

CAISTOR GRAMMAR SCHOOL LINCOLNSHIRE



SIXTH FORM PROSPECTUS 2018-2020



In 1995



In 2000



In 2005



In 2008

“We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing”



November 2017

Dear Student

Your transfer in to any Sixth Form will mark the beginning of the final, and in many ways, the most exciting and challenging stage of your education. This move involves the crucial choice of A-level subjects. Therefore, this Prospectus is intended to help you in making that choice. We hope it will also give you some idea of what to expect of a Sixth Former at CGS and what you can expect of your teachers.

As yet you may not have made a firm decision about the future. Please remember that certain professions, such as engineering or medicine, demand specific 'A' levels. Therefore, careful thought and thorough research are vital at this stage as your selection of subjects could be a major influence in your ultimate choice of career.

Certainly we do not expect you to make the choice without help. Your parents, your subject teachers, your tutors, the heads of department, and the Careers Officer will be ready to offer guidance. Please do make use of their experience and ask for help. In addition, there is a well-equipped Careers Library in the School with University information.

Next year we are expecting to run all the subjects included in this Prospectus, but as always the final decision will depend upon numbers opting for each subject.

If you choose to study for your 'A' levels with us, one of the things you will appreciate is the new partnership that Sixth Formers have with the staff who, not only share your aspirations, but also look to you as young adults to assist with the smooth running of the school and to give a lead to the younger pupils.

We believe that the Sixth Form is usually a happy and homogenous social group as there is a common commitment to high achievement, both academic and extra-curricular. If you enter wholeheartedly into this partnership with your teachers, and make a positive commitment both on an academic and on a personal level, then your Sixth Form career will definitely be a happy, fulfilled and successful one.

It is our hope that all Sixth Formers at CGS will enjoy precisely that experience, and both Mr Hay, the tutors and myself are always available at any time to discuss your future with you.

Yours sincerely

T. McTernan
Head of Sixth Form

A. Hay
Deputy Head of Sixth Form



SIXTH FORM LIFE

Caistor Grammar School Sixth Form provides a range of 'A' levels that will enable students to progress on to virtually any course in Higher Education. With very strong pass rates over the recent years we support all students to fulfil their potential and go on to their first choice of Higher Education course.

Of course CGS Sixth Form is not only about work - ask any present or past student! We would like to think that our students enjoy their time with us, taking the opportunity to participate in the wider life of the Sixth Form, developing independence and responsibility in the process.

ALL THAT WE ASK OF STUDENTS IS THAT THEY SHOW COMMITMENT IN THEIR CONTRIBUTION SO THAT THEIR TIME HERE IS PROFITABLE.

Sixth Form life at CGS provides students with a number of opportunities to develop and improve as young adults.

Casterby House provides the Sixth Form with its own common rooms, a kitchen, and study rooms. There is an ongoing commitment to improving and adapting the facilities available.

If you believe you have something to offer, there is the Sixth Form Ball Committee which organises a number of events throughout the year which culminate in the Sixth Form Ball in May. There is also a School Council and a Sixth Form Council which act as forums for the expression of ideas and suggestions.

In addition, you may enjoy the challenge of being a prefect, carrying out general duties around the school. You can also, as prefects, assist form tutors on a day to day basis, help in the library or volunteer in some subjects to help younger students experiencing learning difficulties. Also, as House officials, Sixth Formers play a major part in organising and preparing younger students for House sporting, music and drama events. There are also opportunities for mentoring, both academic and pastoral.

On Wednesday afternoons there are a number of activities. There is a variety of sporting events including some fixtures. Recreational activities among other things include some outdoor pursuits and the Duke of Edinburgh Award. There is also the opportunity to gain work experience, to carry out voluntary work in the Community or to take part in the Young Enterprise Scheme. Also there is the Performing Arts Leadership Award and the Community Sports Leadership Award. Activities are reviewed in response to suggestions and preferences.

In short throughout your time in CGS Sixth Form you will be encouraged to contribute as fully as possible to the life of the School and the wider Community.

In the summer of 2017 a very impressive 72.9% of the passes were at the higher A*-B grades (excluding General Studies).



COURSES OF STUDY

As a result of national curriculum changes, from September 2017 all of the subjects included in the prospectus will be linear (taught over two years with all public exams taking place at the end of the Upper Sixth).

'A' Level Reforms – the CGS Provision

In response to the 'A' level reforms CGS will continue to offer breadth of choice at 'A' level; most of our students will study three 'A' levels. Some students may choose to study four 'A' levels.

We expect and encourage students to choose subjects, for the right reasons; especially enjoyment, career choice and ability in that subject.

We advise students who choose a fourth 'A' level that breadth should be a real consideration, as should academic prowess. The new 'A' levels are designed to be more challenging than current courses. Therefore, three good grades are more important than four mediocre grades. Three good

'A' level grades will be the basis of university offers and this should be borne in mind when making your decision.

In addition, all Sixth Formers will have the opportunity to be involved in a programme aimed at enriching their academic studies. This programme will include sport, Performing Arts Leadership Award, work experience placements and private study.

Whatever the programme of study, we will endeavour to provide the support that the Students need to make the most of their talents. Throughout their time with us they will be guided by an experienced team of tutors to ensure that Students are effectively prepared to take the next step.

We stress, however, that Students must recognise the responsibility they themselves will have for their own learning. The nature of 'A' level study demands **self-motivation** and **self-discipline**. The use of free time, and indeed time beyond school hours, must be carefully planned to ensure its most profitable use. We would hope that Students enter CGS Sixth Form with the desire to make the most of their talents and in effect this necessitates a real acceptance and understanding of "what Students should expect of themselves."



ENTRY REQUIREMENTS

All applicants will have at least a GCSE grade 4 in Mathematics and English Language or Literature. It will also be required to have gained 4 GCSE passes at either 9-6 (B in GCSE Tech), with a minimum of a grade 6 (B in Tech) in each of the subjects to be studied at A level.

