



ELTHAM COLLEGE

Sixth Form Curriculum 2011/12

THE SIXTH FORM

TWO SHORT YEARS OF OPPORTUNITY

The Sixth Form marks a new stage in your development. It will see you progress from school pupil to adult, offering you a wealth of opportunities along the way. Academically, you will concentrate on four subjects in the Lower Sixth and then three or four in the Upper Sixth. You can choose to specialise in arts or sciences, or combine subjects in a cross-disciplinary mix.

We will expect you to take more responsibility for your own studies and to develop the self-discipline and motivation to thrive academically. In addition, we will expect you to take a lead role in the School's many extra-curricular activities and to set an example by your standards of conduct and courtesy. You will also have to finalise your plans for Higher Education and the possibility of a GAP year before university.

In preparation for the Sixth Form, you must now assess yourself seriously, decide your priorities and make plans for the future. Do not drift into the Sixth Form because it is the easy thing to do. Make it a deliberate and positive step. Be ready for the transition from GCSEs. AS/A2 levels are **far more demanding** and the style of teaching will place far greater responsibility on you to manage your study.

But what should you be doing now? Continue to put your effort into all your subjects. Breadth of study counts and universities will still judge you by the number of high grades you achieve in all GCSE subjects not just those continued to A level. Consult widely with staff to help in your choices - they have a wealth of knowledge and experience in judging your future potential in their subjects. Consult, and discuss your ideas with your tutor and your parents.

Participate in the post-GCSE programme of work experience with enthusiasm. It offers you a vital opportunity to learn more about the world of employment, especially in areas that you may be considering for the future.

After the Options Meeting, decide on your Sixth Form choices as firmly as you can. You should not need to wait for your GCSE results to make the right decisions.

Now read this booklet carefully. See what members of staff say about their subjects and make your own choice about what to study. The Sixth Form should be an enjoyable two years and it will be even better if you have spent the time and effort choosing the right subjects.

Good luck.

*J D WALKER
HEAD OF SIXTH FORM*

WITH THE BENEFIT OF HINDSIGHT

As with the years leading up to GCSEs, the focus of the Sixth Form is academic work done in preparation for exams. When it comes to choosing the AS subjects you wish to study it is therefore vital that you enjoy them. The courses are designed to challenge and stretch you and if you're not interested in a subject, it's all too easy for work to get on top of you. The best advice we can give when it comes to work in the Lower Sixth, is to achieve the highest scores you can possibly get in your AS modules to take the pressure off the harder A2 modules and to make your last year as enjoyable as possible.

The school community is very welcoming and friendly and new boys and girls alike entering the Sixth Form will find it very easy to settle in. Participating in the wide range of activities the school has to offer is a great way to do this. The Senior School Drama Production and competitions like Eltham's own X Factor are two such opportunities that are very popular amongst Sixth Formers. In addition to this, every student will be placed into one of the school's four Houses, and will be invited to take part in inter-house activities ranging from Chess to House singing and Rugby. Another way to meet people is through the College Society, a Sixth Form Society which organises a series of informal events throughout the year. These can be talks given by authors or hypnotists to evenings where students try their hand at karaoke. I emphasise the word try.

Music, Sport and Drama are all widely catered for at Eltham College. The school has over forty ensembles that put on a series of concerts over the year, both large scale orchestral concerts and small scale informal concerts. As far as sport is concerned we have excellent Rugby, Cricket and Hockey teams who have toured Vancouver, Australia and South Africa respectively. Alongside the Senior Drama Production, which in recent years has contended with heavyweights such as Henry V and Sweeney Todd, as a Sixth Former you are able to help organise an evening of sketches for Year Sevens. As with all drama productions, a large amount of technical work is required, so the Stage Crew is always looking for new volunteers with a penchant for lighting and or things that explode.

During the week there are also timetabled activities. The Lower Sixth all do Community Service on a Thursday afternoon, working in various environments such as primary schools and charity shops, which is a great way to develop your people skills and to take on a certain level of responsibility. Wednesday afternoon means Games and for the first time gives pupils the options of Table Tennis, Football, Gym and Ultimate Frisbee (for when normal Frisbee isn't quite cutting it) as well as Rugby, Cricket and Hockey. The Sixth Form also have their own area, The Gallery, which is a brilliant place to relax, work in a more informal atmosphere or simply wait for your lessons to start. It will become your home for two years and although as a Sixth Former you are given much more freedom with free periods and the ability to leave school grounds at lunch, you will find it very hard to look past the tasteful blue chairs that adorn it.

Even though academic work is extremely important, school life is about much more than work done in the classroom. At Eltham so many experiences are offered to you in one place. All you have to do is take them. Enjoy your Sixth Form years, they really don't last long!

Head Prefects Jacob Laing and Chris Harden

THE AIMS OF THE SIXTH FORM CURRICULUM

- To provide the opportunity to study subjects in depth through and beyond A level, and to conduct research as a foundation for future courses in Higher Education.
- To develop the skills of time management and to promote through self-discipline, self-motivation and self assessment the management and responsibility for students' own learning.
- To provide a diagnostic assessment of skills and aptitudes related to further study and future careers.
- To encourage enthusiastic, enquiring and informed minds.
- To provide opportunities for self-expression and aesthetic appreciation.
- To promote individual excellence through the pursuit of academic, sporting, creative, recreational and cultural activities.
- To develop moral and spiritual values within a Christian environment, and to teach tolerance of others' views.
- To foster a continuous and progressive acquisition of knowledge and concepts, and a development of skills and attitudes.
- To provide a rich educational environment which encourages a range of teaching and learning styles.
- To foster a sense of community within the College and provide the opportunity to contribute to the community outside.
- To provide the opportunity to play a key role in leading through example of behaviour, commitment and participation.
- To enable students to adapt comfortably to the more liberal atmosphere encountered at university.

THE STRUCTURE OF THE SIXTH FORM CURRICULUM

Lower Sixth

- All students study 4 subjects at AS level
- When choosing the subjects, you are advised to consider how they complement each other and, in particular, to consider choosing one subject which is of a contrasting nature to the others.
- The AS examinations are taken in May and June of the Lower Sixth.
- It is our expectation that all candidates will achieve at least a C grade in each subject in the AS examinations and the majority will achieve much higher.
- In the Lower Sixth, there will be one afternoon which is Community Service and another which is Games.

Upper Sixth

- The majority of pupils will study 3 subjects at A2 level but some will continue to study 4. Advice on this decision will be offered on an individual basis.
- Some departments may decide to take 1 or 2 of the A2 modules in the January of the Upper Sixth along with possible re-sits of AS modules.
- All outstanding modules will be examined in June of the Upper Sixth along with any further re-sits of AS modules.
- In the Upper Sixth, there will be one afternoon of Liberal Studies and another of Games.

Games, Community Service and Liberal Studies

- All Sixth Formers will have one afternoon of Games throughout the Sixth Form.
- The Community Service programme is a vital opportunity for Sixth Formers to develop their social skills while contributing to the local community.
- The Liberal Studies programme provides the opportunity to explore beyond the examined curriculum, enriching the students' experience in practical, cultural and philosophical areas. This will include speaker meetings and trips out.

Higher Education Talks and Private Study

- There will be lecture sessions on careers and various aspects of Higher Education throughout the Sixth Form.
- Students will have some private study time and it is an essential part of every Sixth Former's development that they acquire the self-discipline to use the majority of this time studying in the Reading Room of the Mervyn Peake Library.

Extra-Curricular Activities

- Participation in extra-curricular activity is vital to broaden your outlook, to build a sense of responsibility, to help develop your character and to provide opportunities to show initiative.
- Opportunities to contribute include Sport, Music, Drama, Debating, Duke of Edinburgh Award, College Society, House activities and many more.
- Sixth Formers have the opportunity to contribute to the College's decision making processes via the School Council and, possibly, as a prefect.
- Higher Education establishments will look very closely at the other skills that you have acquired. This is often identified by what you have contributed outside the classroom, not just from your academic achievements and predictions.

YOUR AS LEVEL CHOICE

You are asked to choose four subjects from the list given below to study as your AS subjects plus one reserve subject. We hope to give everyone their four choices but timetable constraints mean that this is not always possible. In particular certain subjects with limited physical space (e.g. Drama and Design and Technology) can only take limited numbers and acceptance onto the course will be at the discretion of the Head of the Department. A small minority of candidates may be asked to study their reserve subject instead of their fourth choice. Students who wish to change their options following their GCSE results may also find that certain subjects and combinations are not available by that stage.

The subjects available are:

Art	German
Biology	Government & Politics
Business Studies	History
Chemistry	Latin
Computing	Mathematics (Pure & Mechanics)
Design and Technology	Mathematics (Pure & Statistics)
Drama	Mathematics & Further Mathematics *
Economics	Music
English	Philosophy and Ethics
French	Physical Education
Geography	Physics
Geology	Spanish

*Please note that Mathematics and Further Mathematics counts as two of your options

You should discuss your choice with your subject teachers, your tutor and your parents. The Options Evening provides a formal opportunity for such discussions. You should also seek advice on whether your combination of subjects will satisfy university entrance requirements. Seek help from prospectuses, Heads of Department, the Head of Sixth Form and the Deputy Head of Sixth Form.

The criteria for entrance into the Sixth Form are:

- 1) The right attitude**
- 2) A points-score based on the best eight grades at GCSE. If A* = 8 points, A = 7 points, B = 6 points etc, we will expect pupils to achieve a minimum of 48 points over their best 8 subjects. This works out at an average of 8 B grades, but can give credit for achieving A* and A grades.**
- 3) A grades to be achieved in those subjects which are going to be taken at AS level (AS subjects with no GCSE equivalent will detail their requirement in the subject pages of this booklet)**
- 4) All this is subject to the discretion of the Head of Department concerned and of the Headmaster.**

When you have made your choice, please return the form at the end of this booklet.

ART

AQA

At Eltham College the AS and A level Art pupils take a Fine Art course, which requires the pupils to produce practical and critical/contextual work in one or more areas including painting, drawing, mixed-media, sculpture, land art, installation, printmaking, film, animation, television, video and photography.

The AS Art course is made up of two assessed units. The first unit is a portfolio of work which makes up 50% of the AS level mark. The pupils work on this part of the assessment between September and the end of January. The second unit is an externally-set assignment set on the 1st of February, which makes up the remaining marks. All of the work is submitted by the 1st of May to be assessed.

