



Chetham's  
School of Music

**Chetham's School of Music**  
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# Sixth Form Curriculum Handbook

2018-19

Years 12 & 13

## Contents

<b>Guide to Sixth Form courses</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Making Your Choice</b>	<b>7</b>
<b>Option Blocks</b>	<b>8</b>
<b>Art &amp; Design</b>	<b>9</b>
<b>Drama &amp; Theatre Studies</b>	<b>12</b>
<b>English</b>	<b>14</b>
<b>Geography</b>	<b>15</b>
<b>History</b>	<b>17</b>
<b>Mathematics</b>	<b>18</b>
<b>Modern Languages: French &amp; German</b>	<b>19</b>
<b>Music</b>	<b>21</b>
<b>Music Technology</b>	<b>23</b>
<b>Physical Education &amp; Recreation</b>	<b>25</b>
<b>Sciences</b>	<b>26</b>
<b>Option Form (to be completed and returned)</b>	<b>28</b>

# Guide to Sixth Form Courses

## An Overview



5 or more GCSEs including English Language and Maths  
(see page 7)  
acquired by Summer 2018



3 (or, in special circumstances, 2 or 4) A-levels  
June 2020

## Important Dates

Sunday 8 April	Parent-Teacher meeting for Year 11
Friday 20 April	Provisional choices to <a href="mailto:angelaalbinson@chethams.com">angelaalbinson@chethams.com</a>
Thursday 23 August	GCSE results
Tuesday 28 August	Final choices to Mr Newman

## Introduction

### Sixth Form Curriculum

Deputy Head (Curriculum): Mr C Newman

At Chetham's we are primarily concerned with striking the right balance between the provision of a rounded education which will prepare you for Higher Education and the needs of your music specialism.

We look carefully at your choice of subjects, your general level of academic ability and your instrumental needs and commitments in order to find the right programme for you. You will want to discuss your plans with your parents/carers, your subject teachers, your instrumental teacher and Head of Department and (for those of you already at Chetham's) your personal tutor.

Your provisional choice of subjects will be considered by the Deputy Head (Curriculum) and the Director of Music in consultation with your Instrumental Head of Department and you are likely to be interviewed by one or other before these choices are finalised. You are always welcome to seek them out beforehand to discuss your options.

### Year 12

- There are 5 hours teaching time per week assigned to each subject. In addition, you are expected to spend approximately 3-4 hours per subject per week on prep/private study.
- There are 4 option blocks (see page 8) from which to make your choice of subjects. You will be expected to choose Music plus 2 subjects from Blocks 2-4 (it may be possible to choose 3, with the approval of the Deputy Head and Director of Music).
- When deciding on your Sixth Form academic programme, you must consider your own capabilities, your instrumental needs and your future plans.
- Evidence from university admissions tutors points to the fact that universities are still looking for 3 good grades at A Level in specifically targeted subjects.
- Please note that only choices consistent with the blocking system can be considered. Restrictions of time and resourcing mean that we are unable to offer you a completely free choice of options. Do not, therefore, choose more than one subject from each block.
- Please note also that whether a course goes ahead will depend on its viability in terms of numbers opting for it. We reserve the right to withdraw a course if take-up is minimal. However this should not deter you in the first instance from applying for the combination of subjects which attracts you.
- The Alis base-line test, for which no preparation is required, will be taken by all Year 12 students during one timetabled academic lesson.
- The Compensatory Education department supports students who have any specific learning difficulties and/or disabilities; have a Statement of Special Educational Need; or have English as a Second Language. Lessons are predominantly 1:1 with some in-class support.

### Enrichment Studies

In addition to their chosen subjects, Year 12 students follow Enrichment Studies for one period per week. These studies complement A-Level study and assist in developing and providing evidence of skills valued by universities, colleges and employers.

Skills that will be developed and encouraged include:

- i. working with others

- ii. problem solving
- iii. improving your own learning
- iv. communication
- v. information technology
- vi. research and presentation

Options available are:

- Politics/Debating, covering the main points of view and their impact on society
- Thinking and Reasoning
- Recreational PE, which is tailored to the intensive schedule of a specialist music programme
- American Studies, which focuses on social, political and cultural aspects of modern America
- French/European Studies, which offers the opportunity to study the language, history and the culture (e.g. French films) of France and the EU
- Music Technology, which provides students with the experience of using the School's specialist recording studios
- Psychology, a short course looking at elements of the A Level AQA Psychology specification
- Coding, which focuses on web-based languages and procedures, including HTML, CSS and Javascript

Students are encouraged to take enrichment activities, one in the Autumn Term and another in the Spring Term, which offer them new experiences.

PSHEE topics will also be delivered to all Y12 students throughout the Autumn and Spring Terms. Topics will include Money Matters, Alcohol, Drugs, Sexual health and Relationships, Self esteem, Effective learning and Resilience; and 'Soft Skills' (Communication and Problem-Solving).

Sixth Form students may also choose to study Information Technology, which offers a chance to complete European Computer Driving Licence Units, eg word processing, presentation and databases, in lunchtime sessions.

