



Sixth Form Choices 2011-2013

WESTONBIRT SCHOOL



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KEY TO EXAMINATION BOARDS

<i>AQA</i>	<i>Assessment & Qualifications Alliance</i>
<i>EDEXCEL</i>	<i>The Edexcel Foundation</i>
<i>OCR</i>	<i>Oxford & Cambridge & RSA</i>

FOREWORD

“We chose Westonbirt for our daughter because of the end product: the confidence, the poise and the performance of your Sixth Form.”

Parent of a recent Sixth Form leaver

Being a Sixth Former is about much more than gaining a good set of A Levels. You will find life in the Sixth Form very different from your time in Main School. You will enjoy greater independence, a more adult relationship with staff, and many privileges. The Sixth Form is more like a university than a school, but with the added advantage of being smaller, safer, and a more sheltered environment. It is the ideal preparation, socially as well as academically, for life beyond school, wherever your career may take you.

This booklet is designed to introduce you to all that is special about our Sixth Form – the wide range of A Levels, the other valuable awards you may gain, and many other exciting experiences that are on offer to all our Sixth Form students.

In **Section I**, you will find a full description of all the A Level subjects available to you, including some recent additions in response to popular demand. As a typical Sixth Former, you will take four AS Levels in Year 12 and convert three of them to A2s in Year 13. Westonbirt’s Sixth Form timetable is exceptionally flexible, and we will do our best to accommodate your choice of subjects, whether you specialise in the arts or the sciences or combine the two. You will work hard, but you will enjoy the encouragement and support of your housestaff, tutors, and teachers, and your reward will be to achieve the best possible results for you.

In **Section II** there are details of other valuable qualifications and awards available to our Sixth Formers, such as our ever-popular Leith’s cookery programme. Any of these will look impressive on your CV and on your personal statement for university applications.

Section III outlines other personal benefits that you will gain in the Sixth Form, ranging from superb careers advice to purely social pleasures, from positions of responsibility and leadership training in school to opportunities to travel the world and share adventures with your friends.

After two action-packed years, you will finally reach the finishing post - **A Level Results Day**. For me, this is the highlight of the school year. On that day, your Sixth Form tutors, your subject teachers and your house staff will all join me to congratulate you on your achievement and to help you over the last hurdle of your school life - securing the university and the course of your choice. Westonbirt’s A Level results are going from strength to strength, with leavers in 2008 gaining A or B grades for 78% of their A Level exams - an impressive achievement by anyone’s standards. In 2010 the A and B percentage was 61% which represents excellent value added for the mixed ability year group. 20% of the girls gained 3 or more A grades.

I have every reason to believe that when you join Westonbirt School’s Sixth Form, it will help you become all that you want to be in life beyond school. From my eleven years’ experience as Headmistress here, I can assure you that it is a decision you will never regret. I look forward to welcoming you into Year 12.

Mrs Mary Henderson
Headmistress

WELCOME FROM THE HEAD OF THE SIXTH FORM

Welcome to the Sixth Form at Westonbirt. I hope that the next two years will be both rewarding and enjoyable. High standards have been set for the Sixth Form and you are expected to lead the whole school, by good example, in all aspects of school life.

Studying in the Sixth Form is different since you will be taking more personal responsibility for your own learning and improving your performance. The ethos is that of *working together* with your teachers and tutors to enable you to develop those skills essential for life-long learning and employment.

A framework has been devised to help you identify and use your skills as you progress through your chosen courses and, from then, into higher education or employment. The main areas of development highlighted in the Sixth Form include:

- Improving your own learning and performance
- Personal development
- Career planning
- Self-presentation

Although some of these areas may develop naturally, they will all be helped with the careful guidance of your tutor together with the support of your teachers. There is a specific programme of lectures and workshops to help with all of the above. By the end of each year you must aim to achieve added value to your current skills and achievements within the curriculum and beyond.

You are encouraged to take advantage of the extra-curricular opportunities on offer at Westonbirt to give you a balanced and varied programme to develop fully your talents and interests.

The Sixth Form is a challenging, life-enhancing experience, although you must be prepared to put in the effort to achieve the rewards.

I look forward to working with you, together with your Sixth Form Tutors and the Sixth Form Housemistress, to achieve your true potential and realise your goals.

*Mrs Mary Phillips
Head of Sixth Form*

INTRODUCTION TO THE SIXTH FORM HOUSE

Many girls think that the Sixth Form feels like a different school and I would agree that it does! Our aim is to prepare you for University or life after school in a stable, safe and happy environment. We offer enough freedom within sensible guidelines for you to develop a sense of responsibility for yourself and for others in the community. You will need to make decisions about the use of study time, how to spend weekends wisely and how to organise yourself in order to balance leisure and work.

The Sixth Form presents you with many opportunities, not only academic, but also extra-curricular, social and personal and we like to give girls the chance to take leadership roles. All girls should have the chance to gain valuable experience which will not only look good on a CV, but also help them to flourish as individuals.

The Sixth Form is a wonderful couple of years with so much going on and to enjoy. You will not regret the decision to join us. I look forward to welcoming you here.

Mrs Freya Hudson
VIth Form Housemistress



SECTION I: A LEVEL COURSES

Art
Biology
Business Studies
Chemistry
Classical Civilisation
Design & Technology
Drama & Theatre Studies
Economics & Business
English
French
Geography
History
History of Art
Information & Communication Technology
Latin
Mathematics
Further Mathematics
Music
Physical Education
Physics
Psychology
Spanish
Travel & Tourism

ART

AQA AS-1201, A2 - 2201

This is a broad course which also demands in-depth study.

Year 12 AS (2 units)

At AS you will be introduced to a variety of experiences employing a range of media, processes and techniques appropriate to the unendorsed area of study.

Unit 1 A portfolio of work is produced under the guidance of the teacher. The work will enable students to develop personal responses to ideas, observations, experiences, environments and cultures.

Coursework: 80 marks

Weighting: 50% of total AS marks/25% of total A Level marks

Unit 2 An externally-set assignment (examination)

80 marks

Weighting: 50% of total AS marks/25% of total A Level marks

Preparation time: 8 weeks

Examination time: 5 hours

Year 13 A2 (2 units)

Unit 3 Personal investigation

Coursework: 80 marks

Weighting: 25% of total A Level marks

Candidates are required to develop a personal investigation based on an idea, issue, concept or theme supported by 1,000-3,000 words.

Unit 4 Externally-set Assignment

80 marks

Weighting: 25% of the total A Level marks

Preparation time: 8 weeks

Examination time: 5 hours

You are expected to have your own materials, an A1 portfolio and, where possible, a camera. Year 13 students have their own art studio.

We visit exhibitions and take advantage of local artists and the Royal Academy Outreach programme and use Life models. You are also expected to visit exhibitions in your own time. It is most important to be dedicated and hardworking.

Many of our students go on to the top Art Schools.

Studying Art does not limit your horizons - it extends them.

Mrs Mary Phillips
Head of Art

BIOLOGY

OCR

The best reason for taking AS/A2 Biology is because you are interested in living things and how they work, or you might be thinking of studying courses like Genetics, Animal or Plant Biology, Medicine or Veterinary Science at university.

You will spend part of the course doing practical work, and this could include a compulsory residential field trip in Year 12 where you will work with specialist ecologists and learn more about field techniques. There you will also be able to do an individual study which could be your coursework for A2 level.

The new AS/A2 courses consist of only two written units, examined in January and June of the relevant year. Unit 1 is a one hour examination; Unit 2 is an hour and three quarters. Unit 3 is a practical module in which specific tasks, published by the exam board, will need to be completed; covering the skills of Planning, Obtaining, Analysing and Evaluating. Qualitative, Quantitative and Evaluative tasks are performed under examination conditions, involving a total of four hours of practical examination, spread out over three occasions.

In order to cope with Biology at AS/A2 Level, you will have already successfully completed GCSE Science (Double Certificate), or GCSE Biology, Chemistry and Physics. It is important to remember that if you wish to study any of the Biological Sciences at university you may need to study Chemistry AS/A2.

AS/A2 Level Biology is an exciting course for students who enjoy thinking and working hard. The content is up to date and relevant to modern life.