The portfolio unit provides a chance to experiment with a range of materials, techniques and approaches. The portfolio must contain at least one project where the pupil has taken an idea from a starting point to a conclusion and needs to show evidence of sustained investigations. The portfolio can contain other work that has been made throughout the year in any materials as evidence of the pupil's ability. It is recommended that it is carefully selected and presented but can contain any type of work - 2D, 3D and digital art. The pupils focus on one main project which is entitled 'A Sense of Place' and a project on the Human Form to continue to experiment with materials. The Sense of Place project encourages the pupils to consider their surroundings and to make work in response. The unit begins in September with a Land Art trip to the coast for a weekend as an introduction to the course. This is an opportunity for the pupils to make work in direct response to the landscape, working on the beach to make drawings and paintings, take notes and photographs, take rubbings and casts, and to physically use the materials of the land to make work. There are evening workshops run to follow up ideas collected on site and then the pupils return to school with a wealth of materials to develop into a project. In the classroom the initial months are structured in order to give the pupils a good introduction to advanced processes, techniques, skills and concepts before there is the chance to develop individual ideas to a conclusion using the materials of their choice.

For the second unit, the externally-set assignment, the examination board offer a choice of five different themes. The pupils choose one theme and build their own personal projects from that starting point. After a period of initial research they must produce work of developmental nature within a supervised period of five hours. The pupils must then continue to develop their ideas for the remaining weeks experimenting in a focused way and produce a final piece of work to be submitted by the 1st May.

The Upper Sixth course is made up of a 'personal investigation' worth 50% of the marks for the year and an externally set assignment set on February 1st by the exam board which is the remaining part of the assessment. The pupils pursue their own interest as an artist selecting an area of Art to focus their attentions upon. They need to build on their experiences at AS and produce a project with a final piece as well as written work between 1,000-3,000 words in support of their practical work.

For the externally set assignment, the pupils get a choice of eight different themes set by the examination board. They must choose one and develop personal work

related to the chosen theme showing evidence of research and of investigating and developing ideas. Pupils work on this assignment between February and the beginning of May when they will produce a final piece of work in fifteen hours of supervised time. All of their work for this part of the assessment must be submitted at the end of the fifteen hours.

Each October there is an Art study trip to a foreign city which is open to all AS and A level artists. In the last few years groups have visited Paris, Florence, New York and Moscow and St Petersburg. This is incredibly valuable for all pupils; the Lower Sixth have a further chance to extend their Sense of Place project through their photography, drawing and visits to galleries and the Upper Sixth find ways to extend their personal investigation.

Every pupil studying Art at A level is expected to attend an after-school session every Monday from 4.15-6.15pm. There is a programme of activities organised which is an extension to the work done in lessons and provides the pupils with some exciting opportunities. There are artist-led workshops to introduce new concepts, materials, and techniques, as well life-drawing classes and studio sessions. We also invite artists to come to talk to the pupils about their practice. In recent years we have been lucky enough to have had talks given by Richard Deacon, Alison Wilding, Adam Chodzko and David Musgrave.

E R BRASS

Topics studied in Biology include cell biology, biochemistry, physiology, genetics, ecology and environmental issues. We follow the OCR Specification, in which there is a special emphasis on human biology. Practical lessons involve experiments, investigations and microscopy, but the only dissection is of such organs as the heart and kidney. There will also be some field work. The practical work, as well as much of the biology theory, often has a chemical basis and requires mathematical skills, including simple statistical analysis.

Aims

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in biology;
- appreciate 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;
- develop essential knowledge and understanding of different areas of biology and how they relate to each other.

LOWER SIXTH UNITS for AS BIOLOGY [OCR]**A Cells, Exchange and Transport**

Cell structure, Cell membranes, Cell division, Cell Diversity and Cellular organisation, Lung structure and Breathing, are studied along with the transport system of Plants and Animals..

[examination: 30% AS, 1 hr, L6]

B Molecules, Biodiversity, Food and Health.

Biological molecules, nucleic acids, enzymes and their functions in living organism. Diet and food production, health and disease, (malaria AIDS, TB) immunity and the effects of smoking on health. Biodiversity, classification and evolution are the topics studied in this unit.

[examination: 50% AS, 1 hr 45 minutes, L6]

C Practical Skills in Biology 1

This unit assesses practical and investigative skills developed within contexts encountered during AS Biology.

Candidates are required to carry out three tasks:

1. Qualitative task [10 marks]
2. Quantitative task [10 marks]
3. Evaluation task [20 marks]

Tasks will be chosen from a selection provided by OCR. Students carry out these tasks under controlled conditions. Each task will be internally assessed.

[20% AS]

UPPER SIXTH UNITS for A2 BIOLOGY [OCR]

D **Communication Homeostasis and Energy**

Communication by nerves and hormones, excretion, and the transfer of energy in respiration and photosynthesis are studied.

[examination: 15% AL, 1 hr U6]

E **Control Genomes and Environment**

Cellular control, meiosis and variation, biotechnology and gene technologies, ecosystems and sustainability including plant responses and animal behaviour are studied.

[examination: 25 % AL, 1 hr 45 minutes, U6]

F **Practical Skills in Biology 2**

The same format as for the AS practical skills assessment

[10% AL]

Qualifications for the course

The minimum requirement to start a Sixth Form course in Biology is a grade A in Biology, and ideally a grade B in Chemistry, both at GCSE.

A double A grade would be expected from candidates with Dual Award Science.

Possible combinations including Biology

Biology + Chemistry + Physics / Mathematics combinations + Contrasting subject at least to AS level.

[Strongly advised for medicine and related careers listed below]

Biology + Chemistry + Geography / Geology combinations.

[A good combination for earth sciences, environmental studies and agriculture. This combination is accepted at medical schools, but may limit choice]

Biology + Geography + an Arts subject.

[A good combination for those interested in environmental science or intending to take mainly Arts subjects but wishing to include the study of a science at AS or A Level. It should be noted, however, that Biology includes a number of biochemistry related topics]

Careers

A Level Biology is now required for the study of medicine, dentistry and veterinary medicine at university and highly recommended for a wide range of health care professions such as physiotherapy, nursing, radiotherapy, radiography and pharmacy.

Biology is also very relevant to environmental science, agriculture and science-based psychology courses.

Microbiology provides the basis for many biochemical engineering processes, including food science and technology.

Biology degrees, requiring both numeracy and literacy skills, together with a considerable amount of ICT and project work, have become very attractive to many prospective employers, including the financial sector.

C M HOBBS

Course Aims & Content

The AS course introduces students to the challenges and issues of starting a business, including financial planning. It then focuses on how established small businesses might improve their effectiveness by making tactical decisions at a functional level. Topics include: budgeting, cash flow analysis, organisational structures, motivational theories, quality control, stock control and the marketing mix.

The AS course is assessed using mini case studies and data response questions through the following modules:

Module 1: Planning and Financing a Business (40%)

Module 2: Managing a Business (60%)

The A2 course considers strategies for larger businesses and how managers might measure the performance of the business. Finally, it considers the effects external factors can have on businesses and how managers can plan for and manage change. Topics include: ratio analysis, investment appraisal, correlation and extrapolation, research and development, location decisions, workforce planning and functional objectives and strategy.

The A2 course is assessed using case study questions, questions based on prior research and an essay through the following modules:

Module 3: Strategies for Success (25%)*

Module 4: The Business Environment and Managing Change (25%)

**Students will be required to work with a range of numerical data.*

The remaining 50% of the attainment grade will be brought forward from the AS modules.

Suitability for the Course

It is recommended that students attain an A grade in GCSE Mathematics or English. Those without practical problem solving skills may also struggle. The course will prove useful for budding entrepreneurs but should not be seen as any less rigorous just because the content has a practical or vocational element to it. Students taking the course must be prepared to keep abreast of current affairs.

J D WALKER

Why Choose Chemistry?

Whether it concerns reactions inside a distant nebula during the formation of a new star or the interaction of electrons on an atomic level, Chemistry can be regarded as the study of matter on all scales.

Everything in this material universe is made from chemicals: the components of life, the food and drink we consume, the goods that we buy, sell, use and wear. As such, Chemistry is a subject that impacts on all facets of everyday existence from an individual level to the overall behaviour of complex global environmental cycles. Our lifestyles and well-being relate closely with the range of fibres, plastics, synthetic rubbers, insecticides, weed-killers, drugs and antibiotics produced by the Chemical Industry. Arguably, we advance through new scientific discoveries, the majority of which have their foundations in Chemistry. In short, chemists play a key role in influencing the quality of life for all inhabitants of this planet.

Chemistry has significant appeal for budding scientists because it is a discipline within which rapid advancements are being made. Each year, knowledge and understanding progressively widen with ever more sophisticated practical techniques producing thousands of new chemicals, many of which become adopted in ways beneficial to mankind and the environment. None of this can be achieved without the creative ability of those Chemists employed in research positions in one of the largest of the global industries. In the UK, The Chemical Industry is the manufacturing sector's number one exporter. It is a prime wealth-creating aspect of the economy, responsible for the production of so many of the materials we use. To sustain its position in the future, a continuing supply of high-calibre science graduates will be required for pioneering research to best utilise the finite natural resources of the Earth.

It is important to realise that Chemistry occupies the central position amongst the sciences. It forges links with a host of other disciplines and underpins many branches of technology from silicon chips to brewing. Where choices are graded in order of importance, Chemistry is placed first in Biochemistry, Environmental Science, Agriculture, Food Science, Soil Science, Forestry, Medicine, Dentistry, Veterinary Science, Pharmacy, Anatomy and Physiology amongst others. It is of crucial use to the Earth Scientist and to some aspects of Engineering. Studying Chemistry will give you a valuable 'tool' to use in many diverse further studies and careers. It should appeal to people with a logical and also an intuitive mind. Chemists are welcomed by institutions in the financial world, law, management services, education, personnel, public services and the media.

So if you are considering Chemistry as a Sixth Form choice, what should you consider combining it with to make a coherent overall Sixth Form block of study?

Tradition suggests its complete compatibility with any other science or technological subject (Biology, Design & Technology, Geology, Physics and Mathematics). It is a very suitable option for those including Geography with sciences as many degree courses welcome such combinations. Chemistry can also be taken with many subject combinations in the Arts and Humanities. Should you feel this route is an appealing possibility you must discuss any such proposal with teaching staff in the

To take Computing at AS and A2 level you require an A grade in GCSE Mathematics and, should you have GCSE Information Technology, you will find that the course develops some of the ideas you will have considered already. *Pupils who have not already studied IT will be at no disadvantage whatsoever.*

The course has been designed to develop a fundamental understanding of information, its storage, processing, communication and information-processing machines.

There is an emphasis on the principles of computing, rather the current and rapidly changing state of the art, so the knowledge gained will remain relevant after the passage of time. A logical approach to the solution of problems of many kinds is included, to encourage systematic thought which can be employed in all disciplines.

The course is largely independent of any other taken at A2 or AS level. In particular it contains no Mathematics, and though useful for those following Science courses, should not be considered as worthwhile only for such pupils. Those studying subjects such as Economics, Business Studies and Geography have found the ideas gained in Computing to be valuable both in further education and employment, while those studying English and History have brought great insight and imagination to the subject.

AS outline

There are two units which allow candidates to demonstrate their knowledge of the fundamental principles of Computing.