Additionally, applicants will have to meet the minimum requirements for individual subjects as set out in the Sixth Form prospectus.

We ask that all students who are interested in applying to Caistor Grammar School's Sixth Form for September 2018 attend our Sixth Form Open Evening on Tuesday 21st November 2017. This will provide applicants with an opportunity to meet Heads of Department and to listen to subject presentations. Thereafter we ask that applicants pick up a Sixth Form Prospectus and submit a written application by **23rd February 2018** so that your choices can generate the options blocks. The application form is at the back of the Prospectus. We look forward to hearing from you and will send you an update on your application in late March 2018.

Mr McTernan
Head of Sixth Form

Information on the A level courses available from next September is given in the following pages.

CHOOSING A LEVELS

The overwhelming majority of Sixth Formers at CGS are studying 'A' levels as a means of gaining a place at University. Choosing your degree area is not a process which starts some time during your Sixth Form life: your choices of 'A' level options themselves can actually dictate your eligibility, or otherwise, for a University course.

Make sure that you research the requirements and entry profiles for **your** preferred Higher Education course or employment now. There is a great deal of competition for places and there is no substitute for you undertaking thorough research in order to make these crucial decisions from a position of strength. Please also be aware that the deadline for opting to change an A level course that you have started at CGS is Wednesday 25th September 2018.



ART & DESIGN (Linear)

Examination Board: **Edexcel**

This is a 2-year linear course which builds on knowledge and experience gained throughout KS4.

Qualification aims and objectives

The aims and objectives of the Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

A level	Component 1: Portfolio of work and final outcome/s Personal study 1000-3000-word essay	60%	Internally set Internally marked Externally moderated
	Component 2: Externally set assignment and final outcome/s	40%	Externally set Internally marked Externally moderated

Entry Requirements:

The course is designed to continue the study of Art and Design from KS4. It is expected that students embarking on this course will have achieved a grade 6 or higher at GCSE to be successful in this subject area at A level. This course will prepare you to continue your studies in Art and Design at University or to enter an Art and Design career of your choice. Those students who have not studied the subject at GCSE level will need to see Mrs Porter in order to assess their portfolio.

Expectations:

You will be expected to work independently during lesson time as well as during study periods and at home. You will need to be very self-motivated and driven as the quantity and quality of work required for assessment is significant. You will need to be able to generate your own ideas and be fully committed to investing a significant amount of your own time in order to pass this course successfully. You will be required to demonstrate a wide range of skills to a high standard and complete written annotation throughout the preparatory work. An essay of 1000-3000 words is required in Year 13 and is a significant compulsory part of this course.

Most importantly, enjoyment, enthusiasm, passion and desire to be creative is essential.

For further details, please contact Mrs R Porter email: Rachel.Porter@caistorgrammar.com



Biology (Linear)

Examination Board: **OCR**

Qualification for Entry: 6 at GCSE Biology or 6 at both Science/Additional Science

Why Biology?

If you have found Biology interesting and enjoyable at GCSE, if you are keen to know more, if you are prepared to commit to working hard to meet the requirements of the course by taking responsibility for your own learning outside lessons, to read around the subject and to work in a well organised and methodical way, then Biology is for you!

What will you study!

Students will follow the OCR specification (H420) for A level Biology. The aim of the specification is to encourage candidates to develop their interest in and enthusiasm for Biology, including in further study and careers in Biology; to appreciate how society makes decisions about scientific issues, how the Sciences contribute to the success of the economy and society as well as developing essential knowledge and understanding of different areas of Biology and how they relate to each other. Students studying Biology go on to a variety of university courses and careers, including medicine, veterinary science, nursing, dentistry, physiotherapy, speech therapy, nutritional science, pharmacy, biomedical science and optometry. With a global population estimated to reach 10 billion by 2050, students studying Biology at 'A' level will be well placed to contribute to solving the wide variety of problems associated, such as the demand for more effective medicines, sustainable food supply and balancing these demands with the need for the conservation of biodiversity and endangered species.

A Level Biology H420 (2 year course)

Content

- Module 1 – Development of practical skills in Biology
- Module 2 – Foundations in Biology
- Module 3 – Exchange and Transport
- Module 4 – Biodiversity, Evolution and Disease
- Module 5 – Communication, Homeostasis and Energy
- Module 6 – Genetics, Evolution and Ecosystems

Assessments

Biological processes (01) 100 marks
2 hour 15 minutes written paper
37% of total A level

Biological diversity (02) 100 marks
2 hour 15 minutes written paper
37% of total A level

Unified Biology (03) 70 marks
1 hour 30 minutes written paper
26% of total



'A' Level Practical endorsement in Biology (04) (non-examination assessment)

Skills assessed:

- (1) Follows written procedures,
- (2) Applies investigative approaches and methods when using instruments and equipment, (3) Safely uses a range of practical equipment and materials,
- (4) Makes and records observations,
- (5) Researches, references and reports.

This is carried out by the completion of a range of practical and investigative tasks throughout the two years, focussing on skills development and encouraging independence and confidence to flourish in practical work.

For further details, contact: Mrs Tara Taylor email: Tara.Taylor@caistorgrammar.com



CHEMISTRY (Linear)

Examination Board : **OCR Specification A**

Qualification for Entry: 6 at GCSE Chemistry or 6 at both Science/Additional Science and 6 in Maths

What will I learn on this A Level course?

The qualification aims to:

- foster imaginative and critical thinking about chemical problems
- stimulate and sustain students' interest in, and enjoyment of, Chemistry.
- present Chemistry as a coherent, but developing body of knowledge, principles and theories linked by unifying concepts: in particular the Periodic Table, organic Chemistry, reaction rates, energy and equilibrium
- develop students' appreciation of social, economic, environmental and technological contributions and the application of chemical knowledge
- develop students' ability to communicate scientifically in appropriate ways, including the ability to select, organise and interpret data
- use integrating themes to link chemical ideas for example oxidation and reduction leading to redox potentials and energy and equilibrium leading to an introduction to entropy

What kind of student is this qualification suitable for?

