annual workshop
- Membership of a form tutor group through which pastoral and academic support and guidance can be given
- Monitoring of progress in individual subjects with regular reporting to students and parents.
- Access to resources and suitable study areas for use during private study periods
- Provision of a designated Sixth Form area
- The opportunity to contribute to the management of Sixth Form matters via an elected Sixth Form Council
- The opportunity to participate in extra-curricular activities such as sport, music, drama, cadets and other events that are available from time to time (e.g. MUNGA , Mock Trial and Duke of Edinburgh's Award)
- The opportunity to be considered for posts of responsibility including the post of prefect
- Provision of speakers to supply information on topics outside the academic curriculum including health and moral issues
- Access to up-to-date information from universities and gap year organisations.
- Careers advice
- Support in researching Higher Education and career aspirations, and in making applications, including additional support for specialist applications, such as Oxbridge, Medicine etc. when possible
- Support in preparing for interviews including a practice interview in Year 12.
- Support after the publication of AS results in finalising A2 choices
- Support after A Level results are published in finalising university and career choices

Explanation of results

Where students have continued with a subject to A Level, the result is shown in the top table. The lower table indicates subjects which students took only to AS level - generally the weakest of their four subjects.

Overall, students achieved 439.37 UCAS points under the new UCAS tariff which is set out on the table below.

AS Level Grade	Points	A Level Grade	Points
		A*	140
A	60	A	120
B	50	B	100
C	40	C	80
D	30	D	60
E	20	E	40
NB You only count the points for an AS <u>once</u> - either as a stand alone qualification or as part of a full A level.			

A LEVEL RESULTS 2008

A LEVEL 2008 **Upper Sixth total** **112 boys** **31 girls** **143**

	Entries	A	B	C	D	E	Passes	U	%	Mean	2007
Art	12	7	3	1	1		12		100	106.7	102.7
Biology	36	15	8	4	8	1	36		100	95.6	109.2
Business St	8	2	5	1			8		100	102.5	109.3
Chemistry	36	17	10	2	7		36		100	100.6	109.0
Classical Civ	16	7	7	1	1		16		100	105.0	120.0
Des Tech	13		8	4		1	13		100	89.2	103.3
Economics	22	7	9	2	3	1	22		100	96.4	107.0
English Lang & Lit	32	16	15		1		32		100	108.8	104.6
English Lit	25	17	4	4			25		100	110.4	111.8
French	17	9	4	4			17		100	105.9	95.6
Geography	23	14	7	2			23		100	110.4	111.8
German	7	4		2	1		7		100	100.0	87.5
Gov & Pol	10	3	4	2	1		10		100	98.0	105.3
Greek	1	1					1		100	120.0	
History	43	22	15	4	1	1	43		100	106.0	109.8
Italian	1	1					1		100	120.0	
Latin	6	4	1	1			6		100	110.0	100.0
Mathematics	66	42	13	7	2	2	66		100	107.6	108.3
F. Maths	19	13	3	1	2		19		100	108.4	112.7
Music	7	3	3	1			7		100	105.7	100.0
Music Tech	2	1	1				2		100	110.0	83.3
PE	7	4	2	1			7		100	108.6	99.0
Physics	35	26	7	1	1		35		100	113.1	110.3
Religious St	25	16	4	3	2		25		100	107.2	98.6
Russian	1	1					1		100	120.0	
Total	470	252	133	48	31	6	470	0	100.0	105.3	106.5
%		53.62	28.30	10.21	6.60	1.28	100.00	0.00			