Unit 1: Problem Solving, Programming, Data Representation and Practical Exercise

- Stages of problem solving
- Drawing and interpreting simple state transition diagrams and transition tables
- Introducing the term algorithm, expressing the solution to a simple problem as an algorithm
- Programming in a high level programming language and the fundamentals of structured programming
- The binary number system, number bases and information coding schemes
- The stages of development of a hardware/software system.

Assessment; a two hour on-screen exam worth 60% of the AS marks and 30% of the A-Level marks. The centre will submit a print-out to AQA for marking.

Unit 2: The Computer Components, the Stored Program Concept and the Internet

- Logic gates and Boolean algebra

- The internal components of a computer
- Hardware devices
- The fundamentals of computer systems
- The structure of the internet, networking protocols and the consequences of uses of computing.

Assessment; a one hour written exam worth 40% of the AS marks and 20% of the A-Level marks.

A2 outline

The A2 specification builds on the content of AS with a focus on programming and problem solving including communication and networking. For the Unit 4 candidates are required to complete a report on a computer-based solution to a real problem that they have identified.

Unit 3: Problem Solving, Programming, Operating Systems, Databases and Networking

- Problem solving and algorithmic complexity
- Algorithms and data structures for problem solving
- Programming paradigms and object oriented programming techniques
- The role of an operating system
- Database design

Assessment is via a two and a half hour written exam worth 60% of the A2 marks.

Unit 4: The Practical Project

- Evaluate the possible need for development of a computer-based solution to a real problem
- Document a design that meets the requirements of a real problem in terms of hardware and software
- Document the analysis, design, construction, testing, training and maintenance of a programmed solution.

Assessment; Candidates will be required to document the analysis, design, construction, testing, training and maintenance of a programmed solution to a real identified problem.

J P PRINGLE

This subject builds on your experience at GCSE, either in one of the Design & Technology based courses or through an Art & Design route, allowing you to further your studies through involvement in a wide variety of design situations using different media. You will have the opportunity to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of Product Design and Manufacture. Work in graphic design, resistant materials, electronics, product modelling, computer assisted design and a variety of other media are all possible using the department's excellent facilities and purpose-built Sixth Form design studio.

Although A level Design and Technology is essential for entrance to many university courses in associated subject areas, it also provides an ideal combination with virtually any other pattern of A level for other disciplines.

Before you start the course it would be helpful, but not essential, if you have successfully studied an associated subject like Design and Technology or Art at GCSE level.

The assessment units for the Lower Sixth AS units are:**Unit F521: ADVANCED INNOVATION CHALLENGE (40% of AS)**

This unit is a design challenge assessing a pupil's ability to design and model a product and then reflect on their design concept.

The examination is a 7 hour challenge set by the exam board around a theme which is presented to the pupils in the weeks prior to the challenge. Pupils gather research and resource materials and then undertake the examination in two three hour sessions within the school design studios; pupils work in small groups and also present their work to others for advice during peer evaluation sessions.

At a later date follows a one hour formal examination focussed on a reflective consideration of the product they have modelled during the previous two sessions.

Marks are awarded for innovation and originality.

Work begins on this unit at the start of the course and is marked externally by the exam board during the June session of examinations.

Unit F522: COURSEWORK - PRODUCT STUDY (60% of AS)

This unit consists of selecting an existing real product (pupil choice) for design analysis, identifying an aspect of it worth re designing and then modelling and testing a solution which could be further developed.

Pupils are NOT expected to carry out a complete re design of a product.

The end result is an A3 design folio which includes records of the analysis, proposed design ideas, photographs of the associated models pupils have made and a testing and evaluation section.

Work on this unit begins at the start of the course and the Folio is marked by their teacher and moderated by the exam board during the June session of examinations.

The A2 course follows on naturally from the AS and some of the initial thinking and research work for the coursework unit is carried out during the latter stages of the L6 year.

Emphasis is placed on a student's ability to work and think independently; self motivation is required!

The assessment units are:

F523: COURSEWORK – FOLIO AND PROTOTYPE PRODUCT (50% of A2)

This is a full design and make project of the student's free choice based on contexts and materials familiar to them, ranging from work in textiles, graphic products, resistant materials, engineering, and systems and control.

Advice is given throughout and students are encouraged to use external sources to develop their skills and knowledge.

The associated design folio should include evidence of all of their design work, a significant element being the use of computer aided design (CAD) at relevant stages.

The end product should be independently evaluated and students also include a marketing presentation suitable for their final product.

The A3 folio and product are marked by the teacher and externally moderated during the June session of examinations.

F524: WRITTEN AND DESIGN PAPER (50% of A2)

This is a single written paper consisting of questions about materials, manufacturing processes, industrial and commercial practices and a design question based on a set theme by the exam board.

Specific teaching and learning sessions are included during lessons but much of the knowledge is gained through a student's experiences during work on their coursework project.

This paper is sat during the June series of examinations and is marked externally by the examination board.

K G ROBERTS

This subject is an ideal supplement to literature A Levels, e.g. English, French, German etc, but may well serve to leaven a science or humanities based set of A Level choices by giving opportunity for creative activity. It is a natural progression from GCSE Drama, but it is not essential to have taken that course. The AS Level course is designed with performance in mind, not only as a means of study, but also of assessment. It includes coursework, workshop experimentation, text based performance and written examination. The A level includes devised drama, which requires a considerable amount of self direction, and the study of plays in performance and from the point of view of a director.

There cannot be unlimited numbers of places on the course, so, if necessary, preferences will be shown to those who clearly demonstrate a desire to make the most of an essentially practical, performance-based subject. You must want to **act** at least to the level of school productions if you are to enjoy and succeed in this subject.

Summary of scheme of assessment

AS Units

Unit 1: 60 marks	Internally assessed/Externally moderated coursework Exploration of Drama and Theatre Teacher assessment of workshop and research activities
Unit 2: 80 marks	Externally assessed practical Theatre Text in Performance Performance of a play and a monologue or duologue to an audience and external examiner

A2 Units

Unit 3: 60 marks	Internally assessed/Externally moderated Exploration of Dramatic Performance Devising and performing a show
Unit 4: 80 marks	Externally assessed written examination Theatre Text in Context

J A C YARNOLD

Course Aims & Content

At AS, students investigate micro and macroeconomics. Microeconomics addresses issues such as 'Why are house prices so high?', 'Can pollution be controlled effectively?' and 'Should governments interfere with markets?' The macroeconomic issues covered include 'Why does the government have an inflation rate target and how does it affect us?', 'What happens to the economy if people decide to spend more and save less?', and 'How are we affected by the Chinese and Indian economies?'

The AS course is assessed using objective test (multiple choice) and data response questions through the following modules:

Module 1: Markets and Market Failure (50%)

Module 2: The National Economy (50%)

At A2, students develop the micro and macroeconomics already learnt at AS, considering economic concepts and theories in greater depth and recognising the values and limitations of economics models. Both A2 modules explore two contemporary and relevant contexts: the global context, which includes the impact of globalisation on UK economic performance; and the European Union context, embracing the effect of EU membership and economic policy on the UK economy.

The A2 course is assessed using data response and essay questions through the following two modules:

Module 3: Business Economics and the Distribution of Income (25%)

Module 4: The National and International Economy (25%)

The other 50% of the attainment grade will be brought forward from the AS modules.

Suitability for the Course

The subject will be of interest to three groups: those wishing to read Economics at university, those intending to read other subjects at university and move into professions such as banking, and those simply interested in learning more about current affairs.

It is possible to approach the subject from a humanities or mathematical perspective. The course combines the critical skills of scientific analysis with fluency and expression to create a challenging social science. However, students are advised that many universities prefer potential Economics students to have an A level in Maths. At some it is a requirement. Cambridge and Warwick both prefer students who have studied Double Maths. To follow the AS and A2 course we expect students to attain an A grade at GCSE level in Mathematics.

J D WALKER

Introduction

Students who engage in reading for its own sake will enjoy studying English Literature at A level. The course is highly enjoyable and incredibly rewarding. It is a very popular option in the Sixth Form. A great deal of effort goes into ensuring lessons are stimulating and that all contribute to discussions; there is a wide range of extra curricular opportunities for those studying this A level.

Entry Requirements

The department expects to accept pupils onto the A level course who have achieved an A* or A grade in GCSE English and Literature. In exceptional circumstances, individuals may be deterred from pursuing their interest in the subject on the recommendation of their previous teacher. The English Department at Eltham boasts a long, consistent record of excellent examination results; in the last ten years, there has been a 100% pass rate, with 100% of all grades at A or B in 2009; at AS level this figure was 77%. In 2010, of the 40 who sat A level, 13 gained an A* grade, 15 an A grade, 2 a B grade and 2 a C grade. Large numbers go on to read English at top universities, including Oxford and Cambridge. This year (2010) we have five pupils with offers to read English at Oxford and Cambridge.

Course Details

Advanced English Literature is designed to encourage wide reading and detailed research within the whole field of literary studies; it offers a programme that will be rewarding and enjoyable in its own right, and forms a basis for further specialist work at degree level.

The principal aim of the two-year course rests in students exploring different literary styles from different cultural periods and emerging as confident, subtle analysts. The core focus therefore consists of twelve texts ranging from Chaucer through Shakespeare to the modern age, representing the three significant genres of poetry, prose and drama.

The flexibility of the modular structure, encompassing both 'closed' text examinations (60%) and internal coursework (40%), ensures that all candidates can benefit from a range of teaching and assessment methods.

Teaching Approach

The greatest proportion of the two years involves informal seminar-type discussion centred on the set texts, related works, critical technique and the chronology of literature through the last six centuries. Students are taught by two members of staff who divide up the syllabus content according to their areas of expertise and fields of research. Lessons are pupil-centred in format, with 'pair' and 'group' work employed strategically to enhance formal discussion sessions and as the basis for essay preparation.

Extra Curricular

The English Society, run by departmental staff for Sixth Form students, arranges a variety of extra curricular clubs. Students are encouraged to join the Wider Reading group; here students will be exposed to a vast array of reading, including texts in

translation. Amongst others, we have looked at modern novels by the likes of JG Ballard, Cormac McCarthy and Martin Amis. Additionally, there will be interview practice for prospective Oxbridge candidates as well as preparation for the ELAT pre-interview examination at Oxford. Under staff guidance, the students are encouraged to run their own journalism and creative writing magazines. The department also organises academics and guest speakers to address the students: in 2009-10 we have had Professor Jon Stallworthy and Dr Robert Douglas-Fairhurst from Oxford; Professor William Rowe from Birkbeck; contemporary poet Lee Harwood and critic Ian Brinton; Dr Sean McEvoy and Henry Claridge from Kent University addressing the Society on set texts and issues in contemporary literature. Also, members of the department will talk on literary/ linguistic subjects of particular interest to them as time allows during the academic year. There are also regular theatre trips; so far in 2010-11 we have been to see *Ghost Stories*, *Birdsong*, *House of Games*, *Lower Ninth* and *The Master Builder*.