### Year 13

- There will be 5 hours teaching time per week assigned to each subject at A-Level, and an equivalent amount of time required per subject for prep/private study.
- It may be advisable for you to continue to study only 2 of your subjects to A Level. This reduction must be approved by all relevant staff and finalised by the Deputy Head (Curriculum).

### UCAS

- University and college applications are made in the Autumn Term of Year 13 either for entry immediately in September/October of the following year or for deferred entry after a GAP year. These applications are administered by UCAS (University and Colleges Admissions Service).
- Entry to music college is decided primarily by audition and a place, once offered, is usually dependent upon at least 2 A-Level passes.
- Entry to university will depend upon GCSE and A-Level results, but an offer will usually be conditional upon certain other criteria, eg specific grades in certain subjects or a certain number of accumulated points.
- Universities are looking for applicants who can demonstrate a broad range of achievement, ie those who have evidence of a range of interests and skills and who show commitment to extra-curricular activities in addition to their academic studies.

- You should inform yourself about Careers and university/college entrance before making your A-Level choices: visit the Careers section of the Library, talk to your subject teachers and your instrumental teachers, and, for specific advice and guidance, seek out Dr Murphy (music college entry), Ms Harrison (university entry) or the Learning Resources Manager/librarian (anything else!).
- Applicants for Higher Education should note that they must meet certain conditions to qualify for 'home' student fee status. If you think you might be classified as an 'overseas' student, you should check the details on [www.studentfinance.direct.gov.uk](http://www.studentfinance.direct.gov.uk).

## Making your choice

Ask yourself:

- **Which subjects do I enjoy?**

Think whether you really want to study a subject for 5 hours per week for 2 years. Remember that you will also be expected to do a substantial amount of private study in each subject that you choose. It is therefore of prime importance that you opt for those which you think you will enjoy.

Bear in mind that the content of a GCSE subject is not always a reliable indicator of what that subject will be like at A Level: check the 'small print'!

Talk to any Sixth Formers you know who already do the subjects you are considering and ask your teachers.

- **Which ones am I good at?**

You generally enjoy the subjects that you are good at and vice versa. Some departments (eg MFL, Maths) may require a minimum Grade A at GCSE to begin an A-Level course, others may accept lower grades. Your GCSE predictions should give an idea of your ability, but there is strong evidence to show that a grade B or lower indicates that only moderate success is likely at A Level. The best thing to do is to speak with your subject teacher, who will have a good idea of your aptitude for post-GCSE study.

- **Do they make a sensible combination?**

Consider whether your combination of A Level subjects will give you the right qualifications for the HE course or career you wish to follow.

The opportunity to mix arts, humanities and science subjects gives you the chance to widen your range of qualifications whilst still specialising in subjects you will need later.

- **Can I choose a subject that I have not taken at GCSE?**

Some subjects (Maths, Foreign Languages, Sciences) build on knowledge and skills acquired at GCSE. Single Science GCSE is not an adequate qualification for a separate science at A Level. Other subjects are more accessible to students who have not studied them before (Music Technology, Theatre Studies, History/Geography). The best advice is to find out exactly what the course entails in terms of skills and subject content.

- **What if I have failed some of my GCSEs?**

Unlike most other Sixth Forms, we have no minimum entry requirement at Chetham's. However we do expect that you will have achieved at least a Grade C in English Language and Maths as these are essential qualifications for future employment. If you do not achieve this grade in Year 11 in one or other subject, then you should re-take the GCSE in Year 12. You will be given help to do so.

- **How can I fit all this in?**

Time is a rare commodity at Chetham's and you have entered the Sixth Form here primarily to further your instrumental and all-round musical development. We try very hard to establish a realistic balance between your musical and academic commitments and, ideally, they should be complementary and mutually supportive. The Deputy Head (Curriculum), in consultation with your subject teachers, and the Director of Music, in consultation with your Instrumental Head of Department, will look very carefully at your proposed programme and advise you accordingly.

## Option Blocks

You may choose one subject from each block but, if you have a problem doing so, please indicate a first and second choice on your Option Form.

Block 1 (compulsory)	Block 2	Block 3	Block 4	Block 5 (compulsory)
Music	Biology	Geography	Chemistry	Enrichment Studies
	Physics	History	English	
	German	Maths	Art	
	French		Music	
	Music		Technology	
	Technology			
	Theatre Studies			

In addition to the above there is one hour per week devoted to PE and Recreation. You will sign up on a 'contract' basis, choosing from a range of activities.

Our timetable at Chetham's works on a 30 x 1 hour period week. Your timetabled hours in Year 12 will be allocated as follows (although there will be specific variations):

<b>Music:</b>	1st Study instrumental lesson	1½ / 2 hours per week
	2nd study instrumental lesson	½ hour per week
	Choir and general musicianship	1 hour per week
	Music Block	2 hours per week
	Chamber Music	1 hour per week (lesson)
		min 2 hours per week (rehearsals)
	Rehearsals/practice as prescribed by Department:	
		weekdays & Saturday mornings
<b>Academic:</b>	A Level subjects	15 hours per week
	Enrichment Studies	1 or 2 hours per week
<b>Other:</b>	PE/Recreation	1 hour per week
	Tutor period/Assembly/Cathedral	1 hour per week

The Director of Music advises that, when considering the time requirements of your overall programme, you will need to allocate practice time in addition to the hours outlined above. There are two hours of official practice/prep time each evening, Monday to Friday, 5.30-6.30pm and 7.30-8.30pm as well as your practice time during the day. You should also expect to make use of the lunchtime break from 1.00-2.30pm, as well as other times outside these designated hours.

