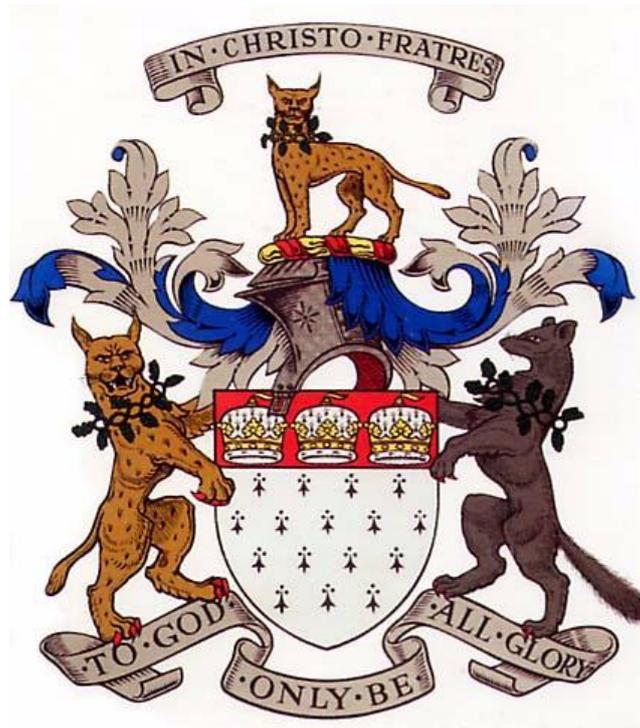


THE SKINNERS' SCHOOL TUNBRIDGE WELLS



**SIXTH FORM PROSPECTUS
2017-18**

INTRODUCTION

The Sixth Form at Skinners' represents an exciting and enriching experience. Academic success depends above all on two things: a commitment to hard work, and a realistic selection in the first place of the right courses. Notwithstanding the academic demands of certain (but very few) careers, the key principle is for students to choose the subjects they are interested in, and are good at.

We hope that this Prospectus (please also see the school's website) will help Skinners' pupils, and also others interested in a Sixth Form course here, to make the right choice about their A Levels. It contains information about each department's specification along with ideas about the sort of skills required by each subject. Students are advised to discuss their choices with their subject teachers and their Form Tutors.

For those in Year 11 at Skinners', a senior member of staff will also see every student to help him with his choices. A Careers interview can also be arranged: see Mrs Teresa Luckhurst in the School Office to arrange this.

Admissions Criteria

Entry to the Sixth Form at Skinners' is not automatic, although in practice almost all students at Skinners' do proceed into the Sixth Form. There is an academic hurdle and we also expect students to demonstrate a level of maturity and self-discipline appropriate to the Sixth Form.

All prospective Sixth Form students must make an application. They are expected to achieve:

- A total of 50 points over their best 8 GCSEs, normally including Maths, English, Science and a Modern Foreign Language. Each GCSE is given a value which is the same as the grade awarded: 9 = 9 points, 8 = 8 points, 7 = 7 points etc).
- At least a grade 7 at GCSE in the following subjects, in order to study that subject at A level: Maths, Physics, Chemistry, French and German.
- At least a grade 4 in English and Maths at GCSE.

Over-subscription and under-subscription in Sixth Form Courses

If a particular Sixth Form Course is over-subscribed, places will be offered to those students who, according to the professional judgment of the School, show most aptitude and ability in that subject.

Equally, if a particular course in the Sixth Form is significantly under-subscribed, the School may have to take the decision that such a course cannot be offered. This is a decision which would be taken with the greatest reluctance. In both cases, parents and students will be kept fully informed.

Finally, although this is primarily an academic prospectus, the Sixth Form offers so much more in terms of enrichment, extra-curricular activity and leadership opportunities. I hope that you are able to take advantage of a wonderful opportunity.

**Edward Wesson
Headmaster**

SIXTH FORM STUDY

As you will be aware, Sixth Form programmes of study have undergone radical change. From September 2017 all are entirely linear (examined at the end of Year 13).

You are therefore encouraged to choose subjects you enjoy as you will need to work hard and be motivated throughout.

A few HE courses have specific A-Level entry requirements in terms of subjects studied. Make sure that you know the entry requirements for any courses in HE, or careers you have in mind **before** making a choice of A-Levels. Refer to books, pamphlets, the UCAS website (www.ucas.co.uk) and software in the Careers Library and discuss details with staff and your parents. Consider the value of vocational courses such as Accounting, Law, Tourism, and Applied Science and remember that for many courses entry is not easy.

Please note for some subjects at University you may be expected to take an extra test.

For many students, career or HE aspirations are uncertain. In this case:

- Consider ways to keep options open.
- Assess your abilities, likes and dislikes.
- Look at the skills required for particular subjects.
- Make a decision.

These choices are crucial and should be made carefully. Students must be prepared to take the initiative in asking for such information. Advice is available from the School and from our independent careers advisor.

It is important to take action early:

- Gather information
- Talk to your teachers
- Listen to advice
- Make a decision

The Sixth Form study area remains open each evening after school. We encourage students to take advantage of this extended school day provision.

**Craig Fleming
Director of Sixth Form**

ANTICIPATED YEAR 12 TIMETABLE FOR SEPTEMBER 2018

1. **Sixth Formers follow a minimum of 4 courses, comprising either 4 A-Levels or 3 A-Levels and an AS-Level or an EPQ (Extended Project Qualification).** It is also possible to take 4 A-Levels + an EPQ or even 5 A levels.

The Following subjects may be taken as an A-Level over two years:

- Art
- Biology
- Business Studies
- Chemistry
- Computer Science (AS level)
- Design (Product Design)
- Economics
- English Literature
- French
- Geography
- German
- Government and Politics
- History
- Mathematics
- Further Mathematics
- Music
- Physics
- Theatre Studies
- Philosophy and Ethics

Computing will be available as an AS level.

2. Structure of Course

In addition to the pathways outlined above, which involve 9 hours of taught lessons per fortnight, we run a weekly Civics (PSHE/Careers) lesson, RE Conferences and a compulsory Games session on a Wednesday afternoon.

3. Procedure

Year 11 choose four courses to study to A-Level. Students will be asked to list either of two pathways on their Option Form, involving at least four subjects in order of preference: every effort will be made to accommodate their top choices but this cannot be guaranteed – the number of possible combinations is even larger than at GCSE.

The deadline for external applications will be March 2018.

April – June

The timetable is composed to accommodate the options of the majority.

September

Following work experience in July and the receipt of GCSE Level results, a change of option is allowed provided that the size of sets and option blocks permit it. Before term starts, students must contact me at school to confirm choices or discuss proposed changes. This helps with a smooth transition at the beginning of the school year.