A/S(not above)											
Art	2				1	1	2		100	25.00	
Biology	5	1	1	1		2	5		100	38.00	
Business St	4			2	2		4		100	35.00	
Chemistry	8	1	3	3	1		8		100	45.00	
Critical Thinking	29	8	8	8	5		29		100	46.55	
Des Tech	5	3		2			5		100	52.00	
Economics	13	1	4	1	4	3	13		100	36.92	
English Lit	3	2		1			3		100	53.33	
French	8	2	3	2		1	8		100	46.25	
Geography	7	2	2	3			7		100	48.57	
German	3	2		1			3		100	53.33	
Gov & Pol	2			2			2		100	40.00	
History	7	2	2	1	2		7		100	45.71	
Mathematics	13	3	2	3	3	2	13		100	40.77	
Further Maths	6	1	2	3			6		100	46.67	
Music	5		2	2		1	5		100	40.00	
Music Tech	3	3					3		100	60.00	
PE	1	1					1		100	60.00	
Physics	12	1	1	5	2	3	12		100	35.83	
Religious St	5	1	1	1	2		5		100	42.00	
Total (ex Gen St)	141	34	31	41	22	13	141	0	100	43.62	
%		24.1	22.0	29.1	15.6	9.2	100	0.0			
AS General Studies	145	57	42	33	10	3	145		100	49.66	
Total (inc Gen St)	286	91	73	74	32	16	286	0	100	46.68	
%		31.8	25.5	25.9	11.2	5.6	100	0.0			

47 students achieved at least 3 A grades at A Level

**UCAS Pts
439.37**

**A LEVEL
RESULTS 2009**

A LEVEL Upper Sixth total 138 108 boys 30 girls
2009

	Entries	A	B	C	D	E	Passes	U	%	Mean Score	2008
Art	14	9	4	1			14		100	111.4	106.7
Biology	37	16	11	7	3		37		100	101.6	95.6
Business St	7	3	3	1			7		100	105.7	102.5
Chemistry	31	19	8	2	1	1	31		100	107.7	100.6
Classical Civ	8	5	1	1	1		8		100	105.0	105.0
Des Tech	10	4	2	4			10		100	100.0	89.2
Economics	26	8	7	8	3		26		100	95.4	96.4
English Lang/Lit	20	12	7	1			20		100	111.0	108.8
English Lit	23	16	6	1			23		100	113.0	110.4
French	12	6	4	2			12		100	106.7	105.9
Geography	43	21	18	3	1		43		100	107.4	110.4
German	6	3	1	1	0	1	6		100	96.7	100.0
Gov & Pol	9	4	1	4			9		100	100.0	98.0
History	45	21	16	7	1		45		100	105.3	106.0
Latin	5	2	2	1			5		100	104.0	110.0
Mathematics	71	44	15	8	3	1	71		100	107.6	107.6
F. Maths	12	10	1		1		12		100	113.3	108.4
Music	7		3	2	2		7		100	82.9	105.7
Music Tech	2	1	1				2		100	110.0	110.0
PE	14	3	6	5			14		100	97.1	108.6
Physics	36	21	8	6	1		36		100	107.2	113.1
Religious St	13	6	5	2			13		100	106.2	107.2
Total	451	234	130	67	17	3	451	0	100.0	105.5	105.3
%		51.88	28.82	14.86	3.77	0.67	100.00	0.00			

A/S(not above)

Art	5	2		2	1		5		100	46.00
Biology	8		1	3	4		8		100	36.25
Business St	1			1			1		100	40.00
Chemistry	9	1	1		4	3	9		100	32.22
Des Tech	1		1				1		100	50.00
Economics	16	3	2	5	4	2	16		100	40.00
English Lang/Lit	1				1		1		100	30.00
English Lit	0						0			
French	11	3	3	4	1		11		100	47.27
Geography	4	1	1	2			4		100	47.50
German	4		2	1	1		4		100	42.50
Gov & Pol	4		1	1	2		4		100	37.50
History	7	2	2	1	2		7		100	45.71
Mathematics	7	3	1	1	1	1	7		100	45.71
Further Maths	9	6	1	1	1		9		100	53.33
Music	2				2		2		100	30.00
Music Tech	2		1			1	2		100	35.00
PE	4		1	2	1		4		100	40.00
Physics	11	5	2	1	1	2	11		100	46.36
Religious St	2	1		1			2		100	50.00
Total (ex Gen St)	108	27	20	26	26	9	108	0	100	42.78
%		25.0	18.5	24.1	24.1	8.3	100	0.0		
AS General St	44	8	20	14	1	1	44		100	47.50
Total (inc Gen St)	152	35	40	40	27	10	152	0	100	44.14
%		23.0	26.3	26.3	17.8	6.6	100	0.0		

Number of students achieving at least 3 A grades at A level - 46

UCAS Pts

393.41