Please indicate your subject choices on the Option Form (page 28) and return it to Mr Newman by 20 April.

## Art & Design

Head of Department: Mrs A Boothroyd

### **A-Level - AQA (Art, Craft and Design)**

The main purpose of the Art, Craft and Design course is for students to develop their ability to appreciate the visual world, responding in a personal and creative way. They will be able to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms.

This course will lay an appropriate foundation for any student who wishes to further study Art and Design or related subjects in Higher Education. In addition, it is suitable for the diverse range of students who wish to develop their interest in and enjoyment of Art and Design, fostering its value in lifelong learning. The best foundation for success in A-Level Art is at least a good grade at GCSE Art and Design. This is not a requirement but is advisable. If you have an aptitude for the subject, are creative and good at drawing, you may have the basic skills required to succeed. Above all, you should have an interest in creating and understanding art and the determination to develop that interest.

Overarching knowledge, understanding and skills

Students will be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design will be developed through research, the development of ideas, working from first-hand experience and, where appropriate, secondary source materials.

Students will be required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

The course will require students to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions
- a working vocabulary and specialist terminology.

The course will require students to develop the skills to:

- record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

## Areas of study in Art, Craft and Design

Students will take part in a broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles below:

**Fine art:** drawing, painting, mixed-media, sculpture, installation, printmaking and photography.

**Textile design:** fashion design, fashion textiles, costume design, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

**Three-dimensional design:** sculpture, jewellery and body ornament.

**Photography:** portraiture, landscape photography, still life photography, documentary photography, multimedia, photographic installation.

The A-Level is a two year course. During the first year of the A-Level, there will be an emphasis on the development of understanding and skills using an appropriate range of materials, processes and techniques. A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study will be required to undertake. Students will produce work that demonstrates their ability to sustain work from an initial starting point to a realisation. They will also develop an ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

The A-Level components are introduced and selected towards the end of the first year. At A-Level, students are expected to demonstrate depth of study and skill. They will be made aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They will be aware of the importance of process as well as product.

The A-Level course will consist of two components:

Component 1 Personal Investigation (60% of A-Level)

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

Component 2 Externally Set Assignment (40% of A-Level)

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**Preparatory period** – from 1 February

Following receipt of the paper students consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

**Supervised time** – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time.

## Drama & Theatre Studies

Head of Department: Mrs J Sherlock

If you are considering taking Drama it is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances and prepared for the rigorous demands of a written paper. The course demands practical and theoretical skills in almost equal measure. You will be required to write analytically about drama and to develop your powers of analysis to become an informed critic. The concise writing technique you will be trained to use is an excellent acquisition in itself. The course will involve taking part in drama productions, as well as studying plays, playwrights and theatre practitioners.

This course can lead to further study in Drama, Theatre Studies and Arts related courses at degree level. It is a fully recognised and valued subject by all universities (including Oxbridge). It complements a wide variety of subjects and is useful in building confidence and improving presentation, communication and team work skills.

### **A Level Theatre Studies - Edexcel**

Component 1: Devising

#### **Coursework - 40% of the qualification**

##### **Content overview**

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner
- Performer or designer routes available

##### **Assessment overview**

- Internally assessed and externally moderated
- There are two parts to the assessment:
  - 1) a portfolio
  - 2) the devised performance/design realisation

Component 2: Text in Performance

#### **Coursework - 20% of the qualification**

##### **Content overview**

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text
- Centre choice of performance texts

##### **Assessment overview**

- Externally assessed by a visiting examiner
- Group performance
- Monologue or duologue

Component 3: Theatre Makers in Practice

#### **Written examination - 40% of the qualification**

##### **Content overview**

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.

- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

### **Assessment overview**

#### **Section A: Live Theatre Evaluation**

#### **Section B: Page to Stage: Realising a Performance Text**

- Students answer two extended response questions based on an unseen extract from the performance text they have studied

#### **Section C: Interpreting a Performance Text**

- Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text

## English

Head of Department: Ms J Harrison  
Staff: Mrs L Jones

### OCR A-level English Literature

English Literature at A level is a good choice for those who like reading, analysing and discussing works of poetry, prose or drama. It develops not only analytical skills but also written and spoken presentation. Successful students in English are prepared to read widely and think independently. The requirement to consider the contexts of works ensures diverse discussion of not just literature but society, philosophy, psychology and history.

For the A level there are three components: two examined and one non-examined (coursework) component.

Component One focuses on Shakespeare and also Poetry and Drama pre-1900. Students will study one play from a choice of *Hamlet*, or *The Tempest*. For the second half of the paper students will have the choice to study either Chaucer's *Merchant's Tale* or a selection of poems by Christina Rossetti and these will be examined in an essay which asks them to compare this poetry with Ibsen's play, *A Doll's House*, and to consider the context of both texts.