Craig Fleming
Director of Sixth Form

LIFE IN THE SIXTH FORM

GENERAL

Teaching groups tend to be smaller than those at GCSE and there is a new relationship between staff and students. We look to the Sixth Form, as senior members of the school, to set high standards in work and behaviour. They are expected to be role models for younger pupils. With this in mind we demand the highest standards of attendance, punctuality and dress.

LEADERSHIP

Many opportunities exist for members of the Sixth Form to take an increasingly active role in school life. Regular duties are performed by members of Year 12 to assist the staff at break and during the lunch hour. All students are involved on Parents' Evenings and on Open Days when their expertise as tour guides is invaluable. All are encouraged to take greater responsibility by holding office in clubs, societies and sports teams, as well as serving as Senior NCOs in the CCF and leading by example in music, art, drama and Duke of Edinburgh's Award Scheme. We are also extensively involved in a number of community projects and sixth formers play a key role in those relationships.

PRIVATE STUDY

Progress in the Sixth Form depends, to a large extent, on the willingness of students to work independently during private study periods and at home. Such work should extend beyond the specific tasks set by subject staff. The claim that "I have no work to do" will become an alien concept! Members of Year 13 and Year 12 who have private study in the afternoon with no taught lessons to follow may go home to study, after registration. Students are only permitted to go off site at break or lunch, or in order to move to and from our partner school.

STUDY SKILLS

In the Sixth Form a wide range of study skills needs to be developed not only to ensure academic success but to equip students for university and the world of work. These include use of ICT, numeracy, problem solving, oral and written communication, and familiarity with the increasingly wide range of sources of information. The school has Wi-Fi in all buildings which is available for students to use.

ASSESSMENT AND REPORTING

All examinations will now take place in the summer session only. Internal school examinations at the end of Year 12 must be taken very seriously as they provide the basis for promotion into Year 13 and are used to help set UCAS forecast grades. Reports of progress and achievement are sent regularly to parents. Written reports for Year 12 and Year 13 will be available in the spring. Parents' Evenings are normally in November for Year 13 and December for Year 12, and we encourage all parents and students to attend these evenings.

SIXTH FORM CENTRE

The Sixth Form Centre provides accommodation exclusively for the Sixth Form. The suite of rooms includes a Work Room with networked computers and individual learning stations as well as a more informal area. These rooms are normally open from 7.00am to 7.00pm to allow students to undertake independent study.

CARS

Many students pass their driving test whilst in the Sixth Form and then drive to school. Students' cars are **not** allowed on the school site and must be parked with total respect for our neighbours. `

LOOKING AHEAD

Students should look and plan ahead from the start of their Sixth Form career. We expect all students to make use of the extensive literature in the Sixth Form Centre, the Careers area outside the main Library and the internet and be prepared to ask for advice about University courses, GAP years and job opportunities. All Sixth Form students take part in a Civics programme. They are also encouraged to visit at least two universities during the Summer Term, but should inform staff before undertaking such visits. There is an annual UCAS conference and Higher Education Fair at Skinners' which has most of the country's leading universities in attendance. We also have numerous visits from university admission officers to help answer students' questions regarding the UCAS procedure. Presentations for parents include those from Student Finance England, Oxbridge Applications, Study in Scotland, Studying Abroad and an annual evening of the UCAS application itself.

MOBILE TELEPHONES

These may be brought to school, but must be switched off during lessons. Expect to have the phone confiscated if it rings at an inappropriate time. It is now a **serious offence** for any candidate to bring a mobile telephone into a public examination. Candidates must hand in their mobile phone to a member of staff before any public examination – failure to do so will result in the candidate being disqualified from the examination affected and possibly others in the same series.

Craig Fleming
Director of Sixth Form

CAREERS EDUCATION AND GUIDANCE PROGRAMME

Year 12

An extensive introduction to careers options, HE choices, UCAS application, and gap year and employment possibilities is covered in the Year 12 Civics programme.

- **Autumn Term**

Sixth Form Information Evening
Oxbridge Evening
Skinners' Higher Education Fair
Biennial Careers Fair
Independent Learning Conference

- **Spring Term**

Introduction to "the next step"
Visits to University Open Days
Oxbridge Regional Conference
Talks from a University Admissions Officer
Higher Education Convention

- **Summer Term**

Introduction to applications
Past student 'Open Forum'
Gap Year presentations
Personal statement workshop

Year 13

UCAS application and writing personal statements are covered in our Civics Course.

- **August**

Oxford and Cambridge applications

- **September - October**

Medicine, Veterinary Science and Dentistry applications, Personal Statements

- **September - December**

All other HE applications

- **November**

Practice interviews

- **Spring Term**

HE and employment interviews
HE and employment offers received and finalised.

Members of staff, in particular the Head of Sixth Form, Mr Fleming and our Careers Advisor, Mrs Luckhurst, are always available to answer any careers questions.

PE AND GAMES

Wednesday afternoons see two periods devoted to an extensive games programme. Sixth Formers are required to devote their energies to the major sports of Rugby, Hockey and Cricket with a variety of other sports on offer. A full and demanding midweek and weekend fixture list operates for the major sports and the school enjoys a hard won reputation on one of the toughest schoolboy sporting circuits in the country.

The 1st XV Rugby squad are regularly ranked highly in the country and play many of the country's top rugby schools. Boys are regularly watched by professional club scouts - this has seen some boys gain semi-professional contracts at National League and Premiership clubs. The 2nd and 3rd XVs also have full fixture lists.

Hockey is played at Hawkenbury Astroturf and at TWGGS: the squad trains throughout the winter although fixtures (on a very competitive circuit with many of Kent, Sussex and Surrey's top independent schools) for the 1st and 2nd XIs take place after Christmas.

The Summer Term sees Cricket played as the major sport. Winter training is held throughout the Easter Term and the 1st and 2nd XIs play to a very high level. Regular fixtures include MCC, and top Kent schools. We have added a Cricket Week at The Nevill Ground to complete the season.

The school also seeks to involve all its pupils in other sports making full use of the facilities on offer in the borough and beyond.

Some of the sporting options available to senior boys on school sites during the year on Wednesday afternoons:

Football	Basketball	Rugby 7s	Fitness
Badminton	Shooting	Fitness Studio	Cross Country
Spinning	5-a-side	Cross Country	

Furthermore, in order to extend the options available to the boys we are also working in partnership with local organisations to provide the following options:

Kick Boxing & Self Defence	Rowing	Free running/Parcour	Golf
Tennis	Squash	Swimming	

As well as the inter-school sport competition we also have an extensive inter house competition with students competing against each other to contribute to the success of their house.

It is the aim of the Physical Education Department to include every student in sporting activities. We thoroughly believe that a healthy body creates a healthy mind and we aim to deliver as varied a sporting programme as possible and ensure every student who leaves Skinners' finds a physical activity he can take with him to University and beyond.