Mrs Susie Barr
Head of Biology

BUSINESS STUDIES

EDEXCEL 9BS01

Business Studies is designed to give you a broad approach to what is happening in the commercial and industrial world today, together with an understanding of many aspects of running and maintaining a business.

The qualification is built around a core unit with an enterprise theme, to enable you to think of a new business idea and how it might be researched and developed. This core unit is common to both Business Studies and the Economics and Business qualification. You then progress to considering larger business, and study the management techniques used to maximise business profit. International business is introduced in the second year together with decision making within the business context e.g. should the managers develop a new product, build a new factory or run an advertising campaign.

This is a challenging subject which will require you to keep up with relevant current affairs. A mathematical mind is not an immediate requirement, but you will need to develop a logical way of thinking.

Year 12

AS Level

Unit 1

Developing new business ideas

Characteristics of successful entrepreneurs
Identifying and evaluating business opportunities
Sources of finance
Financial planning

Unit 2a

Managing the Business

Marketing
Managing operations
Financial management
Managing people

Year 13

A2 Level

Unit 3

International Business

Multinationals
Globalisation
Cultural difference in the business world
The rise of China & India

Unit 4a

Making business decisions

Corporate objectives & strategy
Making decisions
Company accounts

*Mrs Ann Sedman
Head of Business Studies*

CHEMISTRY

EDEXCEL – AS 8CH01, A2 9CH01

Why study Chemistry in the Sixth Form?

Almost everything around you, from the ink on this page to the clothes on your back, involved chemists at some stage of its manufacture. We live in an age where chemical technology has made possible our whole way of life. We cannot imagine an existence without synthetic fibres and dyes, plastics, medicinal drugs and petrochemical fuels to name but a few of the relatively recent discoveries that we take for granted.

Chemistry A2 Level is a vital step towards careers not only in manufacturing, but also in chemical engineering, food technology, veterinary science, medicine and related fields such as pharmacology, physiology etc...the list is endless. Even if your career aspirations lie in other directions, Chemistry A2 Level can support your studies in career areas as diverse as Geography, Design, Food Technology, Textiles Technology, and Law, as well as having obvious links with other sciences such as Biology and Physics.

The Nature of the Course

You will have discovered through your study of science at GCSE that Chemistry is about substances. It involves making different substances, finding out their properties and how they react with one another, finding patterns in this knowledge and attempting to explain properties and phenomena in terms of atoms and molecules.

As an AS/A2 Level chemist you will be expected to learn a good deal of factual material; you will have to show that you understand it and can apply your knowledge to new situations. Most students find the work challenging because it involves more abstract ideas, more calculations and because more material is covered in a lesson. But on the other hand, it is more satisfying because it gets at the reasons **why** things happen.

The Nature of the Examination

The course contains six assessment units. Units 1-3 will be taken in Year 12 and 4-6 in Year 13. 20% of the assessment is practical coursework which is carried out during lesson time and is assessed by your teacher. In this you will be graded on your ability to plan experiments, manipulate apparatus, observe, record and interpret the results.

Requirements for the Course

In order to cope with Chemistry at AS/A2 Level you will have already successfully completed GCSE Additional Science or GCSE Chemistry at grade B or above and have at least grade B in GCSE Mathematics. Chemistry in the Sixth Form is a stimulating subject for those who enjoy the challenge of thinking and working hard.

Miss Caroline Hinchliffe
Head of Science

CLASSICAL CIVILISATION

OCR

What is involved?

Students are given the opportunity to explore the world of ancient Greece and Rome. Each year, two modules will be covered. Topic choices range from Greek Tragedy in Context to Homer's *Odyssey* and from Roman Society and through to Virgil and the World of the Hero.

For each module, students will explore the historical, political and cultural backdrop to any literature they are studying, enabling them to look at the texts from a holistic point of view.

During the course of the year, students will go to lectures given by university professors as well as theatre trips to allow them to see the plays that they study actually performed on the stage.

There is no coursework in A Level Classical Civilisation.

Why Study Classical Civilisation?

Classical Civilisation is a challenging and varied A Level. It provides an insight into many parts of modern culture, such as literature, art and architecture, philosophy and history. It combines well with other humanities, English and History of Art.

Mrs Lucy Weeden
Head of Classics

DESIGN AND TECHNOLOGY (PRODUCT DESIGN)

OCR H053(AS) H453 (A2)

The product design course consists of two units of study in Year 12 leading to a grade at AS level and two units in Year 13 making a full A level.

Year 12

During the first year candidates undertake an in-depth study of a familiar product to analyse its' strengths and weaknesses in comparison to other similar products. Students have the option of choosing either Resistance Materials or Textiles as a focus. This is followed by suggested design improvements in the form of drawings together with 3D scale models and testing of the idea. Please note the outcome is in the form of a range of scale models and not a full size product.

The second unit of the AS course consists of a six hour practical 'Advanced Innovation Challenge' completed over the course of one day. Candidates are given a theme by the examination board to research and then asked to produce a range of design solutions in the form of drawings and models. This is followed later on by a one hour written 'reflection' paper about the challenge undertaken and the outcome.

Year 13

During Year 13 you will have the opportunity to design and make a product of our own choice. Candidates are expected to produce a coursework portfolio and product that fully demonstrates their design, production and evaluation skills using creativity, flair and innovation. Students have the option of choosing either Resistance Materials or Textiles as a focus. The design portfolio and final product are equally weighted and together are worth 60% of the A level. There is one final written examination worth 40%.

Products designed previously have included a cocktail dress, with a Spanish influence, a rucksack, rowing machine, electronic tubular bells, and sensory toy.

*Mr John Sproule
Head of Design Technology*

DRAMA & THEATRE STUDIES

AQA GCE Drama and Theatre Studies (code 2240)

What should you bring to the course?

- A willingness to think, work with others, read, write and - above all - DO!
- An interest in theatre and what it tells us about ourselves and our world

What do you do?

Year 12 2 Units

Written Unit 1 Study one play from a performance perspective, e.g. *Antigone*, *The Taming of the Shrew*, *A Doll's House*, *Oh What a Lovely War* Analyse theatre visits.

Practical Unit 2 Perform in a group an extract from a published play.
(Assessment includes preparatory development work and supporting notes.)

Year 13 3 Units

Written Unit 3 Study two plays, e.g. *Tartuffe*, *The Seagull*, *Blood Wedding*, *Coram Boy*, *Our Country's Good*.

Practical Unit 4 Devise a piece of group drama.
(Assessment includes preparatory development work and supporting notes.)

You will study the relationship between text, production and reception, the three essential elements of theatre. Analysis of their interaction will introduce you to some of the world's great texts, take you to some powerful productions and - above all - teach you about how information and ideas can be communicated vocally and visually.

How will you benefit?

The course directly improves:

- teamwork skills
- presentation skills
- problem solving skills
- understanding self and others
- reading for meaning
- analysis through practical work

Whatever your future studies or career, you will probably need:

- to present information or ideas with conviction
- to apply methodology to solve current problems
- to work as a member of a team to a common end
- to maximise your potential as a communicator
- to recognise and use your creative side

All of this will be developed during your course.

Mrs Charlotte Crosbee
Head of Drama

ECONOMICS & BUSINESS

EDEXCEL 9EB01

Resources are scarce but wants are infinite. So we, business and governments all have to make choices on how to allocate our scarce resources between competing uses. Economics is the study of this allocation of resources.

The qualification is built around a core unit with an enterprise theme, to enable you to think of a new business idea and how it might be researched and developed. This core unit is common to both Business Studies and the Economics and Business qualification. You then progress to consider different markets, and how businesses choose to allocate their resources. International business is introduced in the second year, in common with the Business studies qualification, together with development of in-depth knowledge of the wider economic environment.

This is a challenging subject which will require you to keep up with relevant current affairs. You will need to feel at complete ease with the construction and interpretation of graphs, and therefore a B grade in GCSE Mathematics is recommended.

Year 12

AS Level

Unit 1

Developing new business ideas

Characteristics of successful entrepreneurs
Identifying and evaluating business opportunities
Sources of finance
Financial planning.