The second component explores a topic in literature. The 'Comparative and Contextual Study' will consist of a close reading (unseen) exercise and a comparative essay. The paper will be split into different topic areas. Topics offered include either The Gothic (*Frankenstein* and *Dracula*) or Dystopian Literature (*1984* and *Handmaid's Tale*).

The non-examined (coursework) component requires candidates to study three texts from across the genres of poetry, drama and prose from any literature written after 1900, and one of the texts must be post 2000. Task One offers a choice between a critical piece and a re-creative piece with a commentary and Task two is a 'linked texts' essay focusing on connections and comparisons between two texts. This year we are doing *The World's Wife* or Larkin's *Whitsun Weddings* for Task One and comparing either Adichie's *Half of a Yellow Sun* to *A Streetcar named Desire* or Barnes' novel about Shostakovich, *The Noise of Time*, to Miller's *The Crucible* for Task 2.

You will see that you have a choice as to which text you pick for every section of the course and the text you choose determines not only your teacher but also the size and make-up of your group for that text and topic.

The OCR course is demanding but really enjoyable. Students who choose English Literature also benefit from trips to the theatre and to talks and lectures.

OCR recommends that you have at least a B grade or 7 at GCSE if you choose this A level but a willingness to read and discuss are also very important.

## Geography

Head of Department: Mr A Kyle  
Staff: Mr M Clarke

### OCR A level Geography

A level Geography is viewed as one of the key 'facilitating' subjects by the Russell Group which represents 24 of the UK's leading universities, including Cambridge, Oxford, Edinburgh, Bristol and Durham. As such, it is an excellent A level for students wishing to apply for academic higher education courses, or indeed, for students pursuing a music career who want to be well rounded in terms of discursive writing, independent research, and numerical and analytical skills.

The OCR A-level Geography course will be delivered over two years culminating in a series of linear examinations at the end of Year 13. The OCR specification offers candidates exciting content studied through a choice of topics giving rich learning opportunities. Much of the material focuses on contemporary challenges of the 21<sup>st</sup> century allowing students to develop a deep understanding of present day issues. There are also opportunities for learners to gain vital geographical, fieldwork and life skills through the independent investigation.

### Content Overview

The Physical Systems and Human Interactions topics will be taught in Year 12. Year 13 will focus on the Geographical Debates content and the Independent Investigation and will offer a more synoptic approach allowing students to make connections across the topics studied in both years.

### Physical Systems

- Coastal Landscapes – the physical geography of coastal environments and the influence of human activity upon them
- Earth's Life Support Systems – the water and carbon cycles, their interconnectivity and their influence on contrasting environments and over different timescales

### Human Interactions

- Global Connections – a study of two current global issues; choices include Trade/Migration ('Global Systems') and Human Rights/Power and Borders ('Global Governance').
- Changing Spaces and Making Places – a local/ regional focus on what gives people a 'sense of place' and why places change over time.

### Geographical Debates

Students study two of the following five topics:

- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth

### Investigative Geography

Investigative geography gives learners the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification. The independent investigation will consist of a written report (3000-4000 words) which will assess the process of enquiry and investigation. The report must be an independent investigation but data collection can be conducted within a group.

Fieldwork is an essential requirement of A-level Geography specifications and all students must undertake four days of fieldwork over the course of the qualification. It is envisaged that we will undertake the fieldwork as a group and that we will use the end of Year 12 to carry out a residential fieldtrip; past locations for residential trips have included North Yorkshire, Wales and Iceland.

### Assessment Overview

<p><b>Physical Systems</b> 72 marks 1 hour 45 minute written paper</p>	24% of total A level
<p><b>Human Interactions</b> 72 marks 1 hour 45 minute written paper</p>	24% of total A level
<p><b>Geographical Debates</b> 96 marks 2 hours 30 minute written paper</p>	32% of total A level
<p><b>Investigative Geography</b> 60 marks Non-examination assessment (NEA) – assessed by teacher and moderated by the OCR</p>	20% of total A level

## History

Head of Humanities: Mr A Kyle  
Staff: Mrs S Cox  
Mr C Newman

### **A Level – AQA Specification**

History enables students to consider causes and effects of key events in the past which have shaped today's world.

Candidates taking A Level History will be examined on The Tudors, 1485-1603; Italy and Fascism, c1900-1945; and will complete a Non-Exam Assessment (coursework).

#### **Component 1: Breadth Study - The Tudors: England, 1485–1603**

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

#### **Component 2: Depth Study - Italy and Fascism, c1900–1945**

This option provides for the study in depth of a period of Italian history during which democracy gave way to Fascism. It requires an exploration of concepts such as liberalism, extremism, Fascism and authority. It also encourages students to reflect on the reasons for political change, the interaction of economic and governmental developments, and the factors which promote and sustain dictatorship.

#### **Component 3: Non-Exam Assessment**

Students will be required to identify an issue they wish to study and develop a question from this issue which will be the focus of the assessment. To ensure that this represents a substantial study, the issue to be investigated has to be placed in the context of approximately 100 years. It must not duplicate the content studied for Components 1 or 2.

Issues which relate to international, national or local developments are appropriate, as are investigations which adopt specific historical perspectives such as cultural, social or technological.