This qualification is suitable for students who:

- have an interest in, and enjoyment of Chemistry
- enjoy carrying out investigations by the application of imaginative, logical and critical thinking
- want to use Chemistry to support other qualifications or progress onto further studies

Work expected from students outside lesson time

Three kinds of activity are expected outside normal lesson time:

1. In term time, until the last weeks of the course, there are questions to answer from the course textbook on the Topic you are currently studying. The questions to be answered are set on one week and handed in for marking the following week. End of Topic tests are also used to assess student progress. At the end of the course, past examination paper questions are available for this private study time.
2. The course demands that students gain an understanding of the work. They can only achieve this by private study of Chemistry textbooks, which may be borrowed from the laboratory or library. Students are issued with a text book and a reading list which contains a list of recommended texts.
3. The course is based both on practical and theoretical study work. Often additional time is needed to complete the recording and interpretation of experimental data, and explain its theoretical significance. Knowledge of practical work is assessed through exams and contributes to 15% of the final mark.

Additional Information

- Students will be required to buy their own lab coats.
- We have links with local companies and arrange visit relevant to students' interests.
- Students have the opportunity to enter for the Cambridge Chemistry Challenge (Y12) and Chemistry Olympiad (Y13)



Examination Board: **OCR**

Y12 Chemistry

Content

- Module 1 – Development of practical skills in Chemistry
- Module 2 – Foundations in Chemistry
- Module 3 – Periodic Table and energy
- Module 4 – Core organic Chemistry

Y13 Chemistry

Content

- Module 1 – Development of practical skills in Chemistry
- Module 5 – Physical Chemistry and Transition Elements
- Module 6 – Organic Chemistry and Analysis

Assessment

Periodic Table, elements and physical Chemistry (01) 100 marks

2 hour 15 minutes written paper

37% of total A level

Synthesis and analytical techniques (02) 100 marks

2 hour 15 minutes written paper

37% of total A level

Unified Chemistry (03) 70 marks

1 hour 30 minutes written paper

26% of total

A level Practical endorsement in Chemistry (04) (non examination assessment)

Skills assessed:

- (1) Follows written procedures
- (2) Applies investigative approaches and methods when using instruments and equipment, (3) Safely uses a range of practical equipment and materials
- (4) Makes and records observations
- (5) Researches, references and reports.

More detailed information contact Mrs H Leaning - Heidi.Leaning@caistorgrammar.com



CLASSICAL CIVILISATION (Linear)

Examination Board: **OCR**

No prior knowledge is needed to study this subject.

All societies have different cultures and values which are often a source of conflict. This subject studies what it means to be 'civilised' through literature, philosophy, history, art and belief systems. The evidence of ancient Greece and Rome provides a vibrant picture of the values of the classical world, which has had such a profound influence on modern society.

Module 1 The World of the Hero

The concept of the 'hero' has changed throughout time usually to meet the values of a particular age. This module looks at the link between the values of the individual and how we reconcile them with the needs of community and politicians. Propaganda and 'spin' with mythology and monsters!

One of the earliest pieces of literature in the Western world follows the journey of Odysseus on his return from the Trojan War. An 'Odyssey' has come to symbolise the greatest test man can face challenging wit, compassion, intelligence and physical strength, asking the question how would we, as mortals measure up? More importantly, we consider what really matters in our lives.

Module 2 Greek Drama

The ancient Athenians believed that going to the theatre was so important for personal development and community strength that they gave free tickets to the poor. Greek tragedies take controversial and often shocking material as their subject matter, raising profound and challenging questions about what we value. Comedy, as today, provides a vibrant picture of the life of an ordinary citizen.

Module 3 Athenian Democracy

Most people in the Western world consider democracy to be the best form of government. We will study how and why Athenians invented it and consider the pros and cons of participation by the masses, which remains relevant today.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

There is no prior knowledge required for this course, but an interest in mythology and the ancient world is obviously desirable. A flair for both English and History would be an advantage, and students should have obtained at least a grade 6 in English Literature or History. Students who have not taken History at GCSE should not be discouraged, but should be aware of the historical component.

For further details, see Mrs Julie Wolseley or email: Julie.Wolseley@caistorgrammar.com



COMPUTER SCIENCE (Linear)

Examination Board: **AQA**

Introduction

Studying Computer Science will help you secure courses at any university in a variety of disciplines including Mathematics, all the Sciences and Engineering as well as Computer Science itself. Building on what you have learnt at GCSE level, the main topics include programming, mathematical principles and computer architecture. Those that complete the course will leave as competent problem solvers with a skill set that is highly valued in this modern world.

Course Outline

The course consists of three sections; Paper 1, Paper 2 and a Non-Examination Assessment.

Paper 1 is a 2.5hr on-screen examination (worth 40% of the qualification) that tests your ability to program. You will answer a series of short questions and write programs in an Electronic Answer Document provided by AQA. The topics for Paper 1 include the fundamentals of algorithms and the Theory of Computation.

Paper 2 is a 2.5hr written examination (worth 40% of the qualification) that tests your knowledge of a variety of topics including Networking, Databases, Big Data and Functional Programming.

The Non-Examination Assessment (worth 20% of the qualification) assesses your ability to use the knowledge and programming skills gained on the course to solve or investigate a practical problem. You will be expected to follow a systematic approach to problem solving. Examinations take place at the end of the two year course.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

To study Computer Science at A-Level you must meet the criteria below:

- a 6 grade or above in GCSE Computer Science
- If you have not studied GCSE Computer Science you need a grade 6 or above at GCSE Mathematics.