Unit 2b

Business Economics

How market forces, market structure and business size affect business
Causes of uncertainty
Macro economic change

Year 13

A2 Level

Unit 3

International Business

Multinationals
Globalisation
Cultural difference in the business world
The rise of China & India

Unit 4b

The wider economic environment

Market failure
Regulation
Government economic policies

*Mrs Ann Sedman
Head of Business Studies*

ENGLISH LITERATURE

OCR – H071/H471

Why should you study this subject?

English Literature is the mirror of life. Through it we find answers, ask new questions and crystallise our own experience.

On this course you will study some impressive authors from the canon of English Literature, from Shakespeare to more contemporary writers, including works published post 1990. As we study literature of the First World War, and contemporary poetry by Carol Ann Duffy, you will almost certainly run through an emotional roller coaster as we travel through romance and pathos, from comedy to tragedy. It is guaranteed that every student will have a very individual response to this course. When we read a text, we all project onto it our own gender, experience, opinions and era. This makes this subject unique and one which students find immensely rewarding.

The course will build upon the skills you have acquired during GCSE English and English Literature. You will need a willingness to read widely and independently as well as the ability to think for yourself, support your views and write cogent essays.

You will benefit directly in the following areas:

- Improved reading skills
- Improved writing skills
- Improved presentational skills
- Improved vocabulary
- Enhanced communication skills
- Enhanced general knowledge
- Developed ability to think/analyse

Studying English Literature enhances skills in extracting and reorganising information, summarising relevant material from numerous sources, skim reading and reading intensively. These skills are relevant in other A Levels too.

Finally, English Literature has enjoyed a long tradition of happy students and successful results at Westonbirt, and we are proud of our reputation.

Mrs Diane Browne
Head of English

GEOGRAPHY

AQA GCE Geography 2030

*“Geography is the subject that holds the key to our future.
More than ever we need the geographer’s skills and foresight
to help us learn about our planet - how we use it and how we abuse it.”*

Michael Palin

Geography studies the real world, tackling subjects that directly affect you. You will enjoy this exciting and challenging course if you have an interest in and concern for the environment and want to learn more about the physical and economic forces and decisions that shape our planet. The course includes both physical and human geography as well as fieldwork and skills. There will also be a paper based on contemporary issues but no personal fieldwork enquiry or coursework. As with other A Levels, the course has four externally assessed modules.

The Course Units comprise:-

AS

- Unit 1** Physical and Human Geography
- rivers and coasts, population change and the more contemporary Geography of Health
- Unit 2** Geographical skills

A2

- Unit 3** Contemporary Geographical issues – Plate tectonics, Weather and Urban Issues
- Unit 4** Geography Fieldwork Investigation

There are opportunities for discussion, decision making, presentations and individual work. Fieldwork is an integral part of both AS and A2 courses. A residential course is arranged in the Autumn Term of Year 12 when data for the coursework is collected and the theory brought impressively to life in the natural environment. It is important that families budget financially and logistically for this in advance. The course costs around £250 and will take place at the beginning of the October half term.

Geography provides a fundamental bridge between the arts and the sciences. It therefore combines well with all other subjects giving breadth and balance to your sixth form studies. Taken with sciences like Mathematics, Physics, Chemistry and Biology, it supports applications for almost any science-based university course (e.g. Engineering, Psychology, Environmental Sciences, Oceanography and Geology). Taken with humanities like English, German, Spanish, French, Politics, History or Sociology, it supports an equally wide range of humanity university courses such as Business, Law, Media, Politics and Philosophy.

Many Westonbirt A Level geographers go on to read Geography at university. Geographers are highly employable in a wide variety of careers owing to their unique position in being able to interpret, analyse and organise a variety of evidence to produce coherent arguments. Some possible career options include: advertising, the diplomatic service, education, environmental agencies, finance, land management, law, marketing, sales and social/health services.

*Mrs Nicola Gill
Head of Geography*

HISTORY

OCR

Other subjects teach you the answers, but History teaches you to ask the questions.

During the course students learn how to evaluate evidence, assess ideas and attitudes, produce informed arguments and plan a comprehensive historical investigation. These skills are of immense value in a variety of careers including law, journalism, accountancy, public relations and publishing. It is a subject valued by all universities and all employers.

You must be inquisitive by nature. Note-taking, reading, class discussion, essay writing and independent investigation will be expected. It is beneficial to have gained at least a grade B at GCSE but every application will be judged on its merits.

There is a tremendous variety open to candidates both in terms of periods studied and the way that these are then examined. No other subject is able to offer such choices.

There are four units on offer, two to be taken in Year 12 and two in Year 13. Three will be examined and one will be a piece of coursework.

Mrs Angelika Cowell
Head of History

HISTORY OF ART

AQA

If you intend to study the subject:

- you do not need any prior knowledge of the subject
- you will develop your interest and enjoyment in the study of art history, fostering its value to life-long learning
- you need to bring a genuine interest - we take you to various exhibitions and you will be expected to visit many more independently
- and it is suitable and indeed desirable for students from a wide range of backgrounds (sciences as well as humanities)

AS (2 units)

Unit 1

Visual Analysis and Interpretation

Written paper: 1 hour (60 marks)

Weighting: 40% of total AS marks, 20% of total A Level marks

Questions on images provided in the paper assess knowledge and understanding of formal aspects and how they contribute to learning.

Unit 2

Themes in History of Art

Written paper: 1½ hours (90 marks)

Weighting: 60% of total AS marks, 30% of total A Level marks

Questions test knowledge and understanding of significant art historical themes.

A2 (2 units)

Unit 3

Investigation and Interpretation (1)

Written paper: 1½ hours (60 marks)

Weighting: 25% of total A Level marks

Questions test knowledge and understanding of art and architecture in relation to a teacher-selected art historical period, e.g. Art and Architecture in Fifteenth Century Europe.

Unit 4

Investigation and Interpretation (2)

Written paper: 1½ hours (60 marks)

Weighting: 25% of total A Level marks

Questions test knowledge and understanding of art and architecture in relation to a teacher-selected art historical period, e.g. Art and Architecture in Europe and America 1900-1945.

What will you gain? Apart from the understanding of art, this subject will contribute to your understanding of many spiritual, moral, ethical, social and cultural issues. History of Art enhances the experience of life.

Mrs Mary Phillips
Head of Art

INFORMATION & COMMUNICATION TECHNOLOGY

Applied ICT - OCR

This A-Level course is designed to give you a broad understanding of how ICT is used in the real world. The work in the first year emphasizes how organizations use ICT to solve problems, e.g. to search for information, communicate information, etc. The work in the second year emphasizes the creative aspects of ICT, e.g. web design and multimedia. You will mainly be assessed by coursework portfolio.

The **AS** consists of three **mandatory** units:

Using ICT to Communicate (Coursework)

This unit begins with an in-depth analysis of documents from real companies. The analysis helps you to develop your own original documents to a really high standard. (**Word, PowerPoint, Excel and Dreamweaver**).

How Organisations Use ICT (Exam)

This unit focuses on how organisations use ICT. You are provided with a pre-release case study that you use to prepare for an examination in June.

ICT Solutions for Individuals & Society (Coursework)

This unit teaches you how to use ICT to locate data and process it to create information. (**Internet Explorer, Excel and Access**).

The **A2** consists of three further units:

Working to a Brief (Externally Moderated)

This **mandatory** unit encourages you to work with other pupils in the group to produce a solution to a specific problem, e.g. develop a web site, create a magazine, etc. Assessment of this unit is intended to allow you to demonstrate the development of your own skills and knowledge in relevant areas of ICT as well as your ability to work with others. (**Project**).

Developing & Creating Websites (Coursework)

This unit places you in the role of a web designer. You must design, develop and document a small web site for a specific user. (**Dreamweaver**).

Multimedia Products (Coursework)

This unit places you in the role of a multimedia designer. You have to develop an interactive multimedia product, e.g. a game, interactive book, etc. for a specific client. This unit sounds fun and it is, but it is also very challenging. This unit utilises (**Flash**).

Mr Charles Burkinshaw
Head of Information & Communication Technology

LATIN

OCR

What is involved?

Candidates sit two equally weighted papers at the end of each year covering language and literature.

Language

The Latin A Level builds upon the language acquired at GCSE so that students can tackle translations of Roman authors such as Livy, Tacitus and Pliny, Ovid, Virgil and Horace. The examination at the end of the year will include a translation from Latin into English and then the option of translating sentences from English into Latin or a more complex translation of a Latin text into English.