We also give students the opportunity to follow accredited Sports Leaders courses.

Simon Jervis
Director of Sport

ART AND DESIGN - Eduqas A650QSL

Reasons for taking Art

1. The internet has created an explosion of opportunity for digital designers and multimedia artists
2. Students can achieve recognition while studying through external competitions
3. Those with a wide skill set have an advantage, in any career
4. Studying Art improves performance in other subjects
5. Art marks are not solely dependent on an exam
6. Coursework teaches you self-discipline
7. Art can be highly rewarding and self-assuring

Course Structure

The course is suitable for students wishing to develop and continue their interest in Art and Design. The students will work in an art studio exclusively used by the sixth form artists. They will have their own work areas which they can utilise at any time. The course commences with a foundation in multiple disciplines to broaden their creative horizons and encourage diverse outcomes. The foundation includes:

Photography	Collage/multimedia
Alternative approaches to drawing	Print processes
Oil painting	3D work
Film	

The A Level course is made up of 2 components:

Component 1: Personal Investigation (60% of qualification)

Part 1: a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;

Part 2: an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work

- This unit offers rich opportunities to structure individually led programmes of visual study.
- The students will use a variety of materials and processes.
- Historical and contemporary artists' studies will be researched and used
- An emphasis is placed on developing 'personal' themes for their coursework
- A portfolio of work will be amassed for assessment and an exhibition mounted at the end of the year, open to all pupils, parents and staff at the school.

Component 2: Externally Set Assignment (40% of qualification)

Part 1: Preparatory study period

Part 2: 15 hour period of sustained focus work

- This is work made in response to a theme set by the Eduqas board.
- It involves eight to ten weeks preparation and a final piece to be completed in exam conditions in 15 hours.
- The requirements and structure of the unit are very similar to the coursework.

General points:

- All of the units are internally marked and externally moderated.
- A GCSE in Art at grade A* – B is recommended but not mandatory for entry to Sixth Form Art courses.
- 5 hours of independent study per week is expected.
- Portfolios of visual and written work are required at interview for further education courses in Art and Design.

Quotes:

“I find it immensely rewarding to develop my own ideas” – Cormack Jackson

“Art takes me no more time than other subjects” – Ben Loxton

“I find Art a really good balance for my other more ‘words and numbers’ subjects” – Miles Atkinson

“Art and creativity have far reaching benefits beyond being able to draw and paint” – Mr Hillier

Leo Hillier
Head of Art and Design



Robert Price 2016 leaver



Miles Atkinson 2016 leaver

BIOLOGY

In the A level Biology course you will learn more about how the cells and bodies of living things are biochemically organised to perform life processes and how living things co-exist and interact. You will also learn about human diseases and how we protect ourselves against them. We hope that you will gain some understanding of the dynamic and exciting nature of Biology today and an awareness of how much there is yet to be discovered. Biology is a practical subject so you will develop experimental skills and an understanding of the scientific method, this will be assessed by keeping a portfolio of practical work which may be moderated externally.

The GCSE Biology course you have studied should have provided a sound foundation for the A Level course. We recommend that you have *reached at least a Grade B at GCSE (A or A* is better) and that you felt comfortable with the Chemistry you were taught.* At A level, Biochemistry is a major component of the course and is fundamental to your understanding of how biological systems work.

In Year12 you are likely to be taking four subjects. You may want to take Biology with other sciences and Mathematics in which case they will support each other. Alternatively, you may be taking other subjects and want to continue with Biology as a contrasting subject. If you are thinking of taking Biology through to Year13 Level, then it is advantageous to study some supporting subjects such as Chemistry, Mathematics or Geography.

Content for the whole A level is split into six teaching modules:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

At AS level there are 2 papers which can assess any content from modules 1-4

- Paper 1 “Breadth in Biology” has 2 sections. Section A is multiple choice questions worth 20 marks and section B structured questions on theory and practical skills worth 50 marks
- Paper 2 “Depth in Biology” is structured questions and extended response questions, covering theory and practical skills worth 70 marks

At A level there are 3 papers:

- Paper1 assesses modules 1, 2, 3 and 5 (Papers 1&2 have multiple choice and structured questions)
- Paper 2 assesses modules 1, 2, 4 and 6.
- Paper 3 assesses all modules. This has structured questions and extended response questions

There is also a non-exam practical component which is assessed within school

Module 1 covers: Skills of planning, implementing analysis and evaluation of practical investigations

Module 2 covers: Cell structure, Biological molecules, Cell division and Cellular organisation

Module 3 covers: Exchange surfaces, Transport in plants, Transport in animals.

Module 4 covers: Communicable diseases – prevention and the immune system, Biodiversity, Classification and evolution

Module 5 covers: Communication and homeostasis, Excretion, Neuronal communication, Hormonal communication, Plant and animal responses, Photosynthesis, Respiration.

Module 6 covers: Cellular control, Inheritance, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability

An A Level qualification in Biology could prepare you to study Biology or one of the Biological Sciences in Further or Higher Education. There is a great range of courses on offer, some being quite specialised while others are very broad allowing you to delay your decision to specialise. Biology at A Level provides a good foundation for courses in medicine, veterinary medicine, dentistry, animal health, physiology, biochemistry, microbiology, genetics, environmental science, geography, geology, agriculture, plant science and many others.

**Nathan Lines
Head of Biology**

BUSINESS STUDIES

AQA 7131/2

From September 2015, we propose to offer the option of studying Business Studies at AS and A level.

Pupils will not be allowed to study Economics and Business together. The aims of the Business course are outlined below.

- develop an enthusiasm for studying business
- gain a broad and integrated understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

In Business, pupils focus on all aspects of the firm and study a substantial amount of case exemplars, including many concerning real world firms and incidents. It is a formal academic course and is recognised by all higher education institutes as a full A level. Previous candidates going on to Oxford and Cambridge have included Business as one of their subjects.

Assessment is by final exam only.

This AS qualification can be assessed in June near the end of the second year of study. This will consist of two written papers of 1 hour and 30 minutes in length involving data response and essay type questions.

In Year 13, students will again study two modules, similar to the above but in considerably more depth:

Assessment is by three written exams each of 2 hours.

Terry Walsh
Head of Economics

CHEMISTRY

OCR

H432(A LEVEL) from 2015

Reasons for taking Chemistry

An interest in the subject and the desire to learn more about it, and the part it plays in the world about us. It will also support other subjects such as Biology, Physics, Maths, Geology, and Geography and is an essential preparation for any medically-based career. It is a useful subject for a general science-based course.