There is also ample opportunity to be involved in Debating. The department organises debating and has a great degree of success. In 2010 we have two teams through to the finals of the Oxford Union debating. We also compete in the Cambridge and other national debating competitions.

There is also a Film Club run at lunchtimes where classic films are watched and discussed.

Higher Education Opportunities

Advanced English Literature is a splendid foundation for every Arts and Humanities degree course in Higher Education. It is universally regarded as a rigorous academic discipline and as such combines with most other A level subjects. We often get Sixth Form 'scientists' who choose English Literature as a fourth A level!

Examination Details – OCR Specification (H071/ H471)

<u>Unit</u>	<u>Unit Title</u>	<u>Assessment Form</u>	<u>A-level</u>
F661	Poetry and Prose 1800-1945	2 hour closed book exam	30%
F662	Literature Post-1900	Coursework (3000 words)	20%
F663	Drama and Poetry Pre-1800	2 hour closed book exam	30%
F664	Texts in Time	Coursework (3000 words)	20%

Sample Framework

F661:	<p><u>Section A:</u> 15 poems by one of: Robert Browning, Emily Dickenson, Edward Thomas or W B Yeats</p> <p><u>Section B:</u> one novel from: Mary Shelly – Frankenstein Charlotte Bronté – Jane Eyre Oscar Wilde – The Picture of Dorian Gray Henry James – The Turn of the Screw Joseph Conrad – The Secret Agent Virginia Woolf – Mrs Dalloway</p>
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F662:	<p>Two tasks totalling 3000 words. One task compares two texts (2000 words). Examples this year include, <u>'Dystopia'</u> <i>A Clockwork Orange</i> – Anthony Burgess <i>The Handmaid's Tale</i> – Margaret Atwood Or: <u>'The development of self and identity'</u> <i>A Portrait of the Artist as a Young Man</i> – James Joyce <i>North</i> – Seamus Heaney</p> <p>The other task analyses one text in detail (1000 words). Examples this year include <i>Lunar Park</i> – Bret Easton Ellis <i>Enduring Love</i> – Ian McEwan</p>
F663:	<p><u>Section A:</u> one Shakespeare play from: <i>Henry IV part I</i>, <i>Twelfth Night</i>, <i>Othello</i>, <i>The Winter's Tale</i></p> <p><u>Section B:</u> comparing drama and poetry written pre-1800. One drama text and one poetry text from list:</p> <p><u>Drama:</u> Marlowe – <i>Dr Faustus</i>; Webster – <i>The Duchess of Malfi</i>; Behn – <i>The Rover</i>, Sheridan – <i>The School for Scandal</i></p> <p><u>Poetry:</u> Chaucer – <i>The Pardoner's Tale</i>; Donne – <i>Selected Poems</i>; Milton – <i>Paradise Lost, Book One</i>; Pope – <i>The Rape of the Lock</i></p>
F664:	<p>One task of 3000 words comparing three texts (one prose, one poetry and one of any genre). These will change according to teacher's interest: e.g. 'Satire' <i>Money</i> – Martin Amis <i>Gulliver's Travels</i> – Jonathan Swift <i>The Miller's Tale</i> – Geoffrey Chaucer</p> <p>Or: e.g. 'Post-1900 perspectives on America' <i>Blood Meridian</i> – Cormac McCarthy <i>Selected Poems</i> – ee Cummings <i>The Plot Against America</i> – Philip Roth</p>

Preparatory Work

Before you arrive in September we will expect you to have done some reading over the summer holidays. There is a Sixth Form reading list available on the English Department website. Please choose whatever you wish, but try to cover a novel or two from each of the 19th, 20th and 21st centuries.

M S POLLARD

'Geography is a subject which holds the key to our future'

Michael Palin

There are four good reasons for studying Geography in the Sixth Form at Eltham College:

- You enjoy it
- You want a subject that is up to date, in current affairs, and links well with other curriculum subjects.
- You want to learn more about societies, cultures and environments of our world
- You are keen to learn and develop a wide range of skills for future study and employment.

At Eltham College, we have elected to teach the the AQA A-Level Geography syllabus. Geography is an important element of the Sixth Form curriculum in that it provides for the study and learning of a richly varied body of facts about natural and cultural phenomena and about places and areas on the earth's surface. Study may be developed at spatial scales ranging from local to global. Geography, in its classroom teaching and field trips offers opportunities for the development of **all** of the **key skills**:

- literacy - problem solving - numeracy
- working with others - computer literacy - independent learning

<p>There is no coursework at A-Level Geography. Instead candidates are required to sit a Geographical Skills exam.</p>

AS Outline

At AS, all candidates will study core human and physical geography. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence. The AS specification has 2 units:

Unit 1: HUMAN AND PHYSICAL GEOGRAPHY

A. Physical Geography Topic list

1. Rivers, floods and management
2. Cold environments
3. Coastal environments
4. Hot desert environments and their margins

B. Human Geography Topic list

1. Global population change
2. Food supply issues,
3. Energy issues
4. Health issues.

Assessment:

Externally assessed

Written Paper: 2 hours

Weighting: 70% of total AS / 35% A Level marks

Structured short and extended questions.

Unit 2: GEOGRAPHICAL SKILLS**Topic list**

1. Basic, investigative, ICT, graphical, cartographical and statistical skills

2. Research skills and the assessment of AS fieldwork

Assessment:

Externally assessed

Written Paper: 2 hours

Weighting: 30% of total AS / 15% A Level marks

Structured skills and generic research/fieldwork questions.

A2 Outline

At A2, candidates will continue to study a combination of human and physical geography. They also have to extend their personal reading and research into topics and be able to express their thoughts in an extended essay style. The A2 Specification has 2 units:

Unit 3: CONTEMPORARY GEOGRAPHICAL ISSUES**Topic list**

1. Plate tectonics and associated hazards

2. Weather and climate and associated hazards

3. Challenges facing ecosystems

4. World cities – evolution or revolution?

5. Development and globalisation

6. Contemporary conflicts and challenges.

Assessment:

Externally assessed

Written Paper: 2 hours

Weighting: 30% of total A Level marks

Structured short and extended questions and an essay.

Unit 4B: GEOGRAPHICAL ISSUE EVALUATION

Unit 4B allows candidates to extend the content of the specification within the specialised context of issue evaluation. The Advance Information Booklet is released in advance of the examination.

Assessment:

Written Paper: 1 hour 30 minutes

Weighting: 20% of total A Level marks

Structured short and extended questions based on an advance information leaflet issued by AQA

J P CHESTERTON

Why choose to study Geology? I normally start this paragraph with some positive reference to the more 'romantic' themes associated with the subject; the rise and fall of the dinosaurs and the spectacular, if violent, aspects of volcanic eruptions. Indeed, Geology has a very high topic profile on quality scientific programmes such as 'Horizon' or 'Equinox'. However, the devastating and tragic tsunami disaster that consumed the coastlines bordering the Indian Ocean on 26th December, 2004, bringing death and destruction on an unprecedented scale, emphasises the terrible consequences of an imprecise monitoring and prediction of natural geological hazards. The Haitian earthquake also became the cause of human tragedy of cataclysmic proportions. The world is sadly now more aware of the important roles to be played by geologists in the mitigation of future tectonic impacts on such a colossal scale.

The A level course places an increasing emphasis on risk assessment and its implications. If more people study Geology, some of those students may go on to become geologists, a proportion of them working in the fields of earthquake prediction. One day geology will anticipate global disaster more accurately and many lives will be saved. Is there any better reason for studying a subject?

Although Geology is a major distinctive science in its own right, particularly in the scales of geological space and time, it is also closely interwoven with many other separate disciplines. It is perhaps the best vehicle available in any school curriculum for demonstrating the principles of Biology, Chemistry and Physics through its natural integrated approach; the student of Geology will gain an unparalleled appreciation of the complex relationships between these other sciences.

The social and economic relevance of Geology cannot be denied; it is evident in frequent media reports of oil crises and, as illustrated above, of natural catastrophes and environmental disasters. Sixth Form Geology courses will make any prospective students acutely aware of the unpredictable nature of geological hazards, the finiteness of the Earth's resources and will give them a balanced view of the beneficial and detrimental applications of a scientific and technological nature that may affect the individual, the community and the entire well-being of the planet itself. The Earth Scientist has a crucial, central role to play in present and future environmental management. Geology merits study, not only because of its scientific method, but also because of its significant contribution to an increased curiosity about and enjoyment of leisure time in the great outdoors. It can do no more than to give a student lasting interest in the conservation and care of planet Earth, with a heightened awareness of our responsibility to these ends.

The entrance requirement for Sixth Form courses in Geology is an A grade in one of the Sciences or Geography. Geology in the Sixth Form can be taken with any other combination of Sixth Form subjects allowed by constraints of the timetable blocks. It is probably best permitted with some of Biology, Chemistry, Physics, Mathematics or Geography. However, its very cross-curricular nature allows it to complement any other subject combination a student so desires. Many past candidates have taken Geology in addition to other subject options in the humanities, arts and languages. Lots of different university courses incorporate Geology in single or joint honours schemes. Geology graduates (and those in Environmental Science) will always be

in demand and many receive salaries far in advance of the norm in other branches of science. The Units of assessment are:

AS-Level		%AS Marks	%Total A-Level Marks
Unit 1	Global Tectonics	30	15
Unit 2	Rocks: Processes & Products	50	25
Unit 3	Practical Skills in Geology I	20	10
A2-Level			
Unit 4	Environmental Geology		15
Unit 5	Evolution of Life, Earth and Climate		25
Unit 6	Practical skills in Geology II		10

The specification includes many exciting aspects of Geology for the first time at A-Level. For instance, extraterrestrial evidence for active tectonics and volcanism on other planets and moons in the solar system is met in Unit 1, dinosaur evolution and adaptation in Unit 4. Climatic changes through geological time are considered in detail and make an interesting contribution to the current debate regarding anthropocentric induced changes on our present global climate. Significant emphasis will be made throughout the course on the importance of geology in every aspect of society.

Units 3 and 6 each involve two tasks set by OCR to test the candidate's geological skills. Like all sciences, geology requires its students to demonstrate practical competence and it is anticipated these innovative exercises will be a rewarding and stimulating way of engaging in real geological problems.

Geology is basically a practical and field based science. Since fieldwork is an essential, examinable part of the course, a minimum of 10 days will be spent in the field split mostly between two or three residential excursions, in the Lower and Upper Sixth years. In 2002, 2004, 2006, 2008 and 2010 the Lower 6th and Upper 6th spent 7 days in Iceland examining the vast geological wealth of that country. The next field trip to Iceland will be in April 2012. They are extremely rewarding experiences and great fun as well. Students may be offered other shorter field trips as well but it must be understood that field trips incorporating examinable components are compulsory.

The department is very well equipped and every use will be made of audio-visual teaching techniques. Above all, an emphasis is placed on practical observations through the examination of minerals, rocks and fossils. The subject benefits from the use of ICT and students are particularly encouraged to explore the Internet to keep pace with current geological events such as earthquake and volcano monitoring. The department has hitherto enjoyed excellent examination results with well over 90% A and B pass grades at A Level. In the last decade, Geology has been a very popular choice at university and Old Elthamians have had great success at degree level.