Literature

Here the students are given the opportunity to study the literature of the first century BC. Ovid's *Metamorphoses* is the set verse author. Students will also read Cicero's speech against Catiline. During these lessons, it will be important to develop a sensitivity to literary criticism as well as to consider the historical, social and political backdrop to the texts.

There is no coursework involved in Latin A Level.

Why study Latin?

Not only does Latin still carry the kudos of a highly respected academic subject, but it also develops skills such as analytical and logical thinking, a greater cultural sensitivity and an improved linguistic awareness in one's own language as well as other modern Romance languages. Latin combines well with other modern languages, English, the humanities and maths or science.

Mrs Lucy Weeden
Head of Classics

MATHEMATICS

EDEXCEL

What will I learn on this A Level course?

Mathematics at AS and A2 Level is a course worth studying in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and courses in Higher Education.

While studying Mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve quite complicated problems by using mathematical arguments and logic
- simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use mathematics to solve problems given to you in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables)

You will be expected to have achieved at least a grade B in your GCSE.

What do you do?

In Year 12, you will do C1 and C2 (these are pure modules) and M1 (Mechanics). These will gain you an AS Level. In Year 13, you will do C3 and C4 (these are more pure mathematics modules) with S1 (statistics). The six modules give you a full A Level.

Pure Mathematics

When studying Pure Mathematics at AS and A Level, you will be extending your knowledge of such topics as Algebra and Trigonometry as well as learning some brand new ideas such as Calculus. If you enjoyed the challenge of problem-solving at GCSE using such techniques, you should find the prospect of this course very appealing.

Statistics

When you study Statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the Pure Mathematics course.

Mechanics

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

What could I go on to do at the end of my course?

An AS in Mathematics is very valuable as a supporting subject to many courses at A Level and degree level, especially in the Sciences, Geography, Sociology and Medical courses. A Level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education.

*Mrs Judith Barlow
Head of Mathematics*

FURTHER MATHEMATICS

EDEXCEL

Further Mathematics is an AS/A Level qualification which both broadens and deepens the Mathematics covered in AS/A Level Mathematics. Further Mathematics at Westonbirt is taught independently from the normal AS and A2 qualification and is timetabled as a Further Mathematics course in its own right.

You will be expected to have achieved at least a grade A in your GCSE.

The Further Mathematics modules are taken in addition to the normal six modules that are required at A-Level.

The AS Further Mathematics Award is made up of an additional three modules, one of which must be from the Further Pure 1 module. This course involves studying nine modules over two years.

The A2 Further Mathematics Award is made up of an additional six modules. This course involves studying twelve modules over two years.

The modules available are:

- Core Mathematics 1-4
- Mechanics 1,2 & 3
- Statistics 1 & 2
- Decision Maths 1 & 2
- Further Pure Mathematics 1,2 & 3

There are many good reasons to take Further Mathematics:

- Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience.
- It enables students to distinguish themselves as able Mathematicians in the University and employment market.
- Some prestigious university courses will only accept students with Further Mathematics qualifications.
- Any student planning to take a Mathematics-rich degree (this covers a very wide range of academic areas, for example Engineering, Sciences, Computing, Finance, Economics as well as Mathematics itself) will benefit enormously from taking Further Mathematics, at least to AS level.

It should be noted that the option to study Further Mathematics should not be taken lightly, as the dedication and workload is demanding from the onset. You will be expected to work a lot harder than the normal A Level students. In addition we will expect you to pass the first three modules after the first autumn term, in order to continue with the course.

*Mrs Judith Barlow
Head of Mathematics*

MODERN LANGUAGES (French & Spanish)

AQA

We are using the AQA specification for the AS and A2. Choice is the keyword of this new specification, which gives maximum flexibility and a variety of pathways through the examination. With the AS option this flexibility is enhanced still further and opens the possibility of a post-GCSE modern language qualification to people who do not necessarily see themselves as language specialists, but who appreciate the importance of a foreign language, as well as to those seeking employment in the world market.

The AS level examination consists of two units which are designed to be taken in the Summer term of Year 12. If the first result is not as good as was expected, some of the units can be taken again, but only once. The successful student will then already have a useful qualification. Further study in Year 13 leads to examinations in two more units which convert the AS to a full A Level.

The units are:

		AS	A2
1	Listening, reading and writing (2 hours)	70%	35%
2	Speaking (35 minutes, including 20 minutes preparation time)	30%	15%
3	Listening, reading and writing (2½ hours)	–	35%
4	Speaking (35 minutes, including 20 minutes preparation time)	–	15%

People wanting to study languages must have ideas, interest and imagination. You will need to discuss newspaper articles and current affairs, to be open-minded and prepared to offer your own views, whilst listening to those of others. In Units 2 and 4 you can choose topics to suit your own interests including the study of literature at A2 level.

Obviously a prolonged stay in France or Spain during the course is essential. You could attend a language course, try a stint as an au-pair or as a one-way paying guest 'en famille'. If you have good contacts yourself you might even be able to organise some work experience with a French or Spanish firm. The possibilities are endless!

You are all aware of the vital and growing importance of Europe and your role in it. An A Level or AS Level in a modern foreign language will broaden your horizons but also open up opportunities in employment.

Mrs Charlotte Rock
Head of Modern Languages

MUSIC

AQA

This is an exciting course!

A Level Music involves the maturity of diverse skills: theoretical, practical, aural and intellectual. It is a multidisciplinary course exploring all areas of musical skill: performing, composing, listening and analysis.

By choosing A Level Music you will:

- study a diverse range of music
- learn to listen critically and analytically
- gain an understanding of compositional processes
- perform in a range of contexts, including solo and ensemble work
- develop a professional approach to communication and performance

Practical skills in an instrument or voice to the equivalent of at least **Grade V** are a requirement.

The specification contains six units:

AS Units

Unit 1: Influences on Music (written examination 30% of AS or 15% of A Level)

Students acquire, explore and apply musical language and context.

Section A: Students develop their listening skills and respond to structured listening questions. Students explore a variety of music, from the renaissance to early jazz, in preparation for their examination. The assessment of this section is focussed upon listening skills rather than historical knowledge.

Sections B and C: Students explore two areas of study: The Western Classical Tradition and Music Theatre: a study of the Musical from 1940-1980. Study involves listening to music from these two Areas of Study, study of scores and gaining an awareness of the context in which the music was composed. Mozart's last symphony, his Symphony No.41 in C, 1st and 3rd movements is studied as a set work.

Unit 2: Composing (coursework 30% of AS or 15% of A Level)

Students demonstrate their ability to create and develop their composing skills with technical control and expressive understanding, making creative use of musical devices, conventions and resources. Students choose from one of the following options:

- a) compositional techniques:
 - i) harmonising a diatonic 16 bar melody
 - ii) writing a melody above a 24 bar keyboard accompaniment for two instruments;
- b) composing a 3-6 minute piece of original music for either voices, small ensemble or keyboard;
- c) arranging a folk song melody originally and creatively in any musical style which should be 3-6 minutes in length.

Unit 3: Performing (internally assessed 40% of AS or 20% of A Level)

Students develop their performing skills and offer two performances from the options below:

- a) A solo performance on an instrument;
- b) A solo performance on voice;
- c) A solo performance on a second instrument;
- d) An ensemble performance.

Each performance should last 5-8 minutes. Students may submit a single piece or a programme of shorter pieces.

A2 Units

Unit 4: Music in Context (written examination 20% of A Level)

Students acquire, explore and apply musical language and context.

Section A: Students develop further their listening skills from Unit 1 and respond to structured listening questions. Students enjoy exploring a variety of music in preparation for the examination. The assessment of this section is focussed upon listening skills rather than historical knowledge.

Sections B and C: Students explore two areas of study. The first area of study, The Western Classical Tradition, is an extension of study completed at AS level. Students study a new set work, Mahler's Symphony No.4 in G major. The second area of study is the glorious repertoire and context of English Choral Music in the 20th Century.

Unit 5: Developing Musical Ideas (coursework 15% of A Level)

Students develop and extend their skills acquired in Unit 2, choosing one of the following options:

- a) compositional techniques:
 - i) harmonisation of a Bach chorale melody
 - ii) completing part of a movement from a classical string quartet
- b) composing a 5-8 minute piece in any style or genre.
- c) arranging a piece of popular 'classical' music in response to a brief and should be 5-8 minutes in length.

Unit 6: A Musical Performance (externally assessed 15% of A Level)

Students offer two (or more) contrasting pieces to form a short solo recital of a balanced programme of music. The programme should last 10-15 minutes in length, showing a variety of style, technique, period and/or approach.

A Level music is a well respected qualification when applying for University courses across the spectrum of academic disciplines, and is essential for those wishing to read the subject at university or music college.

*Dr Charlotte Exon
Director of Music*

PHYSICAL EDUCATION

EDEXCEL

This is an exciting A Level course covering a wide range of study areas both practical and theoretical. The course will be running for the eighth year in September 2011.

The course encourages girls to:

- develop knowledge and skills in selected physical activities
- develop the skills of planning, performing and evaluating physical activities
- foster an understanding of the historical, cultural and sociological factors underpinning sport and physical education
- gain an understanding of the physiological and mechanical basis of performance in sport and physical education
- develop an understanding of psychological factors influencing behaviour in sport and learning in physical education
- develop an ability to appreciate the relationship between theory and practice and to apply theoretical knowledge to develop understanding of practical performance in sport

AS UNITS

Unit 1: Participation in Sport and Recreation

(25%) *(written paper, 1 hour 30 minutes)*

Healthy and Active Lifestudy

Opportunities and Pathways

Unit 2: The Critical Sports Performance (90 marks)

(25%) *(Coursework)*

(30%) Personal Performance

(15%) Local Study

(15%) National Study

(30%) Performance Analysis

A2 UNITS

Unit 3: Preparation for Optimum Sports Performance

(25%) *(2 hours examination paper)*

Short-term preparation

Long-term preparation

Managing elite performance

Unit 4: The Developing Sports Performance (90 marks)

(25%) *(coursework)*

(45%) Development Plan

(15%) International Study

(20%) Progressive Participation

(10%) Life Plan

*Mrs Caroline Heathorn
Head of PE*

PHYSICS

OCR Physics B (Advancing Physics) AS - H159, A2 - H559

Physics is the science that includes the whole universe from the very small (the constituents of an atomic nucleus) to the huge (galaxies, black holes and the big bang). If you choose to study Physics at AS and A2 you will learn the skills that universities and businesses are looking for which include problem solving, logical thinking, team working and communicating. This course helps you to learn about fundamental physical concepts in everyday and technological settings. You will find out how physics is practised and used today and you will discover the impact which discoveries in physics have had on the way people live. Physics is an essential subject for all branches of engineering and is of great practical use in many careers including medicine and technology. 'Advancing Physics' is the Physics Specification sponsored by the Institute of Physics. It is supported by a text book, CD and a website.

The Nature of the Course

The specification has been designed to meet the needs of girls who hope to continue with Physics or Engineering at University or those who wish to just complete an AS or A2. It can be studied as one science on its own or with two or three other sciences.

AS

Physics in Action

Communication

Designer materials

Understanding Processes and Experimental and Data Handling

Waves and quantum behaviour

Space, time and motion

Physics in Practice: Internal Assessment of Practical Skills

Quality of measurement

Physics in use

A2

Rise and Fall of the Clockwork Universe

Models and rules

Matter in extremes

Field and Particle Pictures

Fields

Fundamental particles

Researching Physics: Internal Assessment of Practical Skills

Practical investigation

Research briefing

The Nature of the Examination

The first module, Physics in Action, will be examined in January 2010. Physics in Practice will be covered throughout the year.

Requirements of the Course

In order to cope with Physics at AS/A2 you must be prepared to work hard and be confident with mathematical formulae. You will have gained at least a grade A or B in Mathematics with an A or B in Additional Science or both Physics and Chemistry GCSEs. It is not essential to study AS Mathematics to do this A Level but should you wish to study Physics or Engineering at University an A' level in mathematics is essential.

*Dr Jane Stimpson, PhD, M Inst P
Head of Physics*

PSYCHOLOGY

OCR

Psychology is a subject that most of you will not have studied before so it is very important to find out exactly what this course entails. The OCR AS specification aims to give pupils an introduction to the world of psychology by conducting research through a practical approach as well as learning in detail 15 psychological research studies.

Some of the topics covered in social Psychology will be obedience, conformity and helping behaviour. In Developmental Psychology we will study attachment in childhood and the development of thinking in young people. Through Cognitive Psychology you will learn about memory, eye witness testimony and a disorder known as Autism. In physiological psychology we will investigate how the brain works and in particular look at sleep and dreaming. Finally in the topic of individual differences we will look at what we mean psychological normality and abnormality to mean, along with studying psychological disorders.

At A2 pupils learn about applied areas of psychology (Forensic, Health and Clinical). By the end of the course, pupils will have a wide knowledge of psychology and will have developed a sound understanding of issues, debates and perspectives. They will have an awareness of how to apply psychology to everyday life and the world around them. In the Forensic Psychology topic we will cover why people turn to crime, how the police make a case, how juries make decisions, and finally how we try to prevent crime and rehabilitate offenders. Through the subject of Clinical and Health Psychology you will understand why and how people make decisions about their health lifestyles, what stress is and how to manage it, how we diagnose mental illness and you will be able to select a psychological disorder and investigate in detail.

Assessment

Year 12

- Unit 1 Psychological Investigations
- Unit 2 Case Studies

Year 13

- Unit 3 Forensic Psychology, Health and Clinical Psychology
- Unit 4 Approaches and Research methods

To study Psychology successfully at AS/A2 Level you need to have GCSE Mathematics and English at a satisfactory level.

You should consider studying this subject if:

- you enjoy reading, learning lots of new terminology (words), group discussions, giving presentations and investigative work
- you are prepared to work hard because of the volume of reading, learning and preparation required
- You are ready to be focused in class whilst asking plenty of questions

*Mr Peter Bolam
Head of Psychology*

TRAVEL & TOURISM

EDEXCEL GCE Travel and Tourism 9791

The Leisure & Tourism Industry is one of the most dynamic industries in the world. In the UK alone there are over 2.5 million people employed in either a leisure or tourism based organisation. You will investigate a wide range of areas, including marketing, customer service and health and safety and see how and why they are important within a leisure and tourism environment. The subject provides you with a broad understanding of the growing and diverse sectors of travel and tourism. The AS units aim to give an overview of the industry and to build a sound knowledge of travel and tourism issues, from which you can build the deeper understanding required for A2 units.

This subject combines well with other AS and A2 Levels, particularly Modern Languages, Geography, Business Studies and Media Studies. The best reason for taking AS and A2 Travel and Tourism is because you are interested in travel but also want to keep your options open.

The Travel and Tourism course is designed to give students:

- the opportunity to gain a broad knowledge and understanding of the travel and tourism industry, both nationally and globally
- an understanding of the scale and importance of the travel and tourism industry and the interdependence of the sectors within it
- an appreciation of the impact of information and communication technology (ICT) on the development of the travel and tourism industry
- the opportunity to develop and use skills relevant to working in the travel and tourism sectors such as research, analysis, evaluation and customer service skills
- insight into what it means to work in the travel and tourism sector and a chance to explore working methods linked to industry practice
- a sound basis for progression to further study or employment with training

A Level Travel and Tourism is designed to provide students with a course that links classroom activities with the vocational sector. Students who choose to study the course will have an opportunity to bridge the gap between school and the world of work. In order to understand the nature of travel and tourism, students must actively experience the sector environment. This can be achieved through a variety of approaches including meeting professionals who work in the sector, linking with local employers and carrying out case studies based on particular travel and tourism facilities.

The course comprises a combination of the following units:

AS

The Travel & Tourism Industry
The Travel & Tourism Customer
Destination Europe

A2

Responsible Tourism
Current Issues in Travel & Tourism
Special Interest Holidays

There is one assessment for each unit in the A Level Travel and Tourism course. That assessment is made through either portfolio work (coursework) or some form of external assessment (assignments and/or examinations). Students' portfolio work is marked by their teachers and moderated by the awarding body. The exact nature of the external assessment will vary according to the content of the unit concerned. It is important to note that the vast majority of the assessment is by coursework, the department has scored highly in this area in the 2007-2009 assessments. Visits to local visitor attractions, accommodation and transport as well as visits by tourism professionals help in the acquisition of data for this.