Course Content

The course builds directly on the work of Years 7 – 11. AS level chemistry is no longer offered. The course will be linear now rather than modular, and all content will be examined at the end of Year 13 for A level. There will be increased mathematical content in comparison to the current A level specification. The topics covered will include a deeper appreciation of bonding and structure, and the Periodic Table, and further quantitative work along with Organic Chemistry in much more depth, energy considerations and calculations. Practical work is assessed as part of the exams but students will be expected to carry out certain important practical work and will maintain their own log book of the work they carry out.

Course Requirements

At least an A grade in Chemistry Certificate (IGCSE), together with an interest in the subject and motivation to do well. A reasonable ability in Mathematics (GCSE Grade A) and related subjects such as Physics, is an advantage, as is the ability to think logically and write concisely.

Teaching Organisation

Depending on numbers, there may be two or three teaching sets, and the work will be divided equally between two teachers.

Practical work, usually performed individually, plays an important part and at least one period will normally be used in this way each week.

Career Openings with Chemistry

Chemistry is helpful in production industries where purity of materials is important – food, medicines, and drinks. It is needed for research and development, and as a background for biochemistry, medicine, dentistry, veterinary science, pharmacy, chemical engineering, fuel technology, agriculture, teaching, photography. It is also a useful training for prospective lawyers and accountants. The skills learnt in a Chemistry course, numeracy, problem solving and analysis are extremely useful in many management based careers.

Mari Mason
Head of Chemistry

COMPUTER SCIENCE - AS

AQA 7516

Why study Computer Science?

This specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computer Science would be beneficial. One can study Computer Science and go on to a career in medicine, law, business, politics or any type of science. The content of this specification is up to date as well as shifting the emphasis in the direction of Computer Science and Computation. Students following this specification **do not** need to have any prior knowledge of Computer Science or ICT, although an interest in and/or previous experience of coding is essential.

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes. This leads to the question, does the natural world 'compute'?

Course Content

In the new linear specification there are two units. Paper 1 is a practical, on-screen, examination which allows candidates to demonstrate their knowledge of the fundamental principles of the subject. The theoretical knowledge of programming and computation will be assessed as well as the student's ability to program through a problem-solving scenario using pre-release material. Paper 2 focuses on the hardware and software aspects of Computer Science, including the fundamentals of computer organisation and architecture.

Paper 1

1 ¾ hr On-screen Exam
50% of AS Level

Students answer a series of short questions and write/adapt/extend programs in an online document provided by the exam board.

Paper 2

1 ½ hr Written Exam
50% of AS Level

Written examination consisting of compulsory short-answer and extended-answer questions.

Specific Entry Requirements

You should opt for this course only if you have a genuine interest in ICT and computers and you have performed well across all your GCSEs, achieving a minimum of Grade B in Mathematics. It would be helpful if you have studied Computer Science for GCSE, although prior knowledge is not essential. What is important is that you enjoy solving problems and using computers as a tool.

Beyond Skinners'

A qualification in Computer Science will provide you with an essential skills-base. Keyboard and computer skills will be a pre-requisite for most further education or career paths, whatever the field. Should you wish to follow further education or employment in Computer Science you could consider areas such as software and hardware development, computer systems management, computer networking, communications, web design, and business management.

N HUBBARD
Head of Computer Science

GCE AS/A LEVEL DESIGN & TECHNOLOGY (PRODUCT DESIGN)

AS Specification: AQA course code 7551

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7551>

A Level Specification: AQA course code 7552

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Product design is about being creative and innovative, and making informed decisions about which materials or processes would best be used whilst designing and making functional and elegant products that are easy and intuitive to use.

The courses offered provide an opportunity for students to develop their own design and manufacturing skills through designing tasks and practical coursework projects. Their studies will enable them to become familiar with the properties and uses of a range of materials and lead them to a greater understanding of current industrial production methods. Through the use of Computer Aided Design (CAD) software and Computer Aided Manufacture (CAM) students will be able to develop their design proposals and manufacture these to a high standard. Students will also develop their understanding of design and manufacturing from a historical perspective and seek to develop an understanding of industrial and commercial practices through product analysis.

Students with lively and enquiring minds and who wish to gain an insight into how products are made would thrive on this course. This course will also be of interest to pupils aspiring to embark on a career as a product designer, an industrial designer, an architect, or a wide range of engineering disciplines.

Course Structure:

AS

Paper 1

This theory unit, based on core technical principles, designing and making principles and additional specialist knowledge is assessed by a 1.5 hour written exam which is externally set by AQA. Weighting - 50% of total AS marks.

Non-exam assessment

This AS coursework module and is internally assessed and externally moderated by AQA. Pupils will spend approximately 35 hours designing and making a product in response to a context set by AQA. They will support their product with an extensive electronic portfolio of work. Weighting - 50% of total AS marks.

A Level

Paper 1

This theory unit, based on technical principles, is assessed by a 2.5 hour written exam which is externally set by AQA. Weighting - 30% of total A Level marks.

Paper 2

This theory unit, based on designing and making principles is assessed by a 1.5 hour written exam which is externally set by AQA. Weighting - 20% of total A Level marks.

Non-exam assessment

This A Level coursework module and is internally assessed and externally moderated by AQA. Pupils will spend approximately 45 hours designing and making a product in response to a context chosen by each student. They will support their product with an extensive electronic portfolio of work. Weighting - 50% of total A level marks.

Paul Edwards
Head of STEM & Design Technology

DRAMA AND THEATRE STUDIES

AQA 7262

Why choose Drama and Theatre Studies?

There are many transferable skills rooted in the drama philosophy that will enable you as an individual to strive for excellence in your future career. At the heart of the course is the ability to communicate effectively, to not only lead but be able to work in a team; critically examine and manipulate research, analyse text, debate and discuss.

Students can pursue their interests and develop their skills as, directors, actors, designers or a combination over the various modules

We are offering AQA A Level Drama and Theatre Studies.

Subject content

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

1. Drama and theatre
2. Creating original drama
3. Making theatre

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

Drama and Theatre

The knowledge and understanding of drama and theatre. This includes the study of two set plays. Another area covered is the analysis and evaluation of the work of live theatre makers

Creating original drama

The process of creating devised drama. This culminates in the performance of devised drama (students may contribute as performer, designer or director)

The devised piece must be influenced by the work and methodologies of one prescribed practitioner

Making Theatre

This is the practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. The Third extract is performed as a final assessed piece (students may contribute as performer, designer or director). This is supported by a reflective report analysing and evaluating theatrical interpretation of all three extracts

Facilities

The drama department is situated in The Thomson Theatre. The theatre is a fully equipped multi-purpose performance space.

**Claire Fenton
Head of Drama**

ECONOMICS

Edexcel 9ECO

No prior study of Economics is required. We do ask that you have an interest in contemporary economic affairs and in exploring how the economy impacts on our modern world. The course lays a suitable foundation for further study at higher level of the same or a related subject. In addition, all students will acquire knowledge of the economy and firms which will stand them in good stead irrespective of their choice of career.