Anyone interested in the Geology course in the Sixth Form is encouraged to approach Paul McCartney (Head of Geology) who will be pleased to answer any queries they may have.

P C McCARTNEY

Candidates contemplating studying AS or A level history should be well aware of the extra efforts that are needed compared to GCSE. Serious and reflective reading is perhaps dropping out of fashion, but remains vital for the historian. Only through wide reading will all aspects of a topic be covered. Thus part of A level study involves working silently and alone, but, of course, it also involves argument and discussion. Lessons at A level are designed to encourage students to listen and participate in historical debates. Finally, and perhaps most importantly, candidates should be aware that A level requires students to write at far greater length than at GCSE. Good essay writing skills are crucial to A level success. An A grade in GCSE History is a requirement to start the course.

A qualification in History is clearly essential as a preparation for certain careers, for instance, History teaching, working with archives, in museums or in some libraries. But there are many callings where the skills learned in History are just as important as the knowledge of the subject itself, e.g. politics, economics, sociology, business, the Civil Service and the Law. Many employers are actively looking for people who have taken History as their training particularly fits them for careers in management and administration in virtually any area of employment. In fact, whatever you decide to do, to understand almost anything properly you must have some knowledge of its past and the ability to interpret it, and thus a training in History is never wasted.

The course followed is syllabus History A from OCR. Four modules are taken. The two modules studied in the Lower Sixth both lead to exams in June. In the Upper Sixth one of the units is examined by coursework and the other by a written examination. The modules studied are as follows:-

AS in the Lower Sixth

- Essay Paper
Unit F962 European and World History Period Studies.
Democracy and Dictatorship in Italy 1896-1943
- Documents Paper
Unit F963 British History Enquiries
The Condition of England 1815-1853

A level in the Upper Sixth

- Coursework
F965 Historical Interpretations and Investigations
Russian Revolutions 1894-1924
- Essay Paper
F966 Historical themes
Britain and Ireland 1798-1921

D R GRINSTEAD

The study of Latin in the Sixth Form follows on as a natural progression from the work undertaken at GCSE level. The works of various Roman authors are translated and studied, aspects of Roman history, culture and civilisation are examined using written and audio-visual materials, and skills for translating Latin into English are further developed.

The course of study during the Lower Sixth year, which leads to the AS qualification, involves preparation for two examination modules taken at the end of the year - there is no coursework:

1. Latin Language (50% of total AS marks)

Unseen passage of Latin prose, tested by translation into English.

2. Latin Literature (50% of total AS marks)

Set texts, tested by passage-based questions and translations.

The course of study for A2, which would provide a full A level, involves preparation for two further examination modules to be taken at the end of the Upper Sixth year - there is no coursework:

3. Latin Verse (50% of total A2 marks)

Verse set text, tested by passage-based questions. Unseen passage of Latin verse, tested by comprehension questions and translation into English.

4. Latin Prose (50% of total A2 marks)

Prose set text, tested by passage-based questions. Unseen passage of Latin prose, tested by comprehension questions and translation into English.

We have found that Latin combines well with many other subjects and remains highly regarded by university admission tutors and employers. If you have enjoyed the subject up to GCSE or WJEC Level 2 certificate and have shown a good level of competence, then it is certainly a subject worth considering for advanced study.

T A HOTHAM

Why study mathematics?

You may wish to study mathematics at A level because it supports or complements your other areas of study. For example, it would be expected that someone whose principal interest was in the sciences should also study mathematics.

It may be that you already have a clear idea what you wish to study at university. If you wish to take a degree in Engineering or Computer Science then you will need a strong mathematical background.

Mathematics can also provide a contrast with other A levels. It would not be unusual for a linguist or historian, for example, to supplement A levels in German or French or History or Latin with an A level, such as Mathematics, which makes a different set of demands.

Most students of A level Mathematics fall into one of these categories: mathematics is not their principal interest but they recognize the subject's importance. There is a smaller category of student whose mathematical ambition is not limited or qualified in this way. Such students, who want to do mathematics simply because they find it intellectually exciting (and they are also rather good at it), ought to think seriously about doing two A levels in the subject, Mathematics and Further Mathematics. If your ambition is to read Mathematics, Natural Sciences or Economics (or any subject with a strong mathematical component) at somewhere like Cambridge then you should certainly opt for Mathematics and Further Mathematics.

What to be prepared for

Everyone entering the Sixth Form has some experience of mathematics. Recognizable topics such as algebra and trigonometry are studied in some depth at A level and, while it is true that these topics have been made familiar by GCSE, there is also a significant increase in the level of difficulty for which you need to be prepared.

Further, there are new areas, such as calculus, to be explored. There is a whole range of applications of mathematics to problems in mechanics, in statistics and in decision-making. Few students will find their A level course completely plain sailing. This, if anything, ought to be part of the subject's appeal: one faces serious intellectual challenges which one is able to overcome; one meets and masters powerful techniques of proof. It would be a very dull course which did not provide this sort of stimulation.

Pure and Applied

An A level in Mathematics has two components. The compulsory Pure element is the kind of mathematics with which you are already acquainted. The optional Applied element can be sub-divided. **Mechanics** involves the study of forces and motion, **Statistics** the analysis of data and the application of probability, and **Decision Mathematics** looks at algorithmic procedures to solve practical problems.

Which Applied component one favours often depends upon other A level choices. A physicist or engineer can be expected to favour **Mechanics**, for example, and a

biologist or geographer **Statistics**. You will receive advice regarding your choice of option from the Mathematics Department.

A level Mathematics

The course comprises six mini-courses or modules. There are four compulsory Pure modules: C1, C2, C3, C4.

There are two optional Applied modules. Typically students will take either M1, M2 (Mechanics) or S1, S2 (Statistics).

So you should assume that you are studying (and opt for) either:

Pure and Mechanics (C1, C2, C3, C4, M1, M2)

or:

Pure and Statistics (C1, C2, C3, C4, S1, S2).

You will have two mathematics teachers, who will share the teaching of C1 at the start of the Lower Sixth. Once that module is completed one of your teachers will cover the C2 material, the other M1 (or S1). You will sit the examinations in all three modules at the end of the Lower Sixth. (Those who do not wish to continue their mathematical studies beyond that point will emerge with AS Mathematics.)

In the Upper Sixth, you will be taught C3 by one of your teachers and M2 (or S2) by the other, sitting the examinations in these modules in January. Your teachers will then share the teaching of C4, which you will sit at the end of the Upper Sixth.

(Those from Year 11 Set 1 at Eltham College, who have already completed the D1 module, may be able to take eight modules rather than six over the two years. They will then have A level Mathematics and AS Further Mathematics.)

A level Mathematics and Further Mathematics

Further Mathematics requires an additional six modules, that is, anyone opting for Mathematics and Further Mathematics is required to take twelve modules in total. It is likely that students will take fifteen modules, emerging with AS Further Mathematics (Additional) as well as two full A levels.

Students take all seven Pure modules (C1, C2, C3, C4, FP1, FP2, FP3) and up to eight Applied modules (most likely M1, M2, M3, M4, S1, S2, S3, D1). The teaching will be shared between two teachers. Seven or eight modules will be examined at the end of the Lower Sixth.

Entry requirements

You should have a minimum grade A pass in GCSE or IGCSE Mathematics in order to take up A level Mathematics. For A level Further Mathematics, where the demands are significantly greater, you ought to have grade A*.

In all cases you should seek advice from your mathematics teacher regarding your suitability for A level study.

J BACKHOUSE

SIXTH FORM MODERN LANGUAGES

AQA (GCE FRENCH 2650/ GERMAN 2660/ SPANISH 2695)

WHY LEARN A LANGUAGE?

Modern Languages in the Sixth Form bring together the practical skills which can remain an asset for the rest of your life: in work, travel and leisure. Developing and debating your ideas in a foreign tongue will give you the confidence to communicate. You will learn to organise your thoughts and to present yourself with self-assurance and determination. One cannot become properly acquainted with a country and its citizens without knowing its language. As Britain and Europe continue to work closely together both politically and on a business level, speaking a language remains a vital skill. It is hugely rewarding to be able to converse with people in their own language and a language at A level will challenge you intellectually. The experience of another country's society, literature, cinema and attitudes is extremely enriching and provides us with a frame of reference for our own culture, enabling us to learn about and better understand our own way of life. Linguists are out-going, confident, ambitious and have an excellent appreciation of the world beyond Britain. They are also much in demand among employers.

All three languages taught at Eltham are currently being studied by pupils at university level. We have had considerable Oxbridge modern languages success in recent years and provide additional tuition to pupils interested in pursuing this course. A modern language can be combined with almost any other subject at University. All languages courses provide students with the invaluable opportunity of spending a year abroad living, working, studying and growing up in a foreign country. A language demonstrates an ability to cope with a challenge and it will be like no other A level you take.

Each year, a few people opt to study two languages at A level. Whatever you decide to do, you can be certain that an A Level in any Modern Language is not only intellectually stimulating and extremely enjoyable, but also a much-valued skill by employers looking to strengthen Britain's position in the global economy. Speaking foreign languages is not something at which British people excel. To be able to do so will put you at a huge advantage in later life.

A LEVEL LANGUAGES

The Department has much to offer in addition to the examined courses. The Modern Languages Society promotes the learning of languages at Eltham College and beyond. Its aim is to increase cultural awareness of the countries whose languages we are studying through a series of events, including cinema, ballet and theatre trips, visiting speakers and meetings at school. Recent theatre trips have included: *Cabaret* (Kander and Ebb), *The Trial* (Kafka), *En Attendant Godot* (Beckett), *The Life of Galileo* (Brecht), *Thérèse Raquin* (Zola), *Bodas de Sangre* (Cervantes) and *The Seagull* (Chekhov). The Spanish Department is fond of dance and has taken trips to Sadler's Wells (*Havana Rakatan*) and to the West End musical *Evita*. Recent cinema trips have included *The White Rose*, *Requiem*, *Chico and Rita* and *The Class*. Some languages trips are run in conjunction with the Upper Sixth Liberal Studies Programme, which recently ran a visit to the Moctezuma/Aztec exhibition at the British Museum.

The Department is exceptionally well resourced and has an up-to-date library of excellent European films. These can be borrowed on an individual basis and we organise periodic showings of films in the MRC. The German film club *Kino!* meets on a Monday to watch the latest releases.

All A Level languages are taught by two teachers. In addition, you will attend one extra 30 minute lesson per week with our resident languages assistants, whose responsibility is to prepare you for the oral component, which is a major element in any A level languages examination.

Our courses are broadly based to cater for the personal interests of pupils and introduce them, through another language, to aspects of other subjects, such as economics, politics, history, geography and literature. Currently, each language teaches some literature as part of the A2 cultural topic options.