Mrs Nicola Gill
Head of Geography



Section II: Additional qualifications & Awards

Duke of Edinburgh Award Scheme

Leith's Basic Certificate of Food and Wine

St John's Essay Prize

Young Enterprise

DUKE OF EDINBURGH AWARD

Challenge and Opportunity

Young people growing up are eager to grasp opportunities for enjoyment, for developing their personalities and for working out their place in the world. They are willing to accept substantial challenges if they see them to be worthwhile and to have a relevance to the needs of their own societies. They want to prove themselves, to create, to dare and to work out their relationships with friends and the wider community.

The award scheme was introduced to encourage and stimulate their enthusiasms and energies by presenting a challenging programme of activities open to all young people between the ages of 14 and 25 in the UK and throughout the world.

Participants follow their chosen activities, largely in their own time, with guidance from someone knowledgeable in each subject. In gaining awards, young people learn by experience the importance of self-discipline, enterprise and effort. They discover a great deal about themselves and come to know the enjoyment of working with and for other people

The Awards

There are three separate awards - Bronze, Silver and Gold. For each the participant has to fulfil the requirements of four sections which are:

Volunteering	to encourage service to others
Skill	to encourage the discovery and development of personal interests and social and practical skills
Physical	to encourage participation in physical recreation and improvement of performance
Expedition	to encourage a spirit of adventure and discovery

For the Gold Award participants also have to complete a residential project.

We are delighted to offer the Award at Bronze and Gold levels.

*Ms Elizabeth Macdonald
& Miss Elizabeth Cutts
Duke of Edinburgh Award Co-ordinators*

LEITH'S BASIC CERTIFICATE IN FOOD AND WINE

This is a five term cookery course which has been devised for schools by Caroline Waldegrave of Leith's School of Food and Wine in London. We are privileged to be one of only 14 schools in the UK offering this course – in fact, we were one of the first two schools to pioneer the course.

The course concentrates on excellent skills of food preparation and presentation, and the students prepare two or three dishes every week. The students will very quickly build up an extensive repertoire of dishes using recipes from the Leith's Cookery Bible. Skills covered include bread and baking, soups and sauces, meat and fish, and pastry and desserts. You will have your own set of professional knives – as well as a chef's jacket, chef's trousers and a Leith's apron and hat. Chefs and tutors from Leith's visit us each term to conduct assessments and share their skills. The wine appreciation classes are taught by a Master of Wine.

You need an interest in food, a basic level of skill competence and a desire to make even the simplest things look and taste as good as possible.

The course is examined by a series of coursework assignments, theory exams, and a final practical examination, which, on successful completion, gives you a professional qualification. If you wish to develop your food knowledge and skills further, this course provides entry to the 2-term diploma at Leiths in London. This can open doors to a wide range of opportunities within the food industry. A former Westonbirt student did just this and now runs a highly successful catering company offering event management and catering to private and corporate clients alike.

You will also take, and need to pass, your Level 2 award in Food Safety in Catering.

Once you have achieved your Leith's certificate, you can use Leiths List – their job agency for cooking jobs. Two of our ex-students have actually worked at Leiths School of Food and Wine in London, and job opportunities, both short and long-term, exist all over the world.

This is an excellent opportunity to acquire an additional qualification while working for your AS / A2 exams. I hope the weekly practical cookery lessons will give you something of a break from your intense studies. You will still be working hard – only you won't realise it. You'll be learning skills of time management and multi-tasking – you will be using your brain in quite a different way to all your other courses.

I'm afraid this certificate won't count for the essential points to help you gain access to university places, but it will give you a very credible extra 'selling point' in your personal statement. It can also potentially help you gain employment in its own right.

Whatever else you do in your life, you will always need to be able to cook – and if you can cook with confidence, you can earn money.

Mrs Joy Bell
Head of Food & Textile Technology

ST JOHN'S MEMORIAL PRIZE ESSAY

During the last war, St John's College, Oxford, used the cellars of Westonbirt School to store their art treasures in case they should be damaged by enemy action. As a mark of appreciation, the College donated a sum of money towards an Essay Prize which was to be awarded annually.

Originally, a topic was set, then researched by each candidate and finally written out under formal examination conditions. Nowadays, however, the subject is decided upon by the girls themselves. The girls involved are those in Year 12. The essay must be completed by October half term and be ready for handing in to the selection committee. This committee consists of the Headmistress and two members of staff, who represent a broad spectrum of interests and disciplines.

Recent prizewinning essays have been written on a very wide range of subjects - from Archaeology to UFO's - and it is often the enthusiast or original thinker who is in the final short list. Although the essays should contain some factual material and must be well researched, (not short stories), they should also be as interesting as possible with some positive input from the authors themselves. The essays should be between 1000 and 2000 words in length.

You can discuss titles with your subject teachers/tutors at the beginning of the Autumn Term and should research topics thoroughly. The titles of essays are to be handed to Mrs Francis via tutors by the first Exeat in the Autumn Term, so they can be approved in good time. If the exact title cannot be given, the general subject area should be indicated.

Although there is only one prizewinner, who will receive a cheque for £100, the runners-up should be encouraged to put their achievement on application forms, such as UCAS. The subject matter could be the catalyst for a useful discussion with an admissions tutor.

The handing in day will be between the September Exeat and half term, and it is advisable that work on the essay should begin sooner rather than later.

Your own idea is preferable but here are some suggestions:

- Life in my country – a study of the society, the politics and the culture
- Peer Pressure
- The After Life
- UFOs
- What the Politicians could do to make the world a better place e.g. in Africa, Middle East
- Life in 2050 – a view of the future
- Climate Change
- Animal Testing
- Education, Education, Education – what I think should be taught in schools today
- Eating Disorders and the Media
- A topic/issue I feel strongly about e.g. Euthanasia/Fox Hunting
- Women and their role in the world
- Perspectives of Studying in a different culture
- Religion versus Science – The Creation of the Universe?

*Mrs Dee Francis
Secretary to the Committee*

YOUNG ENTERPRISE

Young Enterprise is a national scheme which provides a structured environment for young people to learn about setting up and running a business. It is open to all Year 12 pupils.

Pupils can sample positions of responsibility - they could be elected to act as a director of the company, perhaps in the areas of finance, personnel, marketing, production, sales or become the company secretary or even the managing director! However, the experiences gained are much broader than this. As well as learning new skills there are opportunities to put into practice problem solving, team work and how to handle people in the real world of business and commerce. All companies have at least one external adviser and we are most fortunate in having a business advisor from industry, Professor William Fairney.

A typical year in Young Enterprise

September:	Set up company. Elect Board members. Raise share capital. Carry out market research and decide on product(s).
October - December:	Production, sales and marketing in full swing
January or March:	Re-elect Board
February:	Trade fair at Cheltenham Racecourse
March:	Liquidation process begins
April - May:	Develop product(s) Company Report is completed Successful companies may go on to compete for best company in Gloucestershire, the South West, UK or Europe

Throughout the years, Westonbirt companies have had numerous successes. Awards won include the Best Stand at the Trade Fair, Best Financial Position, Best Company Report, Best Presentation and Best Overall Company in Gloucestershire. Previous companies have included Sudosolve, which designed and made a magnetic travel version of the popular game of Sudoku. Last years company 'Snappy Sticks' won the award of Best Manufactured Products for their attractive roll up picnic sets.

Running a Young Enterprise company provides numerous opportunities for gaining Key Skills in problem solving, working with others, numeracy and communication. Young Enterprise adds value to the A Level Business Studies course and provides useful material for CVs and personal statements.

If you are looking for a challenge and want to try your hand at making a fortune, join Young Enterprise!