AIMS

1. Students will develop an understanding of economic concepts and theories through a critical appreciation of current economic issues.
2. Students will learn to apply concepts and theories and to learn their value in explaining real world phenomena.
3. Students will acquire a critical appreciation of the workings of the free-market economy.

CONTENT and ASSESSMENT

Economics is the study of causes and effects of how society uses resources; the choices we individually and collectively make. The course looks at the major questions in economics, for example, who decides what is to be produced, for whom and for how much – why do inflation and unemployment occur – how much should the state intervene in the economy? Throughout the course much reference is made to contemporary events and students are required to take an active interest in becoming familiar with current affairs and developments.

In Year 12, students will study two modules:

Microeconomics:	the individual, markets and market failure.
Macroeconomics:	the national economy in a global context.

This AS qualification can be assessed in June near the end of the second year of study. This will consist of two written papers of 1 hour and 30 minutes in length involving multiple choice, data response and essay type questions.

In Year 13, students will again study two modules, similar to the above but in considerably more depth:

Assessment is by three written exams each of 2 hours.

Students who are considering pursuing Economics at degree level should consider taking a Maths qualification, certainly at AS Level.

Terry Walsh
Head of Economics

ENGLISH LITERATURE

OCR

Our A level English Literature course aims to develop skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. At the same time students will gain a deeper understanding of the heritage and changing traditions of literature in English.

English combines well with many other subjects. History, RE and Modern Foreign languages are particularly suitable, but it can also be a helpful contrast to scientific, technological and mathematical based subjects. The English literature qualification prepares you for a diverse range of careers as the training in analytical skills and discussion is widely seen as excellent preparation for many careers.

A Level Unit title and description	Assessment method & weighting	Texts to be studied
Unit 1: Drama and Poetry pre-1900 There are two parts to the exam: Shakespeare and the comparative study of two heritage texts: one poetry, one prose. Your study will involve critical analysis of structure, form as well as consideration of varying interpretations and context. You will be encouraged to compare and contrast texts across a range of works and authors from 1300 – 1900.	2 ½ hour exam Closed text 60 marks 40% of A level	Shakespeare: <i>Hamlet</i> & Drama: <i>A Doll's House</i> – Ibsen & Poetry: <i>Selected Poems</i> - Rossetti
Unit 2: Comparative and contextual study This unit allows the opportunity to develop an understanding of literary texts across a genre. Not only will it provide an appreciation of the cultural and contextual influences upon readers and writers but develop skills in practical criticism, through the analysis of an unseen extract.	2 ½ hour exam Closed text 60 marks 40% of A level	<i>American Literature 1880 – 1940</i> <i>The Great Gatsby</i> – F. Scott Fitzgerald <i>The Age of Innocence</i> – Edith Wharton OR <i>Gothic Literature</i> <i>Frankenstein</i> – Mary Shelley <i>Dracula</i> – Bram Stoker & A variety of unseen texts from the genre and period.
Unit 3: Literature post-1900 Through the study of modern literature, including a work published after 2000, you will learn to compare texts and gain confidence in the use of literary critical concepts and terminology. You will produce a 1000 word essay on a collection of poetry and a comparative 2000 word essay on two texts: a play and a prose text.	Coursework 1 x 1000 word essay & 1 x 2000 word essay 40 marks 20% of A level	A range of texts are offered, including: <i>One Flew over the Cuckoo's Nest</i> <i>A Streetcar Named Desire</i> <i>A Passage to India</i> <i>Cry the Beloved Country</i> <i>Translations</i> Post 2000 poetry from a range of poets including Seamus Heaney and Carol Ann Duffy.

We will begin the course with *A Doll's House*, poetry from Christina Rossetti and a selection of coursework and unseen texts. During the Upper Sixth focus will turn towards Shakespeare as well as the comparative and contextual study. Please note that due the nature of the new course, we will not be offering an AS level in English.

Further information is available on the OCR website: www.ocr.org.uk. We will be studying English Literature H472.

Peter Ubly
Head of English

GEOGRAPHY

Exam Board: OCR

A wide variety of useful skills are developed through the study of Geography. They include skills of communication, numeracy and graphics, problem solving, data collecting, analysis and the presentation of statistics, computing, use of instruments, simulations, role play, and social skills. Fieldwork in particular allows the study of the real world by first-hand experience and an annual week of fieldwork in Devon (soon to be Snowdonia) is a key part of the course.

Geography integrates a number of subject areas and can be usefully combined with Science or Arts subjects. It allows the Science specialist to use his/her knowledge in Physical Geography and to develop important literacy skills, and the Arts specialist to develop important numeracy and graphical skills. Geography avoids the problems inherent in over-specialisation.

The OCR Examining Board places greater emphasis on the understanding of processes, the skills of handling, applying and analysing data, the development of judgment and evaluation abilities, than on acquiring factual knowledge.

In Year 12 the emphasis is on looking at physical and human systems within Geography, whilst the focus in year 13 shifts towards current debates within the subject. Geographical skills and fieldwork skills are taught throughout the course.

Year 12:

ASSESSMENT

Physical Geography:	Topic 1 – Earth's life support systems Topic 2 – Glaciation	Exam: 1.5 hours 22% of A-Level
Human Geography:	Topic 1 – Changing spaces, Making places Topic 2 – Migration Topic 3 – Powers and Borders	Exam: 1.5 hours 22% of A-Level
Fieldwork:	5 Day fieldtrip to Devon/Snowdonia.	

Year 13:

Physical Geography:	Tectonic hazards & hazard management	Exam: 2.5 hours 36% of A-Level
Human Geography:	Global Food supply	
Fieldwork:	Independent Study	Project: 20% of A-level

Tom James
Head of Geography

GOVERNMENT AND POLITICS

Edexcel

What is politics?

Politics exists because people disagree. They disagree about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). Thus politics is the process through which people with different ideas, values, opinions and interests attempt to compromise in order to create an orderly existence.

Why study politics?

- You have an interest in the world around you and want to know more about the society you live in, how it works and how it could work
- Enjoy debate, discussion and argument, you are comfortable with the fact that in politics there are no simple 'rights' or 'wrongs'
- You like to think for yourself and want to develop your own views
- It complements a range of subjects for example essay based subjects such as History, English, Economics, Geography and Philosophy and Ethics. It can also be seen as a good accompaniment to subjects such as Science or Maths as a result of a strong emphasis on analysis.

Aims of the course

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

Extra-Curricular Activities

This course offers students the opportunity to participate in a wide variety of external lectures and participate in trips such as to the Houses of Parliament. Skinners' also has a vibrant student led Political Society which meets weekly to discuss topical issues and listen to guest speakers. In addition there is the opportunity to discuss current issues at greater depth through the Social Science Society.