ABROAD

All pupils who opt for an A level language are expected to participate in either an Exchange or a language study visit. The academic exchanges, the primary purpose of which is study abroad, are arranged on a reciprocal basis, the incoming partner receiving tuition at Eltham College. The School will do what it can to help where reciprocal hospitality is not possible and cases of financial difficulty receive attention through the Travel Club. It is hoped that dual linguists are able to spend time in each country. If the French, German and Spanish trips run simultaneously, it is often possible to make separate arrangements for pupils to travel to the country independently.

All **Spanish** students in Lower Sixth undertake a one week AS Level language study course during the Easter holidays. The academic visit has taken place in a coastal Spanish city such as Valencia or Barcelona and provides intensive revision which is of particular benefit in preparation for the AS and A2 Speaking Examination. Some time will also be spent on the cultural topics for the A2 paper. The Spanish Department has also run trips farther afield to Mexico (2008) and Cuba (2011).

All **German** students take part in the Exchange to the Bertolt Brecht Schule in Nuremberg. Usually the German group comes to London for a week just prior to February half term and they spend time in London with their teachers, as well as attending some school. We return to Nuremberg at the end of the Spring term and visit various Nuremberg sights. Recent trips have included the remnants of Hitler's rally grounds, the DokuZentrum and Albrecht Dürer's house. We have also taken a day trip to Munich to visit the Olympic Stadium and the city's art museums. In addition to the Exchange, there is often a three day trip **German** trip to Berlin. Sights visited include Potsdamer Platz, the Reichstag, the remnants of the Berlin Wall, the East German Stasi (Secret Police) prison and the Olympiastadion, venue of the 2006 World Cup Final.

The **French** Department last year ran a one week AS and A2 language study course during the Easter holidays to Nice which provided specific coaching for the AS and A2 oral examinations. This academic year, we have set up a Sixth form exchange with the Lycée Albert 1er in Monaco. Pupils will take part in a range of cultural visits such as the Conseil National in Monaco, art museums in Nice and the Fondation Maeght in Saint Paul de Vence. Such visits alongside time spent with their exchange partner's family provide a good linguistic and cultural experience prior to oral

examinations. There have also been cultural weekend trips to Paris and given their popularity, we anticipate these continuing for pupils in Year 11.

Please note the trips and activities we run vary from year to year. Full reports of recent visits can be read in The Elthamian and at eltham-college.org.uk

SUBJECT COMBINATIONS

Language A Levels offer a rich and satisfying Sixth Form course for those who are seriously considering studying languages at university. They combine naturally with all arts and humanities; many scientists choose at least an AS language to give breadth to their study, and many scientists end up completing the full A level course. Modern Languages are also a very popular combination with Economics, as many universities offer economics courses with a linguistic element.

THE STRUCTURE OF THE COURSES

These are the same for French, German and Spanish

AS

The AS course will cover:

- **Media:** TV, advertising and communication technology
- **Popular culture:** cinema, music and fashion/ trends
- **Healthy living/lifestyle:** exercise, health and well-being and holidays
- **Family/relationships:** relationships within the family, friendships and marriage/partnerships.

You will find that the new AQA GCSE course puts you in an excellent position to understand the topics which now form part of AS. Although an A grade is required in order to be able to study an A Level modern language, you will find that the combination of your prior knowledge and work with the Foreign Language Assistants will quickly dispel the myth that languages are especially difficult at A Level.

The AS specification has 2 units:

Unit 1: Listening, Reading and Writing (externally examined)

Written Paper: 2 hours

Weighting: 70% of total AS/ 35% of total A Level marks

Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. They will also respond in writing to a question based on one of the AS topics.

In all three languages you will have two teachers (four lessons of each) to prepare you for this unit. Course books used are: *Elan* (French), *Animo* (Spanish) and *Zeitgeist* (German). We also make full use of the AQA text books and their accompanying *kerboodle* IT packages. These provide scope for independent study by pupils at home.

Unit 2: Speaking Test

Speaking Test : 35 minutes (including 20 minutes preparation time)

Weighting: 30% of total AS/15% of total A Level marks

Candidates will discuss a target-language stimulus card based on one of the AS topics and take part in a conversation covering three further AS topics. The exam is conducted by a visiting external examiner.

A2

The A2 course will cover:

- **Environment:** pollution, energy and protecting the planet
- **The multi-cultural society:** immigration, integration and racism
- **Contemporary social issues:** wealth and poverty, law and order and the impact of scientific and technological progress
- **Cultural topic:** the study of a target language speaking region/community or the study of a period of 20th century history from a target language-speaking country/community or the study of a novelist/dramatist/poet from a target language-speaking country/community or the study of a director/architect/musician/painter from a target language-speaking country/community.

The A2 specification has 2 units:

Unit 3: Listening, Reading and Writing (externally examined)

Written Paper: 2 hours 30 minutes

Weighting: 35% of total A Level marks

Candidates will answer a range of questions based on approximately 6 minutes of heard material and on a selection of written texts. They will also respond in writing to a question based on one of the four A2 cultural topic areas.

Unit 4: Speaking Test

Speaking Test 35 minutes (including 20 minutes preparation time)

Weighting: 15% of total A Level marks

Candidates will present a point of view based on a target-language stimulus card from one of the A2 topic areas and take part in a conversation covering three further A2 topics.

LANGUAGES AVAILABLE

FRENCH

French is spoken by over 300 million people as a native or second language and is also the official language in 29 countries over five continents. The ability to communicate in French is not only an essential skill for travel, but also in the world of work. French, along with English, is the official language used by the United Nations, UNESCO, NATO and a large number of other international organisations. France is the most visited country in the world, receiving over 79 million foreign tourists annually who enjoy its cities, countryside, mountains and beaches. Its capital, Paris, is not only one of the most culturally rich cities in the world but also a major European centre for law and trade.

GERMAN

German is mother tongue to more Europeans than any other language and is widely spoken across Central and Eastern Europe. Germany remains the economic powerhouse of Europe, and the development of Berlin in the past ten years has created a capital city unlike any other. A knowledge of German is extremely useful in the world of work and Germany is Britain's main European trading partner. Germany is the most important European economic power, producing more than one quarter of the EU's gross domestic product. Almost 1000 British companies, including all the major UK multinationals, have subsidiaries in Germany. The German language sits well with Science: it is the second most commonly used language in which to write a work of scientific research – especially engineering, chemistry and physics. In terms of complexity, German and English belong to the same West Germanic language family and share thousands of similar words and phrases, especially in terms of computer, telecommunications and medical vocabulary.

SPANISH

The importance of Spanish extends well beyond the Iberian Peninsula and Europe. Spanish is the second international language and has over 416 million speakers. It covers most of Central and South America, and a significant minority of United States residents. Its cultural wealth includes a literature of world importance and fine art and architecture. Since the death of Franco in 1975, Spain has undergone an extraordinary transformation, joining the EU in 1986 and hosting the Olympic Games in Barcelona in 1992. It is now truly at the heart of Europe and its immense cultural contribution is now being recognised. Spain is also an extremely attractive country to visit, and its modernity and style have lasting appeal. For those who master the language, South and Central America offer remarkable interest and many language-based careers may include periods of time there. South America is considered a huge, untapped commercial market and knowledge of Spanish is a definite plus for many large companies looking to invest in affluent and developing markets.

B. POLLARD (GERMAN), L. SCARANTINO (FRENCH), S. DUNNE (SPANISH).

MUSIC

OCR

Few subjects draw on as many skills as are needed for AS/A2 Music. To be successful in Music, the candidate must have motor-skills, co-ordination and sensitivity to be a good performer. He or she must be literate and knowledgeable enough to write critically about Music in its historical context, and must have a confident knowledge of Music Theory and notation. Added to this, high degrees of artistry and creativity are needed for the composition papers and aural skills must be refined to a high degree.

Music provides an opportunity to study European cultural heritage as well as other cultures across the world. Accordingly, the A level courses include a mixture of musical traditions and styles. Great emphasis is placed upon developing independence of thought and expression, a capacity for intellectual study, and greater personal awareness of the social and sociological factors that permeate the creation of Music. Most pupils will have successfully followed the GCSE course, although gifted performers or composers, after consultation with the Director of Music, could be accepted without GCSE Music. Those taking the course must be fully involved in practical music making within the College, and so enthusiasm and dedication are essential. Regular participation and attendance at Department concerts, as well as organised concert trips, will be expected.

All candidates need to play (and be having regular one-to-one lessons for) at least one instrument/voice. In order for pupils to access the top grades for the Performance element of the course pupils should be able to play to a Grade 6 (or equivalent) standard on this instrument. If pupils are not at this standard this does not necessarily exclude them from opting for Music A Level but they should be aware of the limitations imposed on them in the Performance element of the exam.

The A Level Music course is invaluable for those wishing to prepare for a music diploma, and is highly regarded as a full academic subject by all Universities, including Oxbridge. Any pupils intending to go onto further Musical Study at University or Music Conservatoire should study the A Level.

AS LEVEL

Pupils follow the OCR specification. The AS level may be studied independently, or if pupils wish, it may lead onto further study at A2 level.

The course comprises three main elements: Performance, Composition and History/Listening.

Performance
marks

40% of total AS

20% of total A2 marks

All pupils prepare an 8 minute recital programme on their principle instrument, with a further performance on a second instrument or in an ensemble. The recitals will be assessed by a visiting external examiner towards the end of the Spring Term of the Lower Sixth, or beginning of the Summer Term.

Composition

30% of total AS marks

15% of total A2 marks

Pupils learn about the fundamentals of Western tonal harmony and complete a series of assessed exercises during the course of the year. Pupils also complete one four minute composition or arrangement for between four and ten instruments. Both the harmony exercises and the composition are assessed internally and moderated by external examiners.

History/Listening

30% of total AS marks

15% of total A2 marks

Pupils learn about the main timbre and textural features of Music as well as the role of keys, chords and cadences and develop their melodic and rhythmic dictation skills. Six set works are also studied (three from the 18th/19th Century Western Orchestra Tradition and three from Jazz 1920-60), and pupils learn to identify core musical features in all of the works and to place them in their historical and cultural context. This component is assessed by an externally marked written and listening examination at the end of the course.

A2 LEVEL

Pupils continue to develop the three core areas of their musicianship assessed at AS Level.

Performance

20% of the A2 marks

Pupils prepare one 15 minute recital, either as a soloist or as part of an ensemble, which will be assessed by a visiting external examiner at the end of the Spring Term or beginning of the Summer Term. Each recital programme must demonstrate the range of the pupil's instrumental proficiency, and the choice of pieces must investigate a common genre or style. The performance will be followed by a Viva Voce discussion with the examiner, during which pupils will be asked to justify their interpretative decisions and to demonstrate their understanding of the genre and composers performed.