*Mr John Sproule, Young Enterprise Link Teacher
with Mrs Ann Sedman, Head of Business Studies*



Section III: OTHER OPPORTUNITIES

Making the Most of the Sixth Form

*Induction ~ Enrichment ~ Facilities ~ Leadership Opportunities
Librarians ~ Target Setting ~ Driving Lessons ~ Currant Affairs*

Careers Guidance

*Weekly Seminars ~ Lectures ~ Tutor System & Specialist Staff
Visits to Institutions & Higher Education Fairs
Independent Schools Careers Organisation (ISCO)
The Careers Centre ~ Careers Advice ~ Work Experience*

Health & Fitness

PE & Games ~ First Aid Course ~ Street Proofing ~ Well-Being ~ Yoga

Performing Arts

Drama ~ Music

Politics & the Wider World

Weekly Lecture Programme ~ Paris Conference

Social Life

*Abingdon School Events ~ Book Club ~ Charity Work
Friends of Westonbirt School ~ Westonbirt Association ('The Old Girls')*

Spirituality

MAKING THE MOST OF THE SIXTH FORM

Induction

Girls in Year 11 at Westonbirt have a programme 'Preparing for the Sixth Form' which is followed by an Induction Day at the start of term in September. This is an opportunity for the girls to discover what is expected of them and enables them to recognise themselves as independent learners. It is also the start of their working relationship with their tutor and peer group.

Enrichment

At the end of the Summer Term the Sixth Form have their own enrichment programme. It usually includes:

- a UCAS day
- a Management Day
e.g. orienteering in the Arboretum, Olympic Games against another Sixth Form
- a Cultural Day
e.g. Liverpool, London, Birmingham, Cardiff and Edinburgh

The Cultural Days follow a similar pattern where we look at the regeneration of a city, visit galleries or the theatre and have some retail therapy with a meal out.

Facilities

Whether you are a boarder or a daygirl, you will have access to some great facilities, such as the smart new Sixth Form accommodation block (completed Easter 2008) and the university-style library known as the Sixth Form Study Centre. There are also shared common rooms and kitchens exclusively for Sixth Form use.

Leadership Opportunities

Most girls in the Sixth Form go through the formal process of submitting a letter of application and attending an interview for a position of responsibility in Study One, the team of senior prefects. This is a valuable experience for all girls, whether or not they are awarded a position. Leadership training is provided both for Study One and for all Sixth Formers.

Librarians

Some girls also act as Librarians, working closely with Mrs Bomford, the School's Librarian and Archivist. They promote the Book Club, ensure the smooth running of the Study Centre, work in the Main School Library and also participate in work experience at our preparatory school, Rose Hill Westonbirt.

Target Setting

All girls in the Sixth Form have individual target setting sessions with all subjects. This is a valuable tool for monitoring progress and achieving potential and allows the girls to take ownership of their learning and progress.

Driving Lessons

All Sixth Formers have a Driving Skills Practical Workshop organised by the Driving Standards Agency supported by Gloucestershire Police. They also have the opportunity to learn to drive, with lessons arranged for their free periods during the school day, starting and finishing at the School.

Current Affairs

A successful Current Affairs group has been running one lunch break a week now for over a year. In a new initiative for 2010 Study One are leading the sessions with support from various staff.

*Mrs Mary Phillips
Head of Sixth Form*

CAREERS GUIDANCE

Introduction

'Careers Guidance' or 'Preparation for Life and Lifelong Learning' is a multi-faceted programme with input coming from a range of sources. We are fortunate to have an active 'Working with Parents' committee which provides support and identifies contacts in the locality.

The School Governors, Friends of Westonbirt, School Staff and former pupils are other valuable sources of help and expertise including; giving lectures, advice, mock interviews, work experience placements, and guided tours around universities. The department is especially proud to have as one of its Link Governors, Miss Jenefer Greenwood, a former pupil and now the Vice-Chairman of Governors. She is a Chartered Surveyor specialising in redevelopment and regeneration through retail-led projects, such as Bluewater in Kent and Liverpool One. Her professional appointments have included being the first woman professional to join chartered surveyors Hillier Parker May & Rowden, President of the British Council of Shopping Centres and Chair of the National Skills Academy for Retail. She is a great role model for the girls and her annual lecture on Interview Techniques is not to be missed!

Weekly Seminars (*September-July, in the Careers Centre*)

Each group of pupils receives a series of lessons on a career-based theme. **The online year programme is emailed to parents at the beginning of each academic year.** The programme is designed to prepare them for the next stage in their education, i.e. after they have completed A Levels. The topics range from setting up Open Day visits to filling in application forms and preparing personal statements. Emphasis is placed on thorough research about courses and career paths. Pupils are encouraged to attend taster courses whenever possible. These are often run by universities and colleges themselves, and are considered invaluable by Admissions Tutors. In addition, they help the potential student 'stand out in the crowd'! Likewise, work experience. Ten difference placements is a total to aim for by the end of Year 13. Long school holidays can be profitably filled!

Lectures

Outside speakers give up-to-date information and often relate to personal experiences on a variety of topics from a wide spectrum of careers. In addition speakers may discuss how to apply to higher education, finance for higher education courses and opportunities in a 'Year Out'. The opportunity to visit a Gap Year Fair is made available.

Group Discussions are run when both Year 12 and Year 13 are briefed on a current affairs issue, then small mixed year groups debate the topic, followed by feedback to the whole Sixth Form.

Two or three times a year the sixth form from the school in Malmesbury joins with Westonbirt, and this gives us greater scope to invite 'high-powered' speakers, and to share the running of the Challenge of Management and Leadership Day and to run 'Mock Interview' sessions in Year 13.

The Tutor System and Specialist Staff

The Tutor System provides a most valuable method of support and monitoring progress. Discussion on higher education choices and help with applying online to UCAS (University Clearing and Admissions System) are two such examples. Oxbridge candidates have particular guidance from Mr Gluning and a team of helpers.

Visits to Institutions and Higher Education Fairs

The whole of Year 12 attends a Higher Education Fair. Many institutions and professional bodies have stands, and much useful information can be discovered about courses, likely entrance requirements and the type of students for which they are looking. This provides an excellent opportunity for requesting copies of prospectuses as soon as they are published which can save both time and money. Official Open Days are held by institutions throughout the year. Pupils are allowed two days out per term in addition to a school organised visit early in the Autumn term. Pupils should choose a variety of visits and use out of school time to make further trips.

Independent Schools Careers Organisation (ISCO)

As members of ISCO, girls up to the age of 23 years can obtain information and advice from the Directors of the Board. The names and addresses of the Board members are listed in the back of the booklet supplied each term by ISCO. The local director, Mr Jonathan Hardwick, often visits Westonbirt and is only too willing to help. Look out for the Futurewise courses and events arranged by ISCO - they provide good opportunities for discovering more about post A level routes. Around February pupils can participate in the Futurewise Coursefinder scheme.

The Careers Centre

The excellent facilities provide ample space for all the up-to-date prospectuses as well as books and brochures on specific degrees and careers. An interview room provides a quiet place to talk to staff.

Computers are available in the Careers Centre. They are linked to the school network and can access all the programs which are available there. Pupils are also encouraged to research entry profiles to institutions through the internet.

Careers Advice

Careers Advice is available at any time, but one-to-one appointments are encouraged in the Spring and Summer Term of Year 12. These are reinforced by a Parents and Pupils Meeting in the Summer term, when parents and pupils together discuss applications to higher education institutions with careers staff, subject staff and tutors. A seminar, given by a visiting consultant, on application to higher education is a further source of advice. Parents are urged to join pupils in this wonderful opportunity for help and guidance.

Work Experience

All Sixth formers are encouraged to have work experience and an award is made for the best work experience report in Year 12.

*Mrs Ann Dunn
Head of Careers*

HEALTH & FITNESS

PE & Games

Girls must attend one double lesson and one triple lesson each week. The girls can choose which activities they participate in during these lessons, selecting from lacrosse, swimming, fitness, golf, badminton, volleyball, tennis and at a charge Yoga and Fencing are now available to pupils.

Along with their curricular PE, girls are encouraged to take responsibility for their own health and fitness. Girls in the sixth form are allowed to take out full membership with the on-site sports centre attending classes or using the gym facilities.

Senior teams are selected for inter-school and county competitions. With a number of girls going on to represent the county and attending Centre of Excellence training camps. There are two lacrosse teams, a netball team, two tennis teams, a swimming team, a golf team and a basketball team. All teams have open training sessions so all girls who wish to can participate, including early morning training on Tuesdays and Thursdays. Commitment to these teams is essential and girls seem to thrive on the team-work and enthusiasm that accompanies these team sports.

From September to October half term – all new girls take part in Lacrosse, with sticks being provided, giving the girls an introduction to our main school sport.

There is further opportunity for girls to improve their skills in certain sports, as the school employs fully qualified and experienced tennis and golf professional coaches. These extra lessons are organised into the girls' timetables and charged to the end of term account.

First Aid Course

All of the Sixth Form may take a First Aid Course organised by the San, which is very useful for those taking a Duke of Edinburgh Award and in general for adding to their CV.

Street Proofing *(Part of the 6th Form Life Skills programme)*

All girls take part in a series of workshops provided by a martial arts expert to make them more aware of personal safety.

Well-Being *(Part of the 6th Form Life Skills programme)*

The Sixth Form follows a very important series of workshops aimed at wellbeing and at achieving a good work-life balance.

*Mrs Caroline Heathorn
Head of PE & Games*

PERFORMING ARTS

Drama

There are many opportunities for Sixth Formers to develop their skills in Drama and their interest in theatre. The Senior Drama Production takes place in November (although this year the music and drama departments are producing a whole school production in March). Past productions have included *Guys and Dolls*, *Blood Wedding*, *West Side Story*, *Electra*, *The Boy Friend*, *A Midsummer Night's Dream*, *Grease*, *Crazy for You*, *Macbeth*, *The Matchgirls* and *The Bacchae*. The Sixth Form is also responsible for organising their House entry for the biennial Drama Competition, which has to be cast, directed, costumed and staged.

Private Speech and Drama lessons are offered in which the English Speaking Board or LAMDA syllabus is examined each term. Entries to the Mid-Somerset Festival are carried through to the adult section. Various competitions are open for public speaking and debating, and the girls have acquitted themselves well in both their grades and their placings.

We prepare girls for Drama, Theatre and Performing Arts degrees every year.

There are two Drama cups awarded annually, one for the most promising actress and one for the girl who has contributed the most to the department.

Whatever your interest is in the theatre, be it as performer, designer, technician, director or even audience, we can offer you opportunities to pursue and develop it!

Mrs Charlotte Crosbee
Head of Drama

Music

Even if you choose not to study Music at A Level, there are many opportunities for Sixth Form students to be involved in the musical life of the school, such as joining the Senior Choir, the Chamber Choir, the Orchestra, Flute Choir, Senior Ensemble and the Jazz Ensemble. Girls often form their own rock bands in the 6th Form and this is very much encouraged. Chamber Choir is an auditioned choir and rehearse once a week. The Senior Choir is open to everyone without audition and rehearses twice a week. Both Choirs sing at services and concerts in and out of school throughout the year.

Individual music lessons are offered in all orchestral instruments, as well as drums, guitar (acoustic or electric), organ, piano and voice. The school offers weekly aural and theory classes without charge. Many girls take examinations and compete in local festivals.

The Music Department involves all singers and musicians in the annual Carol Service at the end of the autumn term as well as the large May concert in the summer term. All musicians are encouraged to perform in the informal lunchtime concert series and to audition for the biennial musical production. In recent years these have included *West Side Story*, *Grease* and *Kiss Me Kate*. There is also the biennial School Music Competition where the Sixth Form are responsible for organising their House Entry involving soloists, small ensembles and a performance from the whole House! Many more informal concerts and charity concerts feature during the academic year. Indeed 6th Form musical initiatives are very much encouraged and supported by the Music Department.

The school hosts the prestigious public concert series *Music at Westonbirt*, which attracts many leading artists. Past seasons have included performances by Evelyn Glennie, Nigel Kennedy, Natalie Clein and Joanna MacGregor.

Dr Charlotte Exon
Director of Music

POLITICS & THE WIDER WORLD

Weekly Lecture Programme

Every Friday there is a compulsory lecture for all girls. We have had a variety of speakers from both outside and inside school, including:

- Jonathan Guinness *The Mitford Dynasty*
- Al Humphreys *Round the World on a Bike*
- Chris Lloyd *Current Affairs*
- Professor D Shallcross & Mr T Harrison *A Pollutant's Tale*
- Ann Sedman *Financial Awareness*
- Dee Francis *Women in History*
Racism
- Diane Browne *The Politics of the Media*
Teaching as a Career

We have also had MPs and representatives from all of the political parties give lectures and engage in debates. Prior to a General Election, the Sixth Form takes part in an "Election Special" - a mock election with candidates standing for all major (and some minor) parties.

Paris Conference (4 days & 3 nights)

Every year, a conference for Sixth Form students is held at The Palais des Congres in Paris. The conference is entitled "Your Future in Europe" and comprises a number of lectures on topical issues relating to Europe and ends with a Question Time debate with a panel of MPs. We also have time to visit various sites of interest, such as Notre Dame, the Eiffel Tower and the Musée d'Orsay. Before we leave Paris we visit the Champs Elysées and Sacré Coeur. The conference has been chaired by John Sargeant and speakers for 2009 included Rt Hon Charles Kennedy MP, journalist David Aaronovitch, Peter Luff and entrepreneur James Averdierk (Gü Puddings). It is both beneficial and enjoyable. It is a cultural experience which increases the girls' knowledge of current affairs, providing useful discussion for those taking part in university interviews.

Mrs Mary Phillips
Head of Sixth Form

SOCIAL LIFE

Social Events with Boys' Schools

The Sixth Form has established links with Abingdon School and Radleigh College's Sixth Forms and we entertain one another to dinner, socials and debates.

Book Club

The Sixth Form have their own Book Club to promote reading for pleasure. It meets every term with "nibbles and wine" to discuss members' current choice of reading. We have had several distinguished authors attend the meetings, notably Katie Fforde and Candida Lycett Green. We usually read from The Richard and Judy Summer Reading List and compile our own list of favourites.

Charity Work

The Acorns Children's Hospice in Worcester is the Sixth Form designated charity. We have been involved with the hospice since its inception and continue to support it each year with our main fundraising event at the end of November.

The November fundraiser usually takes the form of a Charity Ball. Past themes have included *Handbags and GladRags*, *The Far Pavillions*, *The Light Fantastic and Stardust*. This year it will be a Mask Ball with a very special musical performance. Every member of the Sixth Form makes a contribution to the event under the guidance of the social committee. This is a very special event at which the girls, their friends and their parents enjoy a wonderful reception, three-course meal and dancing.

Friends of Westonbirt School

Representatives from both Year 12 and Year 13 sit on the Friends of Westonbirt School committee, gaining valuable experience in organising events and fundraising. Taking part also gives the Sixth Form the opportunity to make a real difference to the school.

Westonbirt Association (*The Old Girls'*)

All Sixth Formers are invited to become members of the Westonbirt Association. In the summer term of their final year, girls enjoy a Formal Lunch with the Association's Executive Committee and Association members to welcome them into the Association.

The Association is a valuable resource to the girls in many ways. It offers the Memorial Bursary to those planning to join the Sixth Form, awarded to those who are expected to make a significant contribution to the life of the school. Recipients of this award are invited to the Association's annual Reunion Day lunch to report back to the Association about their achievements.

While they are still at Westonbirt, all Sixth Formers may benefit from careers and university advice from Association members. After they have left school, the Association also provides useful networking opportunities wherever they go. This year 2010 the associates celebrated its own 80th birthday with a wonderful garden party in June.

Mrs Mary Phillips
Head of Sixth Form

SPIRITUALITY

The School has a Church of England Chaplain who teaches Religious Education throughout the school. In the Sixth Form, religious and moral issues are discussed in an informal setting, and students are encouraged to express their own views.

Sixth Form girls attend school assemblies on Monday, Wednesday and Friday mornings, usually in church. On Tuesday and Thursday evenings there is a short service with singing in the Main School Hall. This is referred to as Vespers.

All boarders attend the school service on Sundays. The morning service is either Holy Communion or Morning Prayer. Sometimes Evening Prayer replaces the morning service. The church, St Catherine's, became the school's chapel in the autumn of 1996.

As well as the Chaplain, Headmistress and other members of staff preaching, we have visiting preachers.

Religious commitment is encouraged at Westonbirt but never forced, and a positive and cooperative attitude prevails.

Reverend Philip Dixon
Chaplain