In Year 12:

Unit 1 People and Politics: 50% of the total AS marks, 25% of the total GCE marks

Students are introduced to key channels of communication between government and the people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

Assessment: Written examination: 1 hour 20 minutes

Students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks.

Unit 2 Governing in the UK: 50% of the total AS marks, 25% of the total GCE marks

Students are introduced to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance.

Assessment: Written examination: 1 hour 20 minutes

Students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks.

In Year 13:

Unit 3 Key Themes in Political Analysis: 50% of the total A2 marks, 25% of the total GCE marks

Students are introduced to key themes in political analysis and will study one of the following topics: UK Political Issues, Introducing Political Ideologies, Representative Processes in the USA, Structures of Global Politics.

Assessment: Written examination: 1 hour 30 minutes

Students will be required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).

Unit 4 Extended Themes in Political Analysis: 50% of the total A2 marks 25% of the total GCE marks

Students will extend their understanding of key themes in political analysis and will study one of the following topics: EU Political Issues, Other Ideological Traditions, Governing the USA, Global Political Issues.

Assessment: Written examination: 1 hour 30 minutes

Students will be required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).

Ross Montgomery
Head of Government & Politics

A-LEVEL HISTORY Edexcel

“History teaches everything, even the future” – Confucius

The study of History is not just the study of the past but also of the creation of the present. Here at Skinners we have created a History courses that we feel will prepare you, not merely for university and your future career, but for life in general. It will help you to develop a more complete understanding of the subject and the world around you, while also providing you with the answers to some of questions you might have about the state of the world today.

History naturally complements a number of other subjects such as English, Geography, Economics and Politics. But the research and analysis skills history promotes, also means the subject works well with Science or Maths.

The History Course

The History curriculum has been designed for all students that enjoy the subject. If you want to go on and study history further than A-level this course offers a wide ranging, multinational and cultural course that will appeal to the very top universities. However, if you are a more casual Historian who merely wants to study the subject because you enjoy it, the wide range of eras and topics are designed to engage and interest you, stretching the skills and knowledge you developed at GCSE level.

Unit 1 (Year 12) – In Search of the American Dream: the USA c.1917-96

From Roosevelt to Nixon, Al Capone to Martin Luther King. This course examines the events and people that changed the history of the USA for the better or worse. In this unit you will study how and why America emerged from a country still wracked by Civil War at the beginning of the century to a Superpower that held the fate of the entire world in its hands. You will look at issues such as Civil Rights and inequality and how countless men and women strived to become equal in the so called ‘Land of the Free’. You will examine wide spread corruption from low level gangsters, terrorising cities such as Chicago during the Prohibition era to the very top with the Watergate scandal that brought down a President. This course enables you to examine and engage with the history of a nation at the heart of twentieth century history.

Unit 2 (Year 12) – South Africa 1948-94: from Apartheid to Rainbow Nation

Living in a free society is a privilege we today take for granted but for millions of South Africans in the twentieth century Apartheid meant inequality and was not merely an economic but also a legally enforced way of life. This unit charts the fight of Black South Africans for equal rights, from the early struggles of groups such as the ANC to the impact of the freeing of Nelson Mandela. This course covers the modern history of South Africa from an Apartheid State to the Rainbow Nation it has become today.

Unit 3 (Year 13) – The British Empire 1763-1914

This unit charts the decline of British influence in America and the subsequent building of a worldwide empire. It involves case studies on the American War of Independence, the settlement of Australia, British control of Canada, the Indian Mutiny and the British takeover of Egypt and the Sudan. Alongside this you will explore the changing nature of British trade across the period, focusing on issues such as the Abolition of the Slave Trade and the continued search for new markets, and the role of the British Navy, looking at key events and conflicts, such as the Seven Years War and the Napoleonic Wars. This course enables you to understand how and why the British went from being a small trading nation on the edge of Europe to one of the world’s leading powers.

Germany 1939-45: World War II, Nazi Control and the Holocaust

This coursework unit builds on from the GCSE unit 3 topic ‘Weimar and Nazi Germany 1933-39’ and involves an independent study into a topic of your choice. You will be taught a broad overview of the period 1939-45, including the escalation of the Final Solution and how the Nazi regime used Propaganda, consent of the people and coercion to maintain control. You will then have the choice of exploring one these areas further in more depth. A range of coursework questions will be provided for you to choose from but there is also scope for you to model your own investigation outside of the two main areas covered should you wish.

Extra-curricular opportunities

There will be the opportunity for all pupils to participate in a number of external lectures and visits to appropriate historical sites including a residential trip to Auschwitz and Krakow in Year 13 as part of the Coursework unit.

Qualifications:

Those who have taken History at GCSE should have obtained at least a level 5. However, the department is willing to consider candidates who did not take GCSE History or those who fail to achieve this level – please speak to Mr Clucas for more information.

Doug Clucas
Head of History

MATHEMATICS

EDEXCEL

A Level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education. Mathematics is very valuable as a supporting subject to many courses at A Level and Degree Level, especially in the sciences, computing, engineering, economics, geography, psychology, sociology and medicine. Studying mathematics develops your ability to analyse complex problems to find accurate and creative solutions. This is highly valued by employers.

To study A Level Mathematics, you should have at least a grade 7 at GCSE. A capacity for sustained work is also needed for good success. We follow a linear specification which is assessed solely through exams at the end of the course. All A-level Mathematics courses now have the same content: two-thirds pure maths, one-sixth statistics and one-sixth mechanics.

Core/Pure Mathematics

When studying pure mathematics at A Level you will be extending your knowledge of such topics as algebra and trigonometry as well as studying new ideas such as calculus. This is a compulsory element to the course and is fundamental to all other areas of Maths.

Mechanics

When you study mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

Statistics

When you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the pure mathematics course. You will learn how to decide whether the results achieved from statistical techniques are significant and gain a deeper understanding of the information that can be gleaned from data.

Further Maths

This is an option available to those boys in the top set who have studied the Free Standing Qualification in Additional Maths or students from set two who are passionate about mathematics. This option includes two A-levels; Maths and Further Maths. **It is a particularly valuable course for those students who wish to study Mathematics, Physics, Engineering or Computer Science at one of the top universities but is not for everyone.** As the pace of work is fast and there is less teaching time available per module it is suitable only for those who pick up new ideas quickly and are prepared to put in sustained independent study. You should ask your Mathematics teacher or Mr Satow whether this would be a suitable option for you.

The courses involve a study of Core/Pure Mathematics for two thirds of the time together with Mechanics, Statistics or Decision Maths for the other third. It is entirely assessed by examination at the end of the course.

STEP Maths and the Olympiad

The Olympiad club at Skinners' is well attended by boys from all years. It focuses on helping mathematicians develop their problem solving skills and creativity to prepare them for the Maths Challenges and Olympiad and STEP and MAT exams. We also run STEP club for boys considering studying Maths at university.