Composition

15% of the A2 marks

The Language of Western Tonal Harmony is considered through the study of J.S. Bach's Chorale Harmonisations. Pupils complete a portfolio of eight harmony exercises during the year and also compose one four-minute composition according to a specific brief. Both components of the Composition Paper are internally marked and externally moderated.

History/Listening

15% of the A2 marks

Pupils are prepared for one unseen Aural question taken from Vocal composition written between 1900 and 1940. Pupils also study three set works from different musical periods (currently from the topic 'Music and Belief'), considering especially the tonality and interpretation of the music, as well as other related music to place the set works in context. Pupils are assessed in a Written Paper in the Summer Term.

More information is available from the OCR website.

A G TIGHE

PHILOSOPHY AND ETHICS

AQA

Recently Religious Studies became known as Philosophy and Ethics in the Sixth Form. This change indicated more accurately to Sixth Formers the content, nature and challenge of the course.

PHILOSOPHY. It is essential that students understand that the topics of study, for example of various ethical issues, and the debate about the relationship between Science and Religion involve a philosophical approach considering ideas, concepts, evidence and possibilities. There are a range of approaches to these areas of study and students can use insights from every religious tradition and from the long tradition of philosophical reflection on ultimate questions.

ETHICS. Consideration of ethical issues and knowledge of the various ethical approaches is of vital importance in today's world. Every day the newspapers and news items alert us to the latest ethical debates and dilemmas. Rather than list all the careers that will demand an insight into ethical principles as this century progresses the challenge is rather to think of a career in the modern world that does not require ethical thinking. Ethical understanding is an essential career skill before any mention of the challenges of personal ethical choices.

The course is designed to be

ACCESSIBLE , VARIED , FLEXIBLE , INTERESTING and CHALLENGING

There are two areas of study. We have chosen to study firstly, AS Unit A 'Religion and Ethics' 1. This involves examining two approaches to ethical theory – 'Utilitarianism' and 'Situation Ethics'. Both of these are then applied to one issue of the candidate's choice e.g. IVF. 'Religious teaching on the nature and value of human life' is studied, the 'Abortion and Euthanasia'. The second option is Unit D 'Religion, Philosophy and Science'. Topics studied are: Miracles, Creation, the Design argument, and Quantum mechanics and a religious world view. The core of this unit lies in various aspects of the interaction between Religion and Science. Appropriate illustration and exemplification from any major world religion will be credited. Both units are assessed through a 1 hour 15 minute examination for an AS qualification.

This has proved to be a fascinating course because of the challenge to think about ideas and topics that are of perennial interest and the subject of continuing debate. Students are expected to consider the evidence available and to 'weigh it'. If you have enjoyed R.S. up to GCSE level and are interested in understanding more about these philosophical issues do consider studying this subject. I hope it is clear that it can be studied by pupils from any faith tradition and indeed by those who do not specifically identify with any particular faith. For those who wish to continue beyond AS level there are two A2 units 'Studies in Religion' and 'Religion and Human experience'.

Eltham College pupils with grade A* or A at GCSE (Short Course) will be accepted. Other students may be considered if they have not had the opportunity to study RS or RE at GCSE level. Outside applicants who are studying for GCSE RS/RE will be required to obtain an A8 or A grade. The course will provide excellent preparation for any student who wishes to study the subject at degree level, but will also be excellent training in considering issues, assessing evidence and differing points of view.

Rev. P SWAFFIELD

Why study Physical Education?

The course is based on the interaction between the theory and practice of Physical Education and anyone who has an enthusiastic interest in sport and is a keen participant or performer will enjoy the challenges that an A level course in PE will present. Furthermore, students with a keen interest in Biology, and in particular anatomy and physiology would be most suited. PE is an ideal subject to allow you to develop skills in specialist practical areas while at the same time making you aware of numerous factors that contribute to improving performance. The subject provides an excellent foundation for students who wish to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport.

Misconceptions regarding Physical Education

There is a common misconception that Physical Education is an undemanding course which is not academically taxing. It has also been claimed that there is little theoretical content. These beliefs are very much mistaken with the AS course including 60% theory and 40% practical components and the A2 course 70% theory and 30% practical.

A further misconception regarding Physical Education is that a student must be an outstanding sportsman or woman. Although this may be advantageous in certain parts of the course it is far from essential. The course requires the student to choose two areas of practical sporting activity and there is a comprehensive list of options from a considerable and diverse range of sporting activities; of which there is no required standard of participation.

Theoretical Content

The theoretical content of the AS course focuses on the following areas:

- 1. Anatomy and Physiology** (Skeletal systems, Biomechanics, Cardiovascular and respiratory systems)
- 2. Acquiring Movement Skills** (Motor skills and development, Information processing, Motivation and arousal.)
- 3. Socio-cultural studies relating to participation in physical activity** (Sport & culture, Contemporary sporting issues including the use of drugs & the media)

These areas are worth 60% of the final AS grade and are assessed through a 2 hour written paper.

During the A2 course the theoretical issues studied are as follows:

- 1. Section A: Socio-cultural**
 - a) Historical Studies
 - b) Comparative Studies (Between the UK, USA and Australia)

2. Section B: Scientific Options

- a) Sports Psychology
- b) Biomechanics
- c) Exercise & Sport Physiology

These areas are worth 70% of the A2 course and are assessed by a 2 hour 30 minute written paper.

Practical Content

The AS syllabus requires the candidate to complete the following practical areas:

Acquiring, developing and evaluating practical skills in physical education.

This unit requires the student to be participating in two different sporting activities which can be in or out of school whilst building a file relating to their performance, coaching, skill development and achievements. The students are then assessed internally and moderated externally to determine the grade of this unit. This area is worth 40% of the final AS grade.

During the A2 section of the course the practical aspects include:

The Improvement of effective performance & the critical evaluation of the practical activities in Physical Education

Candidates choose one of the practical activities from their AS studies. They are then required to view a live performance of the activity and give an oral response considering: Evaluation, appreciation & improvement of the performance. This area is worth 30% of the A2 course.

Suitability for the Course

It is required that students attain at least an A grade in GCSE Biology or AA grades in the dual science award. It is not necessary to have taken GCSE PE although some areas covered will have relevant links to this syllabus. However, pupils without exposure to GCSE PE will be at no disadvantage. A keen interest in participating, coaching or watching sport and physical activity will be a distinct advantage, as will a desire to develop personal sporting skills and to further knowledge of how the body reacts and develops through sporting activities. An interested candidate should be aware of the demands of this subject on both the academic brain and the physical body.

A FERMOR-DUNMAN

PHYSICS

Edexcel

Physics is crucial to our understanding of how the world ticks. It also compliments other subjects well, especially the sciences, and can lead to a wide variety of careers and study.

The Physics department at Eltham College attracts a very healthy number of boys and girls each year and through teaching, practical work and visits, aims to:

- develop an in-depth knowledge and understanding of the principles of physics,
- develop interest and enthusiasm for the subject, further study and careers,
- give an appreciation of the relevance of physics beyond the laboratory,
- discover the importance of physics to other sciences and how the subject underpins new technology,
- provide extensive opportunity to develop practical and data analysis skills.

Physics is taught and examined as a number of distinct units, three units at AS and three units at A2. The units are comprised as follows:

Unit 1: This unit involves the study of mechanics (rectilinear motion, forces, energy and power) and materials (flow of liquids, viscosity, Stokes' Law, properties of materials, Young's modulus and elastic strain energy).

Assessment: Written Paper 1 hr 30 min **Weighting:** 20% of A Level marks

Unit 2: This unit involves the study of waves (including refraction, polarisation, diffraction and standing (stationary) waves), electricity (current and resistance, Ohm's law and non-ohmic materials, potential dividers, e.m.f. and internal resistance of cells, and negative temperature coefficient thermistors) and the wave/particle nature of light.

Assessment: Written Paper 1 hr 30 min **Weighting:** 20% of A Level marks

Unit 3: This unit involves an experiment that is based on a physics-based visit **or** a case study of an application of physics. The nature of the visit varies but is invariably based on the physics studied in Units 1 & 2.

Assessment Weighting: 10% of A Level marks

Unit 4: This unit involves the study of further mechanics (momentum and circular motion), electric and magnetic fields, and particle physics. Particle physics is the subject of current research, involving the acceleration and detection of high-energy particles. This unit is supported by an annual visit to CERN, a high energy particle facility in Geneva.

Assessment: Written Paper 1 hr 35 min **Weighting:** 20% of A Level marks

Unit 5: This unit involves the study of thermal energy, nuclear decay, oscillations, astrophysics and cosmology. Several different contexts may be used to teach parts of this unit including space technology, medical physics and the construction of buildings in earthquake zones. The astrophysics and cosmology section of this specification may be taught using the physical interpretation of astronomical observations, the formation and evolution of stars, and the history and future of the universe.

Assessment: Written Paper 1 hr 35 min **Weighting:** 20% of A Level marks

Unit 6: Centre assessed unit

This unit involves planning and carrying out an experiment, and analysing experimental results. The practical work here will be based on material from Units 4 & 5.

Assessment Weighting: 10% of A Level marks

M M MACKENZIE

COMMUNITY SERVICE

The Sixth Form curriculum at Eltham College is intended to provide far more than simply the qualifications required for Higher Education or acceptance by an employer. Education involves the whole personality, not only your mind and intellect, but also your understanding, emotional awareness, respect for human values and sense of fellowship.

Therefore Community Service has a part in every student's life at some point and is compulsory for everyone in the Lower Sixth Form at Eltham College. It has several purposes:

- To give you the chance of making a contribution to the community outside school, thus allowing you at an important stage in your education to learn the value of giving your time and energy as well as being the beneficiary of others' giving.
- To strengthen Eltham College's links with the local community, through you and your work, showing that we do not regard ourselves as a separate institution, sheltered from the problems of other people's lives.
- To create the circumstances in which you can learn skills no one can teach you in a formal learning environment: taking initiatives to be helpful to others; finding how some of the principles we put to you in the classroom, in assemblies, and in Chapel, work in practice; discovering human capacities within yourself that can be put to greater use later on in your life.
- To ensure that our educational programme has, as its final aim, not merely advantage and success, but also, in however simple a way, service to others.

The staff team organises our programme. You will attend two contrasting venues during the year. These venues are scattered across the Boroughs of Bromley, Greenwich, Lewisham and Bexley, and there you will provide simple support help for up to two hours per week. The venues fall into four broad categories of activity: work with the elderly; work with the mentally and physically handicapped; work with children in local primary schools; mentoring Year 11 pupils from local state schools to help raise their grades at GCSE.

Another important aspect of our programme is the entertaining of special needs and primary school children, and elderly people at the College. The Sixth Formers act as hosts after their summer exams and throw two parties. They help with providing food, games and entertainments and also perform a concert for our elderly guests.

Besides the official placements, we encourage Sixth Formers to find further regular voluntary work with our help. Our scheme ensures that you will receive as much, or as little, help as you need and that we act to stave off problems. We shall ask you to write a self-appraisal at the end of each period of service.