For further details: see Mr Chris Frost: chris.frost@caistorgrammar.com or Mr Michael Robinson : michael.robinson@caistorgrammar.com



DESIGN AND TECHNOLOGY (Linear)

Examination Board: **Edexcel**

Structure

Method of Assessment:

Component 1: Principles of Design & Technology

2 ½ hour exam paper (50%)

Component 2: Design and Make Project

Design Folder and product (50%)

This course will further develop the skills, knowledge and understanding introduced during the GCSE Design and Technology course. An interest in how everyday products are designed and manufactured is essential. Use of a variety of CAD software and CAM hardware will be further developed throughout the course and how commercial products reach the market will be explored in detail.

Work outside of the lessons will take several forms including independent research, design folder work and past examination questions. You will be encouraged to use the department's workshop and design facilities during study periods.

The Design Project (Component 2) will be negotiated with each individual student and include a client for the product.

If you would like to see examples of A Level Design and Technology work look out for displays within the department and visit the D&T Exhibition in early March.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

A grade B is required for those students studying GCSE D&T at CGS. All students studying GCSE D&T courses elsewhere will need to present a portfolio of work to Mr Dobson.

For further details: see Mr Dobson or Mr Birch email: Graham.Dobson@caistorgrammar.com or neil.birch@caistorgrammar.com

or look on the Edexcel Website: www.edexcel.org.uk



ENGLISH LITERATURE (Linear)

Examination Board: **AQA**

Specification A (Love through the Ages/World War I and its Aftermath)

Studying English Literature at A Level gives students an opportunity to develop an interest in, and enjoyment of, English Literature, through reading widely, critically and independently, across different periods in time, genre and gender. The course will involve the study of a selection of prose, poetry and drama from the 19th Century to the present day.

Students are encouraged to read as widely as possible so that they are able to place their set texts firmly within their literary and social context. They will also need to acquaint themselves with a wide range of different critical interpretations. Theatre, residential trips and lecture visits are an integral part of the course.

THE COURSE

The exact content of the course will be handed out to prospective students at the Open Evening but will also be available from the English Department.

Paper 1: Love through the Ages

You will study three texts: Othello, Rebecca and The Great Gatsby, together with an AQA anthology of love poetry.

In the Exam: Section A – you will answer one passage-based question on Othello; Section B – a compulsory essay question based on two unseen poems; Section C – one essay question (from a choice of two) that links the AQA anthology with **either** ‘Rebecca’ or ‘The Great Gatsby’.

Paper 2: Texts in Shared Contexts (World War One)

You will study three texts (one poetry: ‘Up the Line to Death’, one prose: ‘A Long Long Way’, and one drama: ‘Journey’s End’) and practise analysis of unseen prose material about World War One.

In the Exam: Section A – you will answer one question from a choice of two on the poetry anthology ‘Up the line to Death’; Section B – you will answer one compulsory question on an extract of unseen literary prose; Section C – you will answer one question that compares ‘A Long Long Way’ to ‘Journey’s End’.

Coursework (Non-Examined Assessment): Texts Across Time

You will write a comparative critical study of two equally weighted texts by two different authors (one of these texts must be pre 1900). You cannot use examination texts that you studied for in Paper 1 or Paper 2 of the examination.

QUALIFICATIONS FOR ENTRY

We require that students have at least a Grade 6 in GCSE English Language or Literature as well as a grade 5 in the other one. Students who express an interest are advised to discuss their suitability for the course with their class teacher or the Head of English.

For further details: Mrs B McNeilly - Briony.Mcneilly@caistorgrammar.com



FRENCH (Linear)

Examination Board: **AQA** (www.aqa.org.uk/subjects/french) subject code: **7652**

Course Structure

This course is linear and will be examined at the end of the course (May/June 2020). There are **2 written** papers and **1 speaking** exam so 3 papers in total.

Paper 1 Reading, Listening and Writing 2½ hours worth 40% of AL

Listening and responding to spoken passages from a range of contexts and sources covering different registers and will include complex factual and abstract content and questions will target main points, gist and detail. Students will have individual control of the recording. All questions are in French, to be answered with non-verbal responses or in French.

The **Reading** section requires responding to a variety of texts written for different purposes, which are drawn from a range of authentic sources. Material will include complex factual and abstract content and questions will target main points, gist and detail. All questions are in French, to be answered with non-verbal responses or in French.

The **Writing** section consists of **two translation passages: Translation into English**, a passage of minimum 100 words and **Translation into French**, again a passage of minimum 100 words. The use of a dictionary is not allowed.

Paper 2 Writing 2 hours worth 30% of AL

For this exam, you have to write **2 essays in French** on either a set text or a set film or two set texts. There is a choice of two essay titles for each text and each film.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the techniques used by the director or author. The quality of your French will also be examined as well as your use of grammar and vocabulary. You will not be allowed any notes or access to the novel or film you have studied. At Caistor Grammar School, we will study one film and one set text.

Paper 3 Speaking 21-23 minutes worth 30% of AL

There are 2 parts to this assessment: a 5-6 minute discussion of a sub-topic based on a stimulus card, which you get 5 minutes before the exam to prepare. The second part is based on your personal research project. You give a 2 minute presentation on your chosen topic and then have a 9-10 minute discussion with the examiner about your project.

TOPICS

Social issues and trends:

Aspects of French-speaking society: current trends:

The changing nature of family (La famille en voie de changement)

The 'cyber-society' (La 'cyber-société')

The place of voluntary work (Le rôle du bénévolat)

**Aspects of French-speaking society: current issues:**

Positive features of a diverse society (Les aspects positifs d'une société diverse)

Life for the marginalised (Quelle vie pour les marginalisés?)

How criminals are treated (Comment on traite les criminels)

Political and artistic culture: Students must study the themes and sub-themes below in relation to at least one French-speaking country.

Artistic culture in the French-speaking world:

A culture proud of its heritage (Une culture fière de son patrimoine)

Contemporary francophone music (La musique francophone contemporaine)

Cinema: the 7th art form (Cinéma: le septième art)

Aspects of political life in the French-speaking world:

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)

Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir?)