#### **Assessment:**

- Written exam: component 1  
2.5 hours  
80 marks  
40% of A Level
- Written exam: component 2  
2.5 hours  
80 marks  
40% of A Level
- NEA: component 3  
3000-3500 words  
40 marks  
20% of A Level  
Marked by teachers, moderated by AQA

## Mathematics

Head of Department: Mrs A Marsden  
Staff: Mrs F Holker  
Mrs K Kyle  
Mrs S Wegg

### **A-level - Edexcel**

Mathematics at A-Level is a course worth studying in its own right but also 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. It is challenging but interesting, building on work met at GCSE, but also involving many new ideas.

The course aims to allow and encourage the development of:

- Mathematical skills and knowledge to solve problems, given in both theoretical and real-life context
- use of Mathematical arguments and logic
- understanding and demonstration of what is meant by proof in Mathematics
- simplifying real-life situations and using Mathematics to explain what is happening
- use of calculators, computers and other resources effectively and appropriately

### **Requirements**

A minimum of a grade 7 in the higher tier of GCSE Mathematics is needed for the course.

### **A-Level Mathematics (Single Award)**

This is a new-style two year linear course. Students will study two Pure Maths units and one mixed applied unit; Statistics and Mechanics. In studying the Pure modules, knowledge of algebra and trigonometry will be extended as well as the introduction of new concepts such as calculus. From the Statistics and Mechanics unit knowledge of data analysis and probability will be extended through the use of large data sets, as well as introducing statistical distributions such as the binomial distribution. Students will also cover kinematics and learn how to describe Mathematically the motion of objects and how they respond to the forces acting upon them. All three exam papers are sat at the end of Year 13.

### **A-Level Further Mathematics (Double award)**

This new-style course is only suitable for students who are very able and have a deep interest in the subject (a grade 8 at GCSE is recommended for Further Maths students). It is especially desirable for students considering taking a degree in either Maths or a Mathematically related subject. Students following this course will study the full content of the A level (single award) Mathematics, as detailed above. At the end of Year 12 they will sit the three exam papers to gain the A-level Mathematics qualification.

In Year 13 there are a further four units; two compulsory Pure and two applied units, one in Statistics, the other in Mechanics. The examinations sat at the end of Year 13 will lead to a second A-level qualification in Further Mathematics. This course will take Mathematical knowledge and skills to a level suitable for beginning a degree course in Maths, Engineering, Physics or similar.

(Further Mathematics is not part of the blocking system shown on page 9, so interested students need to speak with Mr Newman.)

## Modern Languages

Head of Department:	Ms N Geschwendt (German)
Staff:	Mr P Chillingworth (French)
	Mrs S Hales (French)
	Mrs R Jordan (German)
	Dr C Law (German)
	German Language Assistant
	French Language Assistant

### **Why study a foreign language?**

In terms of employment prospects, the ability to speak a foreign language is becoming increasingly advantageous. In almost any profession, a facility with at least one other major European language is a vital asset and, most particularly in the world of the professional musician, where the concept of the 'global village' is a very real one, ability to communicate verbally as well as musically is an invaluable skill. Moreover, the study of a foreign language beyond GCSE gives a deeper understanding of the history, culture and traditions of the country concerned and will offer invaluable insight into the minds of the great European composers and the development of music in Europe.

Our A-level courses also aim to develop the student's powers of analysis, ability to structure arguments effectively and knowledge of current affairs.

### **Aims and structure of the courses**

The A-level language courses build upon the skills acquired for GCSE, seeking to deepen understanding of the structures of the languages as well as dealing with the social, political and cultural issues affecting much of modern Europe.

The foreign language is used as much as possible in the classroom and students should aim to spend some time during the course in the country where the language is spoken. Popular and tailor-made five-day study trips to Berlin and Paris are offered in the Sixth Form in February half-term, giving students the chance to explore many of the set A-Level topics for German and French.

Lessons continue to combine and further the four basic language skills of listening, speaking, reading and writing, with greater emphasis on grammatical accuracy than at GCSE, and using authentic materials in the form of foreign-language websites, DVDs, news broadcasts and both adult and teenage literature. The culture of Germany, France and other countries where these are spoken will also be looked at in greater depth.

### **A-level course structure (Awarding Body: AQA)**

Not all topics will feature in each language.

#### **Year 12**

- **Aspects of German/French speaking society: current trends**  
The changing structure of the family; the impact of digital technology; the rôle of charities and voluntary work; youth culture.
- **Artistic culture in the German/French-speaking world**  
Festivals and traditions; Art and Architecture; Berlin/Paris; Contemporary Music; Cinema.
- **Grammar and translation**
- **Study of a film**
- **Independent research topic (examined in the speaking test)**  
An independently researched topic of the student's choice, perhaps an author, musician, director, or an aspect of German or French speaking society not covered elsewhere in the course.

## Year 13

- **Aspects of German/French speaking society: current issues**  
Multiculturalism: immigration, integration, racism; Social exclusion; Crime and punishment.
- **Aspects of political life in the German/French-speaking world**  
Youth and political engagement; the rôle of trade unions; immigration policy; the EU; German reunification and its consequences.
- **Grammar and translation**
- **Study of a text (book/play)**
- **Independent research topic (examined in the speaking test)**  
An independently researched topic of the student's choice, perhaps an author, musician, director, or an aspect of German or French speaking society not covered elsewhere in the course.