Laurence Satow
Head of Mathematics

MODERN LANGUAGES – FRENCH & GERMAN

FRENCH - EDUQAS

At AS Level, you will cover the following themes:

- Travel and exploration
- Contemporary youth culture

The AS assessment consists of 3 components:

1. Speaking – 12 to 15 minutes (30% of qualification)

- Task 1 – Arguing a point of view based on a written stimulus card
- Task 2 – Discussion based on a written stimulus card with questions

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

- Section A – Listening
- Section B – Reading
- Section C – Translation from French into English, and English into French

3. Critical response in writing – 75 minutes (20% of qualification)

- Two essays on one literary work/film
- Part one – short essay in French focusing on a scene, an incident or a character
- Part two – in depth response in French focusing on imagery or characterisation

At A Level you will cover the following themes:

- Travel and exploration
- Contemporary youth culture
- Diversity and difference
- France 1940 – 1950 – the Occupation and post war years

The A Level assessment consists of 3 components:

1. Speaking – 21 to 23 minutes (30% of qualification)

- Task 1 – Presentation and discussion based on independent research project
- Task 2 – Discussion based on a stimulus card relating to the topics covered

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

- Section A – Listening
- Section B – Reading
- Section C – Translation from French into English, and English into French

3. Critical and analytical response in writing – 2 hours (20% of qualification)

- Two essays – one based on a literary work, and the second based on a different literary work or a film

GERMAN – EDUQAS

At AS Level, you will cover the following themes:

- Travel and exploration
- Contemporary youth culture

The AS assessment consists of 3 components:

1. Speaking – 12 to 15 minutes (30% of qualification)

- Task 1 – Arguing a point of view based on a written stimulus card
- Task 2 – Discussion based on a written stimulus card with questions

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

- Section A – Listening
- Section B – Reading
- Section C – Translation from German into English, and English into German

3. Critical response in writing – 75 minutes (20% of qualification)

- Two essays on one literary work/film
- Part one – short essay in German focusing on a scene, an incident or a character
- Part two – in depth response in German focusing on imagery or characterisation

At A Level you will cover the following themes:

- Travel and exploration
- Contemporary youth culture
- Diversity and difference
- The making of modern Germany – 1989 onwards

The A Level assessment consists of 3 components:

1. Speaking – 21 to 23 minutes (30% of qualification)

- Task 1 – Presentation and discussion based on independent research project
- Task 2 – Discussion based on a stimulus card relating to the topics covered

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

- Section A – Listening
- Section B – Reading
- Section C – Translation from German into English, and English into German

3. Critical and analytical response in writing – 2 hours (20% of qualification)

Two essays – one based on a literary work, and the second based on a different literary work or a film.

Paul Green
Head of Modern Languages

MUSIC – EDEXCEL

The new specifications give candidates a wide range of options within each module. This gives scope for strengths or new interests to be explored and an individualised path created for each candidate that will maximise their potential.

Good practical skills are an important component of the course, and students need to be well motivated independent learners because Years 12 and 13 are taught in the same option block.

The modules focus on Performing, Composing and Listening as at GCSE but with much more flexibility of approach so that each student can work to his own strengths and thus gain good grades.

Edexcel AS and A level qualifications in Music are both 100% externally assessed, and each consists of one written paper and two non-examined assessments (NEA). See full details online at www.edexcel.com/alevelmusic16

AS level Music Component Overview

Assessment Component 1 Performing 30% NEA

Total performance time of 6 minutes. Performance can be solo and/or ensemble Total of 60 marks (12 marks available for difficulty of pieces)

Component 2 Composing 30% NEA

Two compositions one to a set brief – minimum 2 minutes each. Together total min of 4½ minutes
2 pieces – 30 marks each Total of 60 marks

Component 3 Appraising 40% Exam

Six Areas of Study with 2 set works in each • Vocal Music • Instrumental Music • Music for Film • Popular Music and Jazz • Fusions • New Directions
Exam 1hr 30mins Total 80 marks

A level Component Overview

Assessment Component 1 Performing 30% NEA

Total performance time of 8 minutes Performance can be solo and/or ensemble Total of 60 marks (12 marks available for difficulty of pieces)

Component 2 Composing 30% NEA

Two compositions 1 free or free choice brief – minimum 4 minutes plus 1 brief assessing technique
–Together total minimum of 6 minutes 2 pieces 40 marks 20 marks Total of 60 marks

Component 3 Appraising 40% Exam

Six Areas of Study with 3 set works in each • Vocal Music • Instrumental Music • Music for Film • Popular Music and Jazz • Fusions • New Directions
Exam 2hrs Total 100 marks

**John Hendry
Head of Music**

A- LEVEL PHYSICAL EDUCATION - Edexcel

Physical Education and Sport is an area which has vastly grown as an academic discipline covering topics ranging from the sports science of training elite athletes to dealing with the social problems caused by sedentary lifestyles.

A Level Physical Education offers a rounded and full introduction to the world of physical education, sport and sport science through the combination of physical performance and academic challenge. The new syllabus encourages students to contextualize and to develop and apply their knowledge, understanding and quality of their performances in practical assessments.

It reflects today's global world as students will engage in key issues and themes relating to contemporary global influences on physical education and sport.

The course will develop transferrable skills for progression to higher education. The blend of scientific and social knowledge positions students to access the numerous physical education, sport and physical activity higher education programmes.

Course Overview:

COMPONENT 1	<u>Scientific Principles of Physical Education</u> <u>- 40% of Total Qualification</u> Topic 1 Applied anatomy and Physiology Topic 2 Exercise Physiology and applied movement analysis	Written Examination
COMPONENT 2	<u>Psychological and Social Principles of Physical Education</u> <u>- 30% of Total Qualification</u> Topic 3: Skill acquisition Topic 4: Sport Psychology Topic 5: Sport and Society	Written Examination
COMPONENT 3	<u>Practical Performance</u> <u>- 15% of Total Qualification</u> - Skills performed in one physical activity as a performer or a coach.	Non Examined - Internally assessed, externally moderated
COMPONENT 4	<u>Performance Analysis</u> <u>- 15% of Total Qualification</u> Topic 1 – Applied Anatomy and Physiology Topic 2 – Exercise physiology and applied movement analysis Topic 3 – Skill Acquisition Topic 4 – Sport Psychology	Non Examined - Internally assessed, externally moderated

Simon Jervis
Head of Physical Education

AQA PHYSICS A-LEVEL 7408

This is now a terminal exam with all written papers at the end of the two year course.

Paper 1 will test your knowledge and understanding of:

Measurements and their errors, particle physics, radiation, waves, mechanics and materials, electric circuits and simple harmonic motion.

Paper 2 will test your knowledge and understanding of:

Momentum and circular motion, thermal physics, electric fields, gravitational fields, magnetic fields and nuclear physics. It will also be assumed that you still have the relevant knowledge of the topics tested in paper 1.

Paper 3 will test your knowledge and understanding of:

Practical skills, data analysis, ONE of the following optional topics – astrophysics, medical physics, engineering physics, turning points (a history of significant developments in physics) or electronics.

Papers 1 and 2 are each worth 34% of the A-level, and will consist of short structured questions, longer written questions and multiple choice questions.

Paper 3 is worth 32%, and consists only of short and long questions. All papers are two hours.

During the course you will develop a portfolio of compulsory practical work as you build up your skills. There will be questions based on this work in paper 3. There is no longer any practical exam.

Physics is a rewarding but challenging subject with substantial mathematical content. We strongly recommend that you have **at least a 7 grade** in both your Physics and Maths GCSE, and that if possible you **study Maths at A-level too**.

Be aware however that having a 7, 8 or 9 at GCSE is no guarantee of success. To succeed, you need to be very committed and self-motivated.

The skills of problem solving, analysis and evaluation you will develop as a physicist are in great demand in the jobs market.

Rob Hardy
Head of Physics

RELIGIOUS STUDIES

Philosophy & Ethics

RS – “Questions answered; answers questioned”

These are some of the fascinating subjects we cover: terrorism, politics, abortion, euthanasia, cloning, war, morality, suffering, language, martyrdom, Islamophobia, Holocaust, contraception, crime, miracles, evolution, jihadism, slavery, poverty, karma, pilgrimage, creationism, climate change, prayer, fasting, organ donation, revenge, vivisection, sainthood, atheism, homosexuality, divorce.

RS is generally taken by students who may want a career in psychology, philosophy, law, forensics, sociology, teaching, ministry or counselling.

Unit 1: Philosophy of Religion

1. Ancient Greek Philosophical Influences on Religion
2. Soul, Mind and Body
3. Arguments for God: Observation
4. Arguments for God: Reason
5. Religious Experiences
6. Problem of Evil
7. Attributes of God
8. Religious Language: Negative, Symbolic & Analogical
9. Religious Language: 20th century Perspectives

Unit 2: Religion and Ethics

1. Natural Law
2. Situation Ethics
3. Kantian Ethics
4. Utilitarianism
5. Euthanasia
6. Business Ethics
7. Meta-ethics
8. Conscience
9. Sexual Ethics

Unit 3: Developments in Religious Thought

1. Augustine on Human Nature
2. Death and the Afterlife
3. Knowledge of God's Existence
4. Person of Jesus Christ
5. Christian Moral Principles
6. Christian Moral Action
7. Religious Pluralism
8. Gender and Theology
9. Challenges of Secularism

Kevin O'Brien
Head of Religion and Philosophy

SKINNERS' LIBRARY

Entering the Sixth Form at Skinners' to study in-depth the subjects of your choice will add a new dimension to how you study and learn. Greater emphasis will be put on independent research and individual time management. The Library is here to support you in developing these skills.

Time Management

The library is open during term time only:

Mondays	9.00-5.00pm
Tuesday-Thursday	8.00-5.00pm
Fridays	8.00-4.00pm

The library is staffed by one of our two experienced librarians when open. As a member of the Sixth Form you are allowed to use the facility during private study time as a quiet space to research, study and revise.

The library Information System – OLIVER – can be accessed remotely via FROG, as well as in-house on the school computer system. This enables users to identify library resources and their availability quickly; there are a few reference-only resources, but most items are available for 14-day loan, with some study resources on 3- or 7-day loan. The Library Staff are there to help you make the most of the Library; if we don't stock something that you would find useful, please let us know & we will do our best to acquire it, or alternatively track it down elsewhere for you.

Independent Research

Subjects offered for study in the Sixth Form are supported by a well-stocked section in the Library. Heads of Department are regularly invited to review their subject area and to suggest titles to enhance the range offered. This ensures that we can offer relevant, up-to-date resources to support your research and additional reading. We have recently started subscribing to Hodder Magazines for a wide range of subjects from Chemistry to Economics and Geography to RS; these publications are produced specifically to support A Level Studies, so please do make use of them in the Library. We now also have a wide range of English Study Guides as well as Foreign Language DVDs and new titles to support the study of Geography, Economics, PE, History amongst others.

The fiction section offers a wide variety of genre and author to suit readers across all year groups and of all reading tastes. The Librarians are constantly updating and enhancing the collection: we are always keen to get recommendations, so if you have enjoyed anything recently that we don't stock, please add it to our 'wish-list'.

To keep you up-to-date with current affairs the Library offers a selection of daily newspapers and a weekly local paper plus a variety of general interest magazines.

There are 9 computers in the Library, available for students to use for homework and research. We also sell a small range of essential stationery (paper, pens, files etc.) at competitive prices.

Usual library rules apply – production of your individual library card is required should you wish to borrow resources. Fines are charged at 5p per day per item, if resources are returned later than the allotted period, although extended loans can be arranged. Damaged or lost items are billed at full replacement cost. The library is a space for SILENT study.

Skinners' Library offers you the space and the resources to help you get the best out of your time in the Sixth Form. We look forward to seeing you here soon.

Cate Deller & Tam Weaver
Skinners' School Librarians



The Skidders' School

A Level Option choices for entry to 6th Form in September 2018

Name: _____ Form _____

Every effort will be made to give you your first choices but this is not always possible, hence the need for reserves

Please complete the boxes below with your preference by number, 1 being your first choice.

You should indicate **ONE** of the following pathways:

Pathway One – Three A Levels and an EPQ or an AS level

Pathway Two – Four A Levels (it is possible to add EPQ to this pathway)

A small number of subjects such as Psychology *MAY BE* available at TWGGS. Please write this on the form if you wish to request a place in a Psychology class.

Further Maths is usually taken as a fifth subject but may be taken as a fourth at either AS-Level or A-Level. Please consult with your Maths teacher and Mr Bee.

If you have any questions about subject choices please speak with your subject teachers, Mr Bee, Mr Fleming and/or make an appointment to see your careers advisor through teresa.luckhurst@skidders-school.org.uk

Pathway One (3 A-Levels plus an EPQ to be determined later)

1. A-Level (1st choice)	2. A-Level (2nd choice)	3. A-Level (3 rd choice)	(Reserve choice)	AS level?

Pathway Two (4 A-Levels)

1. A-Level (1st choice)	2. A-Level (2nd choice)	3. A-Level (3 rd choice)	4. A-Level (4 th choice)	1 st reserve choice	2 nd reserve choice

Please return this form to Mrs Luckhurst in the School Office by Friday 2nd February 2018

Any questions please email Mr Bee - roger.bee@skidders-school.org.uk