Politics and immigration (La politique et l'immigration)

GRAMMAR

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set. There is a list on AQA but basically all aspects of the language will be covered over the two year course.

LITERARY TEXTS and FILMS

Students must study either **one text and one film** or **two texts** from the list below. Texts:

- Molière Le Tartuffe
- Voltaire Candide
- Maupassant Boule de suif et autres contes de la guerre
- Camus L'étranger
- Françoise Sagan Bonjour tristesse
- Claire Etcherelli Elise ou la vraie vie
- Joseph Joffo Un sac de billes
- Faïza Guène Kiffe kiffe demain
- Philippe Grimbert Un secret
- Delphine de Vigan No et moi

Films:

- Au revoir les enfants
- La Haine
- L'auberge espagnole
- Un long dimanche de fiançailles
- Entre les murs
- Les 400 coups

RESEARCH PROJECT

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will have to demonstrate their ability to initiate



and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment. Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment. Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

Work outside the classroom

French at A Level is stimulating, challenging and fun but students need to be actively interested in and willing to immerse themselves wholeheartedly in French, the language and its culture. You have to speak freely and ask questions in French and develop your knowledge, understanding and language skills outside the classroom as readily as inside. The key to success is a genuine desire to develop your linguistic skills, literally from day one! This means speaking and communicating not only with your teachers but also the French guest and among yourselves. It also means listening to and accessing French in your own time on a regular basis (watching films, listening to French-speaking TV and music via the internet, reading articles and blogs, all of which are readily accessible and free!)

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

The minimum requirement for studying French in sixth form is a grade 6 at GCSE or IGCSE. More important, however, are a genuine interest in the language and culture of France and French speaking countries, a curiosity and desire to learn more about and discuss the world around us and an eagerness to develop and further skills which will prove invaluable for future study and careers.

For further details: contact Mr A Holland email: Andy.Holland@caistorgrammar.com



Geography (Linear)

Examination Board: **AQA – 7037**

The A Level Course, will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.

Course Structure

Component 1 – Physical Geography (40% of A Level)

Section A: Water and carbon cycles

Section B: Either Hot desert environments and their margins or Coastal systems and landscapes

Section C: Either Hazards or Ecosystems under stress or Cold environments

Component 2: Human Geography (40% of A level)

Section A: Global systems and Global governance

Section B: Changing places

Section C: Either contemporary urban environments or Population and the environment or Resource security

Component 3: Geographical investigation (20% of A level)

Students will complete an individual investigation of 3,000-4,000 words which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

WORK EXPECTED OF STUDENTS OUTSIDE LESSON TIME

Homework will be set each week, this may be reading around the subject, revision essays, short exercises or preparation for seminars. Students should take note of Geographical themes in newspapers, TV and in specialist magazines such as 'Geography Review' and 'The Geographical'. This will help them develop knowledge of current issues and case studies. The department will run a residential field course .

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

1. Students who have taken GCSE Geography need to have achieved at least a grade 6.
2. Students who have not taken Geography at GCSE will need a 6 grade in English Language or English Literature.

For further details: see Mr J Kay email: James.Kay@caistorgammar.com



German (Linear)

Examination Board: **AQA**

The new A level in German builds on the knowledge, understanding and skills gained at IGCSE and equips students to become confident and fluent speakers and writers of one of the key world languages. German is a subject highly valued as a rigorous academic subject (one of the facilitating subjects) by universities for a whole variety of courses, from Modern Languages and Literature to History, Politics and Law. German also complements many competitive science courses such as Engineering and Medicine. With the high level of competence in the language gained at A level, by continuing with German in sixth form, students will acquire a skill which will set them apart from their peers in the international employment market of the 21st century. German remains the European language which is most sought after by major companies across the continent and globally.

Topics and Themes

The language is studied through a variety of topics relating to German society, culture, history and politics. The topics studied over the two years are as follows:

Aspects of German-speaking society

- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)
- The changing state of the family (Familie im Wandel)
- The digital world (Die digitale Welt)

Multiculturalism in German-speaking society

- Immigration (Einwanderung)
- Integration (Integration)
- Racism (Rassismus)

Artistic culture in the German-speaking world

- Festivals and traditions (Feste und Traditionen)
- Art and architecture (Kunst und Architektur)
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)

Aspects of political life in the German-speaking world

- German and the European Union (Deutschland und die Europäische Union)
- Politics and youth (Die Politik und die Jugend)
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)

In addition to the above, A level students will study **one film** and **one written text**. There is an excellent choice of modern German films and texts from which students can choose.

The choice of film and text will very much depend on the interests and preferences of the students themselves. Possibilities of films include:

- *Good bye, Lenin!*
- *Das Leben der Anderen*
- *Die fetten Jahre sind vorbei*
- *Almanya – Willkommen in Deutschland*
- *Sophie Scholl – Die letzten Tage*
- *Lola rennt*



The choice of texts includes both literary and non-literary texts, so students are not required to study literature if they do not wish to do so. The choice of texts includes the following:

- Heinrich Böll: *Die verlorene Ehre der Katharina Blum*
- Bertolt Brecht: *Mutter Courage und ihre Kinder*
- Heinrich Heine: *Gedichte – Buch der Lieder*
- Jana Hensel : *Zonenkinder*
- Franz Kafka: *Die Verwandlung*
- Wladimir Kaminer *Russendisko*
- Siegfried Lenz *Fundbüro*
- Bernhard Schlink *Der Vorleser*

As in the case of the film, the final choice of text will depend on the particular interests and preferences of the students doing 'A' level German.

Finally, there is also the exciting opportunity for students to pursue their own individual research project. Students can choose any topic relating to German society or culture which interests them. The research will be then presented and discussed in the speaking exam at the end of the two year course.

In studying these topics, students will become competent in the language and so will learn how to use German grammar accurately and appropriately.

Assessment

The course is linear and will be examined at the end of the course (May/June 2020). There are two written papers and one speaking exam.