The exam structure is as follows (again, pending Ofqual approval):

### **Paper 1: Listening, Reading and Writing (2h30) (40% of total marks)**

- Listening comprehension: students have an individual mp3 file or CD which they can control.
- Reading comprehension.
- Translation into and out of the language.

### **Paper 2: Writing (2h) (30% of total marks)**

- One essay question on the film studied in Year 12 and one on the text in Year 13, answered in German or French. No texts or dictionaries are allowed in the exam. 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 technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

### **Paper 3: Speaking (21-23m including 5m preparation) (30% of total marks)**

- Discussion of one of the topics covered during the course based on a stimulus card, prepared beforehand (5-6m).
- Presentation (2 minutes) and discussion (9-10 minutes) of the individual research project.

## **Course Requirements**

Students who decide to embark on the study of languages in the Sixth Form need to be realistic. The study of languages post-16 is rewarding and stimulating, but also demanding, and it represents a significant jump from the 'survival' language situations of GCSE courses. There is a strong emphasis placed on grammatical structure and accuracy, and dictionaries will not be allowed in the examinations. Students must therefore be prepared to spend time acquiring breadth and depth of vocabulary, and also developing and applying the grammatical concepts that become an increasingly important part of language-learning post-16.

Anyone embarking upon an A-level course should have achieved Grade A or A\* at GCSE and, given the oral nature of the course, should show a willingness to speak in class and offer opinions, and an awareness of the moral, ethical, social problems facing us today. A willingness to spend time independently in the country concerned is also very important. In addition to lessons, students will be expected to spend a minimum of 5 hours a week on independent study i.e. fostering their reading and listening skills, researching vocabulary and writing in French or German, as well as attending small-group sessions with the language assistant.

Students who are considering opting for a language at A-level but are unsure of their suitability or ability, should not hesitate to speak to their subject-teacher: (s)he is in the best position to give sound advice.

## Music

Head of Music in the Curriculum:	Dr S King
Coordinator of Sixth Form Academic Music:	Mrs S Oliver
Coordinator of Middle School Academic Music:	Mr D Mason
Coordinator of Lower School Academic Music:	Mr J LeGrove
Staff:	Miss R Aldred
	Miss C Campbell Smith
	Dr S Murphy

### A Level - AQA

All students in the Sixth Form receive class music tuition as an extension of and support for their instrumental work. This leads to an A Level examination in Music at the end of Year 13.

### Year 12

Academic Music lessons in Year 12 are designed with three aims:

- to enhance and support students' instrumental study
- to lay a foundation for composition coursework undertaken in Year 13
- to cover approximately half of the A level Music Areas of Study

Classes are normally arranged as follows:

- 3 hours per week in a set of 10-12 students, focusing on Listening, History and Analysis
- 1 hour per week in a smaller group of 5-6 students focusing on Composing skills
- 1 hour per week as the whole Year 12 group focusing on Aural and Choir work

Students will normally work with the same set teacher throughout Year 12 for all aspects of the course. Division into teaching groups will be based on students' needs in the area of aural training – this setting is reviewed after each significant assessment. In the final term, the classes may be rearranged to facilitate optional choices of Areas of Study.

#### **Term 1      Compulsory Area of Study 1(a): Baroque Solo Concerto**

Set works by Purcell, Vivaldi and Bach

#### **Term 2      Compulsory Area of Study 1(b): The Operas of Mozart**

Set work: *Le nozze di Figaro*, Act I

#### **Term 3      Optional areas of Study (choose one):**

**Pop Music** Stevie Wonder, Joni Mitchell, Muse, Daft Punk, Beyoncé, Labrinth

**Music for Media** Bernard Hermann, Thomas Newman, Hans Zimmer, Michael Giacchino, Nobuo Uematsu

**Music for Theatre** Kurt Weill, Richard Rodgers, Stephen Sondheim, Claude-Michel Schönberg, Jason Robert Brown

**Jazz** Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davies, Pat Metheny, Gwilym Simcock

**Contemporary Traditional Music** Astor Piazzolla, Toumani Diabaté, Anoushka Shankar, Mariza, Bellowhead

**Art Music Post-1910** Shostakovich, Messiaen, Steve Reich, James MacMillan

In addition to the regular classes described above, the department offers classes:

- for students requiring help in preparing for ABRSM's Grade 5 Theory
- for students with English as an additional language
- for students considering applying to study Music at university (Summer term in Y12 and Autumn term in Y13)

## Year 13

All students proceed to the A level examination in Music during the U6 year, with the exception of those who took this exam in Year 12. The aims and objectives of the course in Year 13 remain consistent with those in Year 12, with particular focus on support for students during the first term, as they prepare for auditions to enter Conservatoires, or for application to Universities.