D BOUDON

LIBERAL STUDIES

As education becomes ever more a government priority and the curriculum consequently grows ever more prescriptive and exam-orientated, Liberal Studies has become an increasingly more important way for students to widen their horizons and broaden their education. Simply put, Liberal Studies educates those parts other courses cannot teach. Now it is well established in the school firmament, the Eltham College Liberal Studies programme is designed to introduce students to a wide range of activities and topics, sometimes only marginally off-curriculum, occasionally off-beat and even sometimes controversial, but all designed to contribute to the making of rounded, grounded, inquisitive and open-minded individuals.

Additionally, the programme serves as an introduction to subjects and activities not covered by the traditional curriculum but still ones that might be followed at a later stage.

Liberal Studies runs between the Autumn and Easter terms and involves **all** pupils in the Upper Sixth. It is composed of three distinct strands or themes.

Speaker meetings	Visits	Taught courses
<p>Eltham is rarely short of external speakers but the Liberal Studies programme hopes to provide provocative and contrasting speakers you would be unlikely to hear elsewhere.</p> <p>The general principle is challenge preconceived ideas or values and deliver an alternative perspective on contemporary issues.</p> <p>Speaker meetings take place from 2.05 to 3.15pm in the ABH and attendance is compulsory for all pupils in the Upper Sixth.</p>	<p>In the second half of the Autumn Term all pupils in the Upper Sixth will have a chance to see plays, operas or other performances which will introduce you to new cultural experiences.</p> <p>You will be able to choose what you go to see (from a list which is currently being drawn up); your tickets will be paid for by us. If you have any suggestions what should be on the list please see JPF.</p> <p>All Upper Sixth students will participate in this area of the course.</p>	<p>On Thursday afternoons, during periods 7 and 8, there are courses taught by EC staff and by visiting tutors which cover a variety of cultural and practical themes which pupils will not have encountered in their academic subjects (including British & World Cinema, Tai Chi, The 1960s, Practical Film Making, Philosophy and many more.)</p> <p>You are asked to choose three courses to follow. Each course is taught over seven double periods. Courses will not take place during the Summer Term, or on Thursdays when speaker meetings have been organized.</p>

D TUCK

GAMES

Every Sixth Former should realise that maintaining a good standard of physical fitness helps intensive mental activity. This standard of fitness can be attained and then maintained by enjoyable participation in any one of a number of activities.

To help achieve this objective, there is compulsory games each Wednesday afternoon for every Sixth Former. During the afternoon a wide variety of activities are available and the student is expected to follow his/her chosen activity for the term. Each pupil is asked to make three choices each term and every effort is made to give his or her first choice at least one term of the year.

We offer the following activities in the Winter and Spring terms:

Cross-country	Rugby	Soccer	Hockey*
Swimming	Table-tennis	Netball	Weight Training
Badminton	Aerobics*	Fencing*	

In the Summer term we offer:

Cricket*	Aerobics*	Basketball	Ultimate Frisbee
Tennis	Swimming	Softball	Rounders
Weight Training	Table-tennis	Cross-country	

*(*with a professional coach)*

Rugby is the major school sport in the Autumn term, hockey in the Spring term and cricket in the Summer and pupils wishing to be selected for the School teams would need to opt for these particular sports.

Taking the attitude that a fit person is a mentally alert person, the PE Department, through its Games options, is seeking to:

- encourage good health and fitness for life; provide sensible recreation to accommodate the widest possible range of ability and interest;
- offer participation in the physical activities of the pupil's choice in the hope that interest engendered will carry over into post-school life. To cease to be active at any time is usually a mistake later regretted.

WE ARE SEEKING TO ADD LIFE TO YEARS AND YEARS TO LIFE

A THOMAS

THE DUKE OF EDINBURGH'S AWARD SCHEME

Eltham College has run a very popular and successful Duke of Edinburgh Award Scheme over the past ten years, with in excess of 100 pupils at any one time involved at Silver or Gold level. Pupils who join the programme are entered for the Silver award at Yr11 and a healthy number go on to partake in the Gold Award in the Sixth Form. Those who join Eltham in the Sixth Form can also take on the Award at either Silver or Gold, and find it an excellent way of establishing themselves within their new environment.

The Award at Eltham is highly valued. Those who participate find the whole experience fun, challenging and rewarding. Pupils develop a host of new skills, discover a lot about themselves, learn to work with others, build lasting friendships, and make a valuable contribution to their community.

The Award involves participants undertaking four areas at Silver and five areas at Gold. These areas and the time requirements for Silver and Gold Award are indicated below:

Silver Award (15+ Years)

Service	Skills	Physical Recreation	Expeditions
6 Months	One Section for 6 months and the other Section for 3 months		Plan prepare and undertake a 3 day, 2 night venture

Participants who do not hold their Bronze Award must undertake a further 6 months in either the Service or the longer of the Skills / Physical Recreation Section.

Gold Award (16+ Years)

Service	Skills	Physical Recreation	Expeditions	Residential Section
12 Months	One Section for 12 months and the other Section for 6 months		Plan prepare and undertake a 4 day, 3 night venture	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights

Participants who do not hold their Silver Award must undertake a further 6 months in either the Service or the longer of the Skills / Physical Recreation Section.

Award expeditions in recent years have seen pupils walking in the Highlands and Islands of Scotland, horse-riding on the Brecon Beacons, and skiing in the French Alps. Future expeditions promise to be even more diverse. Modes of transport may include biking, canoeing and kayaking amongst others.

J WILLATT

HIGHER EDUCATION

Quite early on in the Sixth Form, students are made aware of the need to look ahead. Many Sixth Formers have already some idea of the direction in which they wish to move, but this decision, having been made on the strength of incomplete knowledge and partial perception of possible opportunities often needs to be reconsidered. Maturing Sixth Formers should be able to take a more balanced view of their strengths, academic prowess and real interests.

The school encourages students to think, reflect and chart a course over an extended period. By the end of the Lower Sixth, most thoughtful students should have a good idea about the subject area they wish to study and establishments they wish to attend. A small amount of research can then be done to finalize decisions over the Summer holiday.

At the start of the Upper Sixth, students will then complete their UCAS form as soon as possible, having made minor adjustments following the results of their AS exams. UCAS forms should be completed as soon as possible to maximise the likelihood of receiving offers from their chosen Universities.

The programme of Higher Education and Careers advice in the Sixth Form is as follows:

Lower Sixth

- December: Centigrade University Coursefinder Questionnaire
- January: Centigrade follow-up
Oxbridge presentation followed by individual discussions.
- February: Higher Education presentations from Head of Sixth Form on location of resources, use of Open Days etc.
- March: Higher Education Evening on the decision-making process, GAP, finances incorporating a Guest Speaker.
- June: Higher Education presentations from Head of Sixth Form and Deputy Head on Electronic Applications, personal statements and interview techniques.
Academic review interview for all Lower Sixth Formers.

Upper Sixth

September: Issuing of predicted grades.

Individual discussions with subject teachers, Heads of Department and Tutors.

Internal Deadline for UCAS forms from Medics, Dentists, Vets and Oxbridge candidates.

Internal Deadline for the rest of the UCAS forms.

October: Mock Interviews for Oxbridge candidates, Medics, Dentists, Vets and some others.

February: Advice on applying for Finance.

Advice on making final decisions.

The vast majority of Upper Sixth make an application to Higher Education. Of those who don't, most are simply deferring applications and are advised individually about GAP years. The odd one or two with no intention of going onto Higher Education are offered individual careers advice.

Careers Evenings

In addition to the above, there is a rolling programme of Careers Evenings, two a year on a three year rotation. They are open to Year 10 to Upper Sixth and cover areas such as 'Jobs in the City', 'Medical Matters', Law, Engineering, the Media etc.

In short, there is a wealth of experience, materials and advice available for all our Sixth Formers as they make the vital decisions about their futures – they have only to make the most of what we have to offer.

J D WALKER
Head of Sixth Form

THE MERVYN PEAKE SCHOOL LIBRARY

The school library is a quiet and welcoming place, open from 8.00 am to 5.00 pm. Most Sixth Formers will spend time in the **Reading Room**, working independently and silently. Staff supervising this area are committed to ensuring that good use is made of private study time, and attendance records are kept. The resources kept here are grouped by A level subject, and then by Dewey Number. They are chosen to assist directly with current programmes of study. More detailed and further research will involve using the materials housed in the lower sections of the library. **Please ensure that you bring materials down to the issue desk for borrowing.**

Search star: the library catalogue has a map of the library giving locations of the resources. You use your own account to reserve and review items. It gives access to Public Library catalogues, should we not hold the item here. The librarian also assists with searching university and specialist libraries for further information.

The **reference collection** houses materials which are in frequent use by many different students each day, or are unsuitable for loan. These may not be removed from the library without the prior consent of the librarian, and you are encouraged to photocopy important information (up to 5% of a text, under current copyright legislation). Materials include music CDs, textbooks, videos, DVDs, postcards, company reports, maps, as well as more traditional dictionaries and atlases. Five newspapers are taken daily, and a wide range of periodicals which specifically support A level studies.

The **IT area** houses 12 computers which may be used according to school policy (see the school calendar), for school research and work only. This allows filtered access to the internet, the playing of our CDs, and DVDs, (with headphones) as well as MS Office programs, the library catalogue. The librarian will be only too pleased to help sixth formers who need to access unfiltered sites.

Reprographic facilities are housed near the issue desk. Availability of those in the library office (colour printer, scanner) may be restricted when there are meetings.

Materials for loan form the backbone of the library, supporting the curriculum across all years. It has a growing range of books for background and additional reading, to support not just your studies, but also applications to university, and further interests.

Most requests from students are treated sympathetically: there is a **request box** on the issue desk. The **issue system** exists to ensure fair access to resources: we can let you borrow materials on long loans so long as you return them immediately someone else requires them. Failure to use the issue system actively spoils the library for your friends, colleagues and future generations of sixth formers, just as donations enhance our ability to provide for wider leisure reading interests.

Universities are keen to admit Sixth Formers with good reading and research habits. Some departments include library seminars or literature searches within their teaching so that students improve their skills to the required level of proficiency. A library guide for Sixth Formers is also available in hard copy and in power point on the 'k' drive.

If you need any help in finding specific information, please ask the Librarian.

S B FEARN

ELTHAM COLLEGE SIXTH FORM
AS LEVEL CHOICES
for September 2011

NAME

FORM (or current school if you are an external applicant)

AS Levels

The subjects I wish to study from the list on page 6 are (*in order of preference*):

1st	2nd	3rd	4th	Reserve (Please include)
.....

If you have any idea about the university course you might follow or the career you might choose then please write it here. However, do not make one up for the sake of it.

University Course

Career

Signed

Date

Please return this form to Mr Walker via your FORM TUTOR as soon as possible after the **Options Evening**, or at the latest by Friday 11th March 2011.

External candidates should return their forms to Mr Walker, Head of the Sixth Form, via THE SCHOOL OFFICE.