Paper 1: Reading, Listening and Writing: 2 ½ hours. This makes up 40% of the A level

In this paper, students will listen and respond to spoken passages based on the social and cultural topics studied during the two years. The reading section requires students to respond to a variety of texts, again relating to the topics studied. Finally, the writing section includes two translation sections: one translation into English from German and the second translation is from English into German. The grammar studied throughout the course will be very important on this section of the paper.

Paper 2: Writing: 2 hours. This makes up 30% of the A level.

For this paper, students write two essays: one on the film they have studied and one on the text they have studied. There is a choice of questions for each film and text. Students will be required to show a critical appreciation of the works and to answer in well-written German.

Paper 3: Speaking: (approximately 20 minutes). This makes up 30% of the A level.

There are two parts to this exam: a 5 minute discussion on one of the topics which is based on a stimulus card and which you can prepare for 5 minutes. The second part is based on your personal research project which you present and discuss for a total of 10-12 minutes.

Expectations for work outside the classroom

German A level is an interesting, stimulating and rewarding course which requires students to show an active interest both in the language and in the world around them. Key to being successful at A level German is a willingness to develop skills steadily and consistently



throughout the two years of the course. In addition to attending lessons and doing set homework, there are many opportunities to engage in independent study, accessing the language on a regular basis through wider reading, watching films and accessing German TV via the internet. Students should make extensive use of our German Library, where there are a wide range of films and books available. There is also an annual German trip to Berlin (which takes place in July of Year 12) and the trip will be particularly useful for the cultural and political topics which make up part of this course.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

The minimum requirement for studying German in sixth form is a grade 6 at GCSE or IGCSE. More important, however, are a genuine interest in the language and culture of Germany, a curiosity and desire to learn more about and discuss the world around us and an eagerness to develop and further skills which will prove invaluable for future study and careers.

For further details: contact Dr Dan Wilton email: dan.wilton@caistorgrammar.com



GOVERNMENT AND POLITICS

Examination Board: **AQA**

The A level course in Government and Politics aims to stimulate student's interest in political ideas, institutions and processes. We will teach the new AQA specification (7152).

COURSE STRUCTURE

The core structure is made up of 3 units.

Unit 1: The government and politics of the U.K

Unit 2: The government and politics of the U.S.A and comparative politics.

Unit 3: Political ideas including conservatism, liberalism and socialism

Each of these units will be assessed by a 2 hour exam which involves a mixture of 'medium length' and essay style questions.

There will be a strong emphasis on students doing research and preparing materials for use in lessons. Class discussions and formal debates will be regular features. It is anticipated that the group will visit the Houses of Parliament at Westminster.

Students should aim to keep up to date with current affairs by:

- Reading a quality daily newspaper.
- Reading journals such as "The Economist" or "Political Review".
- Watching relevant current affairs programmes on TV such as Newsnight and The Politics Show.
- Making use of online resources including news websites and Pre-chewed politics.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

A grade 6 in English Language or English Literature

For further details: see Mr N Robinson email: Nicholas.Robinson@caistorgrammar.com



HISTORY (Linear)

Examination Board: **AQA**

Course Structure

Students will study an A level course which will involve a British and a European topic both in Year 12 and in Year 13. Students study a breadth topic on Britain 1783-1885 and a depth study on Russia from 1917-53, leading to exams at the end of Year 13 in both topics, where each 2.5 hour paper is worth 40% of the A level mark. They will also complete a piece of coursework in Year 13 which will be around 3500 words in length. This will count for 20% of the A level mark

Britain 1783-1885.

This breadth study involves an investigation into the changes which took place in Britain during the long nineteenth century. We will explore the reforms brought about by Prime Ministers such as Pitt, Liverpool, Peel, Gladstone and Disraeli in the wake of critical developments such as the Napoleonic Wars and the Irish Famine. We will be exploring the main changes social and political changes, such as the Great Reform Act, the end of slavery in the British Empire, and the introduction of a state system of education in the 1870s. Students will also examine the major economic features of the period, and explore the progress that was made in this area by 1885, as well as identifying the areas of the economy which were still weak and underdeveloped. The 2.5 hour examination will require students to have a knowledge of change and continuity in the period, and will also involve assessing the validity of a range of interpretations on a particular theme.

Russia 1917-1953.

This depth study will investigate Russia in a time of chaos and terror. Students will begin by exploring the reasons for and the progress of the Russian revolutions of 1917, and will then go on to see how the country emerged in the wake of such a dramatic transformation. The Civil War, and Lenin's economic policies, will be key features of the course, along with Stalin's rise to power after Lenin's death. Students will then see how Stalin consolidated his position and the impact he had on the Soviet Union. His economic revolution, the ways he eliminated opposition, and his response to the outbreak of war in 1941 will be particular areas of focus. The 2.5 hour examination will require students to have an in-depth knowledge of the period, and will also involve assessing the value of a range of sources on a particular theme.

Coursework.

Students will complete a piece of coursework in Year 13 which will explore Russia from 1741-1861. They will choose a question which will focus on the reasons why the Tsars chose to implement reforms, the nature of the changes or the extent of stability that they brought to Russia during the period.

Attitude of Students and Qualifications for Entry.

History students are expected to read widely and lists of suitable material, as well as copies in the library, will be made available to them throughout the course. They will need to contribute to discussions in class, and make their own notes on the topics covered in lessons.



Essays and source evaluation questions will be set regularly, which will give them practice for their examinations, and help them to hone their research skills. Enthusiasm and effort are highly rewarded in this subject and will help students to achieve good grades in their examinations. No prior study of History is needed, although the skills acquired at GCSE will be very useful. For those who have taken History at GCSE, a minimum grade 6 is needed. For those students who have not taken GCSE history, a minimum grade 6 in English Language or English Literature is required.

For further details: see Mrs R Dowthwaite email: Rachel.Dowthwaite@caistorgrammar.com



MATHEMATICS (Linear)

Examination Board: **AQA**

NATURE OF EXAMINATION

There will be 3 x 2hour exams at the end of Year 13, covering content from the areas of pure mathematics, statistics and mechanics.