Lessons are organised as follows:

- 3 hours per week in a set of 10-12 students, focusing on Listening, History and Analysis, covering work for Unit 1 of the A level specification
- 1 hour per week in a smaller group of 5-6 students, focusing on Composing skills, both free and stylistic, for Unit 3 of A the A level
- 1 hour per week as the whole U6 group focusing initially on Choir work and including other targeted skills as appropriate later in the course

The A-level examination is taken in Year 13 and consist of:

- A written examination, testing aural skills, analytical knowledge of set works, contextual and analytical knowledge of Areas of Study (40% of total marks)
- Non-Exam Assessment of Performance (35% of total marks, externally marked)  
A single performance of at least 10 minutes
- Non-Exam Assessment of Composition – minimum total 4.5 minutes (25% of total marks, externally marked)  
One composition to a brief published by the exam board  
One free composition

### **Term 1            Compulsory Area of Study 1(c): Nineteenth Century Piano Music**

Set works by Chopin, Brahms and Grieg

**Term 2**            Optional areas of study (choose one from options as per Y12, Term 3)

**Term 3**            Revision

## Post-A level work

Students who have already completed A level studies before entering Year 13 attend 2 hours of lessons each week, as a full class.

Since 2009-10, post-A level classes have been able to follow a course in preparation for entering the Trinity Guildhall AMusTCL diploma in Music Theory. Entry for the examination is optional; however, it is felt that the opportunity for sharply focussed further study with a significant qualification as the goal makes this an attractive option. The syllabus is interesting and imaginative, with a good balance of stylistic composition, analysis and historical/stylistic contextual work and a wide range of genres which would appeal to Chetham's students.

- According to the syllabus, the AMusTCL "is a written diploma in which the standard is equivalent to the written-work component at the end of the first year in a full-time undergraduate course at a conservatoire or other higher education institution." There are no prerequisites in terms of qualifications for beginning study for the examination.
- The examination consists of a single 3-hour paper, marked out of 100, with a pass mark of 60%. The paper is divided into two sections (5 questions to be attempted in total, at least 1 from each section):
  - Section A: Musical Skills (melody, harmony, counterpoint, orchestration) exercises from 4 different periods/styles
  - Section B: Prescribed Works (5 works from 4 different musical periods) either an essay, or a series of sub-questions

- N.B. there is no coursework involved.

## Music Technology

Head of Department: Dr S King  
Staff: Mr A Horn  
Dr J Pike

### **A Level - EdExcel**

Familiarity with Music Technology is increasingly important in the lives of today's musicians. This course is designed to enable you to become familiar with a wide range of studio techniques and to develop your skills and enjoyment of the subject in an area that could help you in your future career. Chetham's is fortunate to possess outstanding facilities including industry standard ProTools recording and editing systems, and Logic Pro X DAWs which will help to prepare you for work in the profession.

The 2 year A-level course covers a full range of topics, including recording techniques, sequencing, sampling, synthesis and composition. The syllabus is designed for those with or without previous experience. An exceptional enthusiasm for recording, working with computers and an enjoyment of a wide range of musical styles is essential, as students will be expected to develop their interests into an activity that involves a significant amount of studio work outside lessons. Wherever possible we aim to stretch students to a level well beyond that required for the examinations.

A detailed study of recording techniques from the early years up to present day digital multi-track equipment forms a core element of the course, and within this students will also study and work within a range of musical genres, primarily popular music genres, from the 1940s onwards. We also look at the art of writing music for film and TV and developments in electronic music of all kinds.

The A-level examination is taken in Year 13 and consists of:

#### **Externally Assessed Coursework: Multi-track Recording**

20% of the total A Level mark

Using our recording studios, you will have to record, edit and mix a piece of popular music from a choice of ten songs given by the exam board. The recording will have to fulfil several criteria set by the board including its length and the choice of instruments that must be on the recording. You will be in charge of the entire process.

#### **Externally Assessed Coursework: Technology-based Composition**

20% of the total A Level mark

For this piece of coursework students will have to compose and realise a piece of music using music technology as a key element of the music. Technology has to play a large part of the compositional process, including the use of synthesis and sample editing for sound creation, and the creative use of audio effects. The briefs may include composing for a film, the use of a set text, or the use of specific samples.

#### **Written Exam: Listening and Analysing – 1hr30mins**

25% of the total A Level mark

In this exam students are given a number of unfamiliar commercial pop recordings from 1940 to modern day. In a series of written response, they will be asked to identify, analyse and evaluate a range of creative music production techniques found within the

recordings, including recording methods, the identification of audio effects and their related parameters, and the principles behind the choice of the effects heard and their sonic character.

**Written/Practical Exam: Producing and Analysing – 2hr15mins**

25% of the total A Level mark

This exam assesses students' knowledge of the techniques and principles of music technology through a series of written and practical tasks, in the context of audio and MIDI materials provided by the exam board. Using the Logic Pro X DAW, students will work with unedited audio and MIDI materials that have been captured using microphone, DI and sequencing techniques. The examination will assess the ability to process and correct these materials using a range of production skills, culminating in a series of audio bounces/exports for individual instrumental/vocal parts, plus a final stereo mix. Students will refine and combine pre-existing 'ingredients' of a mix to form a convincing final product.

Please note: You may be asked to demonstrate a genuine enthusiasm for the subject before being accepted on the course as places are limited.

## Physical Education & Recreation

### **Enrichment Studies – Year 12 Key Skills**

Head of Department: Ms I Staszko

On arrival Year 12 students can choose to do the PE option in Key Skills during the first term where a variety of sports is offered. This option is in addition to their one hour of regulatory sport required of all Sixth Formers. It is extended after the February half term to include both periods 5 and 6 in a Friday afternoon. This is optional for students.