WORK EXPECTED FROM STUDENTS OUTSIDE LESSON TIME

You need to enjoy Mathematics. You need to be a confident, independent mathematician. You must be unafraid of solving difficult problems, and be willing to learn from your mistakes. You must be prepared to do a considerable amount of practice outside of lesson time. You must be proficient at all GCSE topics, but in particular algebra, graphs, trigonometry and indices.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

A minimum of a grade 6 at GCSE is necessary however to have a realistic chance of achieving a high grade at A level, you should be targeting a grade 7,8 or 9 at GCSE.

For further details: see Mr C Frost email: chris.frost@caistorgrammar.com



FURTHER MATHEMATICS (Linear)

Examination Board: **AQA**

NATURE OF EXAMINATION

There will be 3 x 2hour exams at the end of Year 13, covering further pure mathematics, and additional applied mathematics topics taken from mechanics, and discrete mathematics.

WORK EXPECTED FROM STUDENTS OUTSIDE LESSON TIME

This is a subject for very able mathematicians. **It is taken as a SECOND A level along with Mathematics.**

If you wish to study Mathematics at University, then you should do Further Mathematics. Generally, the harder the university to get into, the more desirable Further Mathematics becomes.

Physics, engineering, economics and related courses in Higher Education can all involve difficult mathematics so if you are strong in mathematics and firmly intend to specialise in these subjects, Further Mathematics should be considered as an option. Some universities are now requiring a qualification in Further Mathematics for entry into these subjects.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

The minimum requirement is a grade 7, however most prospective Further Mathematics candidates should be targeting a grade 8 or 9 in GCSE Mathematics.

For further details: see Mr C Frost email: chris.frost@caistorgrammar.com



MUSIC (Linear)

Examination Board: **Edexcel**

The new 'A' Level examination in Music is linear and is 100% externally assessed, and consists of one written examination paper and two non-examined assessment components.

There are three elements to this exam:-

1. Performing 30%
2. Composing 30%
3. Appraising 40%

1. **Performing**

Students must perform and record a solo or ensemble recital with a minimum of 8 minutes of repertoire.

Performances must be recorded after 1 March in the year of certification.

A minimum of 2 people must be at the recital. One must be the teacher.

2. **Composing**

Students must study composition and compositional techniques.

A total of two compositions must be submitted.

One must be composed to a brief set by the exam board and the second can be either a free composition or also composed to a suggested brief. The composition must be at least 4 minutes in duration.

Total time across both submissions must be a minimum of 6 minutes.

3. **Appraising**

This will be a written examination lasting 2 hours

Students will study, analyse and appraise Music in a variety of styles. They will develop a wider knowledge of the elements, context and harmonic language, enabling them to develop into confident musicians.

Students will apply their knowledge of set works through the context of six areas of study:

Instrumental Music

Music for Film

Popular Music and Jazz

Fusions

New Directions

Vocal Music

Jazz, Fusion, New Directions

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

The minimum requirement to enter A level Music is a grade 6 at GCSE and grade 5 in theory and instrument (practical). Students who have not studied GCSE Music require grade 5 in theory and instrument practice. Students need to be working at grade 6 standard for the start of the course.

For the final year - Candidates need to be working at, at least Grade 7 standard in at least one instrument.

For further details: see Mrs F Thompson email: frances.thompson@caistorgrammar.com



Christianity and the Philosophy of Religion/Christianity and Ethics (Linear)

Examination Board: **AQA**

Course Structure

Students will study Philosophy and Ethics, with equal emphasis on both learning areas and both relating to Christian ideas, morals and practices.

The course is designed to:

- Allow students to gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.
- Develop an interest in and enthusiasm for a rigorous study of religion.

Religious Studies is a thought provoking subject and contemporary themes will help inspire students to actively engage in discussion.

Christianity and Philosophy of Religion (50%of total exam)

Students must develop knowledge and understanding of the following

- **God**
- **The challenge from Science**
- **Evil and suffering** including the problem of evil and suffering, including Hick's soul making theodicy and the Free will defence and Process theodicy.
- **Christianity and the nature and function of religion** including the challenges of secularisation and Freud and Marx on the nature and function of religion.
- **Arguments for existence of God**, including Design (Teleological), Ontological and Cosmological Arguments and criticisms
- **Sources of religious wisdom and authority in Christianity**
- **Religious experience** including the nature of religious experience including Visions, Numinous experiences and Mystical experiences
- **Self, death and the afterlife.** The nature of soul and the possibility of continuing personal existence after death
- **Religious language** is it meaningful or not? Including verificationism, falsificationism etc
- **Miracles**

Christianity and Ethics (50% of total exam)

- **Key moral principles**
- **Christian religious identity**
- **Christianity and sexual identity, views on Marriage, adultery, divorce, feminism and homosexuality**
- **Christianity and religious pluralism** including the impact of migration and encounters with other faiths.



- **Normative ethical theories** including Deontological (Natural moral law), Teleological (Situation ethics), Character based (Virtue ethics) and their application to the issues of theft and lying.

- **The application of natural moral law, situation ethics and virtue ethics to issues of human life and death** such as the status and rights of the embryo; sanctity of life, Embryo research, cloning, 'designer babies, abortion, voluntary euthanasia and assisted suicide and capital punishment.
- **The application of natural moral law, situation ethics and virtue ethics to issues of non-human life and death** such as the status and rights of non-human animals including the use of animals as food, intensive farming.

Work expected from students outside lesson time

Religious Studies students, who want the highest grades, will need to read widely in order to familiarise themselves with language and texts which may not have been accessed previously. Students are expected to make notes from recommended texts and be able to discuss the concepts with their peers. Essays will be set, which are essential research activities as well as practice for the examinations. It is essential to refer to the concepts and ideas confidently in order to approach the examination questions proficiently. This course encourages students to think more deeply about some of the most important human questions there are, as such, it informs all aspects of our life. The skills you develop in examining issues from this course are ideally suited to a career in law, and would be well matched for a career in Medicine and Health/Social Care.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

Although no prior study of Religious Education is necessary it would be advantageous to have studied for the full/short course examination at GCSE. A minimum grade 6 is needed for students who have studied these courses. For students who have not taken the RE examination at GCSE a grade 6 in GCSE English Language or Literature or a grade 6 in GCSE History is required.

For further details: see Mr A Hay email: Andrew.Hay@caistorgrammar.com



PHYSICS (Linear)

Examination Board : AQA

What can I do next?

Studying physics at school is excellent preparation for a range of challenging and rewarding degree courses and careers both inside and out of the sciences. This is why it is one of the 'facilitating subjects' most frequently cited as essential for entry onto courses at Russell Group universities.

A degree in physics has been worth considerably above average for some time, and this is likely to be the case for the foreseeable future. The CBI recently stated that 43% of employers are finding it difficult to recruit workers with skills in science, engineering, maths and technology and are therefore paying a premium for them.

There are many degree courses that can be considered by a keen student taking Physics A level. For example Medicine and Medical Physics: Astrophysics and Geophysics: Electronics and Computing

A longitudinal study of IOP members found that of those graduating from 2005–10 and going straight into work rather than into further study, 15% work in education, 7% in government, 28% in industry, 21% in services and 29% in other areas. Of those in services, 42% were in the financial sector, where skills such as numeracy, analytic ability and problem-solving are particularly highly prized.

“We see Physics qualifications as reliable indicators of problem-solvers who can work in any area of the company.”

Stephen Kennedy, Physics team leader, Havok

“Studying Physics at school is excellent preparation for a range of challenging and rewarding degree courses.”

Wendy Piatt, Director General, Russell Group

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

For Physics a grade 6 in Physics GCSE and a grade 6 in Maths is required. Alternatively, students with grade 6 6 in Science and Additional Science at GCSE would be suitably qualified. We recommend that students also study A level Mathematics and/or another Science subject.

A Level Physics 7408 (2 year course) - Content

1. Measurements and their errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity
- 6.1 Further Mechanics and Thermal Physics
- 6.2 Fields and their consequences
- 7 Nuclear Physics
- 8 Medical Physics



Assessments

Paper 1, Sections 1 – 5 and 6.1

- written examination: 2 hours
 - 85 marks
 - 34% of A-level
- 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2, Sections 6.2, 7 and 8

Assumed knowledge from sections 1 to 6.1

- written examination: 2 hours
 - 85 marks
 - 34% of A-level
- 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: Section A Compulsory section: practical skills and data analysis Section B Medical Physics

- written examination: 2 hours
 - 80 marks
 - 32% of A-level
- 45 marks of short and long answer questions on practical experiments and data analysis.
35 marks of short and long answer questions on optional topic.

For further details see Mrs Rachael Donoghue, email: rachael.donoghue@caistorgrammar.com



PHYSICAL EDUCATION

Examination Board: **AQA**

The course will be delivered over 4 hours a week with a breakdown of 70% Theory and 30% practical. Students will be assessed in one activity **ONLY** as a performer or a coach. Below is a list of activities that students may be assessed in:

Activity list

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

30% Coursework: The breakdown of the 30% will be as follows:

15% from one practical area as a performer or a coach, **ONLY**.

15% from a written piece based around identifying their strengths, weaknesses and corrective measures.

70% Exam: The students will sit two exams. Both exams will be 2 hours.

Content of the exams will be drawn from **THREE** key areas.

1. Anatomy and Physiology and Mechanics.
2. Psychology within Sport.
3. Socio-Historical influences on Sport.

The course that we are currently endorsing is AQA specific. However, potentially some of the content or activities may differ slightly to those stated above.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

Qualification for entry is a minimum of a 6 in GCSE PE. If the student has not studied GCSE PE a grade 6 in GCSE Biology is required. An interest in all aspects of Physical Education is crucial.

For details: See Mr A Shutes, email: andrew.shutes@caistorgrammar.com



The Extended Project Qualification (EPQ)

The EPQ is a self-motivated project that carries the same UCAS points as an AS level. You will complete the project over the course of Y12. There are several types of EPQ: you can write a research-based report, put on an event like a fashion show or charity fundraiser, or make something – like a piece of art or a game.

It requires self discipline and independent research on a topic of your own choice. You will have regular meetings with a supervisor and take a programme of skills lessons, but it is much more self-motivated than most qualifications. What you study and how you do it is up to you.

For details: Mr R. Davey. Email: richard.davey@caistorgrammar.com



Caistor Grammar School, Church Street, Caistor, Lincolnshire LN7 6QJ

Application for Entry into the Sixth Form - September 2018

I should like to be considered for a place in the Sixth form at Caistor Grammar School for September 2018.

Legal Surname.

Legal Forename(s).....

Date of Birth:..... Gender:..... CGS Form:.....

School (if external candidate)

Home Address:

.....Postcode.....

Contact home tel no:.....Mob

Signed:Student

Signed:Parent/Guardian

From the Prospectus, list in order of priority the 3 or 4 subjects you would like to study in Year 12. There may be difficulties in giving everyone their full choice. Please put down a reserve subject as a possible alternative.

Please tick if you wish to study 3 A level courses and complete the* table below

Please tick if you wish to study 4 A level courses and complete the †table below

	*Please list the subjects you wish to study below (only three)		†Please list the subjects you wish to study below (four)
1		1	
2		2	
3		3	
		4	
Reserve		Reserve	

Future university course/career (if known)

Please return this form to Mr Sunter (Assistant Head) by 23rd February 2018 so that your choices can generate the options blocks. We will send you an update on your application by late March 2018. *Applications are accepted after this date but it may not be possible to accommodate preferred options.*

If you are an external student and would like this application acknowledged, please send a stamped addressed envelope with your application.