### **Physical Education**

Although Sixth Form students do not have timetabled PE lessons there is still an expectation that they all participate in exercise. They are contracted to do the minimum of one hour of sport per week during term time. They can pick what activity they do on site and when.

The students are monitored on a weekly basis and parents and students will receive a copy of the Sixth Form PE curriculum policy before September.

### **Recreation**

Head of Department: Ms I Staszko  
Staff: Several Recreation coaches

During the evenings and weekends a wide variety of activities are offered at different times: Football, Fitness Training, Table Tennis, Yoga, Ballet, Zumba, Martial Arts, Badminton and Tennis.

We also offer a comprehensive Outdoor Education Programme which has included activities like: Indoor and Outdoor Rock Climbing, Snow Skiing (indoor), Mountain Biking, Kayaking, Sailing, Windsurfing, Indoor Ski-Diving, Go-Kart Racing, Hiking/Walking, Paintballing etc.

We are fortunate in having an excellent, well equipped fitness area.

Students are encouraged to make as much use of the facilities and opportunities provided whilst they are with us. They are encouraged to make suggestions of activities that they would like via the Student Forum as well as general conversation with the head of department. In order to facilitate these requests a taster session is often first offered to assess the level of interest.

## Sciences

Head of Department: Mr A Henderson (Biology)  
Staff: Mr J Blundell (Physics)  
Mrs L Gartside (Sciences)  
Mr P Przybyla (Chemistry)  
Mrs E Storey (Sciences)

### A Level – AQA

At A-level, all subjects follow the AQA specification. All three subjects are examined by three written papers at the end of Year 13, all of which are of 2 hours' duration.

### Chemistry

The AQA Chemistry specification can act as a stepping stone to inspire students, nurture their passion for chemistry and lay the groundwork for further study in courses such as chemistry, medicine and pharmacy. Chemistry is fundamentally an experimental subject. This course provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

#### Subject content

##### Physical chemistry

Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria and Le Chatelier's principle and  $K_c$ , Oxidation, reduction and redox equations, Thermodynamics, Rate equations, Equilibrium constant  $K_p$  for homogeneous systems, Electrode potentials and electrochemical cells, Acids and bases

##### Inorganic chemistry

Periodicity, Group 2, the alkaline earth metals, Group 7(17), the halogens, Properties of Period 3 elements and their oxides, Transition metals, Reactions of ions in aqueous solution

##### Organic chemistry

Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis, Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Organic synthesis, Nuclear magnetic resonance spectroscopy, Chromatography

### Biology

The subject content is relevant to real world experiences and is interesting to learn. It is also presented in a straightforward way. A-level Biology is a stepping stone to future study in courses like biological sciences and medicine.

Biology is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. Eight topic areas are covered, with the first four being studied in Year 12 and the last four in Year 13.

#### Subject content

1. Biological molecules
2. Cells

3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

## Physics

One definition of physics is “the study of matter, energy, and the interaction between them”. Essentially it’s looking at the fundamental properties and behaviours of the universe on a scale from the infinitesimal – the sub-atomic world of quarks - to a scale that is immense – supercluster complexes of galaxies, the largest of which spans 10% of the observable universe.

While physics research is associated with the big questions – the origin of the universe / the role of dark matter and dark energy in its fate - it doesn’t just deal with theoretical concepts. Physics knowledge is applied in fields as diverse as astronomy, civil engineering, finance, medicine and nanotechnology.

The AQA specification has been designed to help inspire and motivate students and lay the foundations for higher level study at university. It offers numerous opportunities for students to develop their practical skills.

Though we do not make it a condition of studying Physics at A-level, we strongly recommend that students also study Mathematics, as our experience shows that student without a decent level of Mathematical skills can find it harder to attain top grades.

In Year 13, students currently take the Medical Physics option.

## Subject content

Core content	Options
<ul style="list-style-type: none"> <li>• 1 Measurements and their errors</li> <li>• 2 Particles and radiation</li> <li>• 3 Waves</li> <li>• 4 Mechanics and materials</li> <li>• 5 Electricity</li> <li>• 6 Further mechanics and thermal physics</li> <li>• 7 Fields and their consequences</li> <li>• 8 Nuclear physics</li> </ul>	<ul style="list-style-type: none"> <li>• 9 Astrophysics</li> <li>• 10 Medical physics</li> <li>• 11 Engineering physics</li> <li>• 12 Turning points in physics</li> <li>• 13 Electronics</li> </ul>

## OPTION FORM

PLEASE RETURN THIS FORM TO MRS ALBINSON ([angelaalbinson@chethams.com](mailto:angelaalbinson@chethams.com))  
NO LATER THAN FRIDAY 20 APRIL

It is less likely that your first choices can be met if you reply after this date.

Name:
Instrument - First Study:
Instrument - Second Study:
First Study instrumental tutor:

### A Level Choices

Most students will choose two subjects in addition to Music, leaving one block free.

Block 1	Music
Block 2	
Block 3	
Block 4	

Please identify any problems/uncertainties with the above choices:

Signature (parent or carer):

Date: