

Sixth Form Prospectus

FOR ENTRY SEPTEMBER 2024



James Allen's Girls' School

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INTRODUCTION

Entry to the Sixth Form

All students entering the Sixth Form will have at least 6 GCSE passes at grade 7 or above with a minimum of grade 7 in English Language and grade 6 in Mathematics. For most subjects a minimum of grade 7 in the GCSE is required before continuing with the subject to A Level, but please see individual subject entries for precise details of entry requirements. If a student wishes to take up a new subject at A Level it is recommended that they should have obtained at least a grade 7 in related subject(s) at GCSE.

Scholarships and Bursaries

Additional scholarships are available for students entering the Sixth Form. Scholarships are mainly awarded on academic merit, based on mock results and actual GCSE results, but may also be given for artistic and musical distinction and for aptitude to study Economics. Means-tested bursaries are available to help when necessary.

The Sarah Buxton Scholarship is available to a student joining the school for the Sixth Form.

The Sixth Form Curriculum at JAGS

You will choose 3 or 4 full A Level subjects to study in Year 12. For each subject you will have eight periods of tuition in Year 12 and nine in Year 13 and the recommended guideline is five hours of independent study per subject per week. In some subjects it may be possible to complete a stand-alone AS Level qualification at the end of Year 12. There is also the opportunity to complete an EPQ (Extended Project Qualification) or Core Mathematics qualification (AS equivalent) alongside your A Levels, together with a wide variety of academic and co-curricular enrichment activities, as outlined in this prospectus. There will be a sports afternoon for everyone in Year 12 and a programme of lectures in both years.

Students are advised that taking 3 rather than 4 full A Level subjects allows a greater opportunity for participation in school and independently arranged enrichment activities, such as the EPQ.

A LEVEL COURSES

The following subjects are available, providing sufficient students choose them to make a viable group:

Art	English Literature	History of Art	Physics
Biology	French	Italian	Politics
Chemistry	Further Mathematics	Japanese	Psychology
Classical Civilisation	Geography	Latin	Religious Studies
Computer Science	German	Mathematics	Russian
Drama and Theatre	Greek	Music	Spanish
Economics	History	Philosophy	

You should choose your subjects by reading the course descriptions in this prospectus, listening to the advice given by Heads of Department, consulting your subject teachers, Form Tutor, parents, and any reference materials recommended to you. Your decision should be based on your interests, abilities, and likely career plans. You should note the GCSE requirements for each subject and should aim for a combination of subjects which will engage your interest, develop your skills in a variety of ways and prepare you for future study and employment, even though you may well be unsure at this stage as to where your eventual career may lie.



YOUR SIXTH FORM JOURNEY AT JAGS

Surrounded by a fun, dynamic group of approximately 200 students, the Sixth Form is structured so that you can take new directions and embrace different opportunities whilst receiving ongoing support from experienced professionals and fellow students. The Sixth Form curriculum allows you to make personalised academic choices that will allow you to flourish as an individual; for example, you choose the number of A Levels, the Skills for Life or CEP course, the MOOC, and the Sixth Form Society.

Journey Ethos

JAGS Sixth Form will help you to thrive and flourish as young adults. Through an ambitious and nurturing environment, we will support and encourage you in all your aspirations. The people, facilities and learning environment of JAGS Sixth Form, underpinned by our warm, personalised and student-centred approach, provide every student with the tools required to achieve their goals successfully and enjoy their journey.

The love of learning that you have developed through your earlier school years will be enhanced. You will be encouraged to take responsibility for your progress and achievements through your Sixth Form journey. We recognise that truly successful learners are those that show independence in their work and their academic choices, take risks, and reflect, process, and learn from any setbacks along the way.

Academic Aspects



In the Sixth Form you will study fewer subjects; this is a chance to specialise in those subjects about which you are enthusiastic and passionate. Subject options such as politics, philosophy or economics will be completely new to you, giving you the chance to explore new territory. You will be taught in smaller class sizes, allowing greater discussion, in depth debate and a more personalised approach to you and your learning requirements. Study periods will feature on your weekly timetable. We encourage you to see these periods as opportunities to complete homework or further lesson consolidation in the Library or the study areas. With this increased freedom comes responsibility; you will need to ensure that your time is spent efficiently.

We hope you enjoy reading this document to learn more about your potential subjects of study in the Sixth Form.

Pastoral Care

Being placed in a tutor group means your Form Tutor will be your main point of contact. A Head of Year supports you with the more complex issues you may experience. In addition, the Head of Sixth Form will help, guide and support you through your Sixth Form journey. There is also support from Mr O'Dwyer (Deputy Head, People) and the team of school nurses, counsellors and Chaplain.

Your tutor group will consist of a mix of Year 12 and Year 13 students, enabling you to learn from, and support, your Sixth Form peers, enriching the experience for everyone. Year 13 students are often best placed to provide study, work and future destination advice to eager, inquisitive Year 12s, in addition to the team of experienced and knowledgeable Form Tutors. Tutor time will include discussions and activities focused on unfamiliar issues; learning, debating and becoming aware about topics beyond your chosen A Levels and enhancing your transferrable skills, in a secure, safe, learning environment.

In order to prepare students for the next phase of their journey, we have teamed up with the organisation 'Happy Space' to provide information and guidance that will help students through the transition to university or other post JAGS destinations. We are proud of our association with 'Happy Space' and consider the health, social, pastoral and financial advice they provide to be incredibly important.



ACADEMIC ENRICHMENT OPPORTUNITIES

Co-educational Enrichment Programme (Year 12) and Liberal Studies (Year 13)

We are excited to offer you a programme of shared academic and extra-curricular enrichment courses with fellow students from Dulwich College. You will spend one afternoon each week working together on a study programme that offers a wide range of options. Some are designed to complement your A Level studies and others to provide contrast. Some of the many courses on offer will last for the year and others for half a year. This year's options include titles such as, 'Podcasts: concept to publication', 'Quantum mechanics for beginners', 'Spying and Separation' and 'The book was better than the film'. Whilst the specific content of the course will be important in your development as learners and contributors to society, you will also be learning valuable life skills, such as organisation, teamwork and interpersonal skills.

Skills for Life Programme

Supplementing the exciting programme with Dulwich College, you will also take part in our Skills for Life programme. This is a series of three 9-week courses (2 periods per week) that we believe will benefit everyone. This year students have chosen from the following selection of courses: 'Thinking Skills', 'MOOCs' (Massive Open Online Courses), 'MOS' (Microsoft Office Specialist), Mathematics for Scientists and a First Aid at work course. All come with reported feedback to your Form Tutor for reference purposes and some with a qualification.

Sixth Form Societies

Sixth Form societies enable you to intensify your appreciation of your academic interests. These weekly super-curricular sessions involve teacher-student collaboration and will include varied activities, from discussions to expert speakers and student presentations. Colleagues at universities have confirmed that our students have had excellent experiences to discuss in their Higher Education applications. This year we are pleased to offer 20 different Societies covering a wide range of subject interests, from drama to medicine to art appreciation and geography to MFL to physics. The societies are fully timetabled events and form a new, exciting and individualised pillar of our Sixth Form curriculum.



Extended Project Qualification

The EPQ is valued enormously by both employers and universities and is proving a very popular option for our Sixth Form students. It aims to inspire, enthuse and motivate students who gain the freedom to complete a project on a subject they are studying or in an area of personal interest. A stand-alone qualification worth up to 28 UCAS points for an A*, it is equivalent to an AS Level. As students have the freedom to select their subject, it can support a practical, work-related approach to learning or be an extension of their A Level studies.

The EPQ department provides students with the opportunity to engage and develop independence in a supportive and focused setting. Mentoring staff encourage and expect students to engage with the activity of project development in a committed, serious way, while gaining an insight into project management. The EPQ documents the process learners go through to produce an outcome; this can be a design, performance, report, dissertation or artefact, and it is the process that is assessed rather than the outcome itself.

Over an extended period, the programme of study allows students a chance to gain skills in independent learning, research and presentation and to have those skills recognised and assessed.

CO-CURRICULAR ENRICHMENT OPPORTUNITIES

You will be encouraged to show initiative and be independent in your choice of extra- and super-curricular activities. We recognise that Sixth Form 'success' is a broad term and should cover not only academic achievement but wider areas of life. Time management will become crucial as you seek to balance your academic priorities with your interests outside the classroom. In view of the A Level regime post reform, Year 12 is the time to lead and participate in the myriad of opportunities outside of the classroom, in your House or on a school wide basis; societies, activities, visits, sports, voluntary work, musical activities and drama productions play a crucial part in our Sixth Form students' lives. There is also a comprehensive weekly lecture programme in Year 12 and Year 13, designed to supplement your lessons, with talks about diverse topics ranging from 'Media campaigns for women's rights' to 'UCAS applications' to 'Emotional Intelligence'. Lectures are provided by teachers, JAGS alumnae and external professionals.



JAGS Sixth Form students always demonstrate a most important core value of our school: we recognise that we exist within a community, and it is vital that we contribute to that community at a school, local, national and global scale. Charitable endeavours are encouraged, promoted and celebrated here, and rightly so! Many students are involved with volunteer programmes in school and learn to take the lead on initiatives to help and support those in need. Students are also encouraged to volunteer and raise money for other charities independently. You will get the chance to assist the wider community through helping at local retirement homes, hospitals and primary and special schools. Our students have an amazing capacity to effect positive change.

In the Spring Term of Year 12, you will have the opportunity to apply for student leadership positions, either as a Head Girl, House Captain, School Prefect, Subject Prefect, Equity and

Respect Prefect, JAGS Mental Health First Aid Prefect or Peer Mentor. This is an exciting opportunity for you to enhance and refine your leadership and other transferrable skills, as well as contribute wholeheartedly to the life of the school and play a crucial role in providing student voice.

FACILITIES

You will enjoy the increased freedom of the Sixth Form and the chance to relax by playing table football and pool in the common rooms. These also contain helpful study resources, for example interactive screens and a wipeable white wall for group explanations. Each common room has a conservatory and there is also a kitchen with daily provisions organised by students. In addition, you will be able to use the Deep End Café and the Copper Beech Café. We aim to cater for your needs and are keen to incorporate student voice in any redevelopments. The Sixth Form Centre also includes seminar rooms for small group teaching and a Lecture Theatre for engaging talks and lectures covering a range of topics and issues delivered by both internal and external speakers.

The warm, friendly atmosphere of the Sixth Form space, and the close, personal interest teachers take in each individual, make the transition into our Sixth Form a happy and successful experience. It will help you maximise your potential and enable you to enjoy your time in the Sixth Form at JAGS. When your Sixth Form journey ends and you participate in the varied 'Leavers' activities', such as the lunch, leavers' ceremony and leavers' ball, you will feel proud and pleased that you were encouraged to aim for an ambitious destination, taking a journey that helped develop you as an individual in every sense; the 'whole you'.

Mat Weeks

Assistant Head, Head of Sixth Form

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HIGHER EDUCATION & CAREERS

We offer comprehensive support as you start to consider your future destination, equipping you with the confidence, skills, experience, and qualifications to enable you to become a lifelong learner with a flexible approach to the world of work. In addition to your Form Tutor, you will have support from Mr Weeks, Head of Sixth Form, two Oxford & Cambridge Advisors, the Overseas Universities Advisor, Higher Education Advisor and Careers Adviser. Subject specific advice is available from Heads of Department and specialist support is available for medicine, art foundation, architecture, music, drama and law. Together, we have a great deal of experience in advising students about university, higher education and careers. We are all here to help you and to ensure that you are fully informed about the choices you will have to make.

We have a weekly lecture programme for Year 12 and Year 13 students, and this includes visiting speakers and students, often alumnae, who may speak about their university course and their work. We also invite speakers in to talk about Sponsored Degree Programmes, Gap Year opportunities, alternatives to university such as Higher Apprenticeships and School Leaver Programmes and transferable soft skills such as communication in the world of work.

You will be encouraged to make the most of extra-curricular and super-curricular enrichment. We publicise short courses, masterclasses, conventions, lectures, competitions, webinars and insight events offered by a variety of companies, professional organisations and individual university departments. These are advertised via the weekly notices which are discussed in tutorial time and then circulated to students by email. In addition, you will also be encouraged to engage in work placements and career-related experiences in person or online, via employer events and through networking with family and friends. We offer sessions on CV writing and practice interviews to ensure that you are in the best possible position to secure a placement. We will help you to plan and make the most of work shadowing, volunteering, temporary jobs and any other experiences and we will help you to set challenging and realistic goals for yourself. It is important to reflect on these experiences effectively to help you decide on the best course at each stage of your school life and beyond and we are here to discuss this with you.

Requirements for university entrance vary. Some courses require particular A Level subjects. For example, if you want to read medicine, then chemistry is essential. If you are applying for an academic mainstream subject, then you would be expected to have studied it for A Level; if you want to read history at university then A Level history would usually be required. If you want to study Law, you should have an “essay-writing” subject. Many courses do not specify required A Level subjects, however, they will expect good grades in whatever A Levels you are studying. Remember that you are more likely to be successful if you choose subjects that you enjoy and in which you believe you can excel.

Preparation for university goes well beyond the subjects you are taking at A Level. Universities are looking for qualities such as initiative, independent learning and wider experience of the practical application of the subject. This is particularly, but not exclusively, true for vocationally oriented subjects such as architecture, drama, law, medicine and psychology. Above all, universities are looking for evidence of your enthusiasm for your chosen subject and your willingness to pursue it for yourself. Life in the Sixth Form offers many opportunities, through lectures, societies, outings, workshops and wider reading, to help you prepare for Higher Education, and for a lifetime of learning. Guidance is also available for students who wish to apply to universities outside the United Kingdom. If you have any worries about how your choice of subjects affects your application to a university course, we are here to talk to you or to your parents at any time.

We recommend that students use resources such as Morrisby Online and Unifrog to research their options at 18 and you will have one-to-one discussions with your tutor and Higher Education Advisers to help you prepare an action plan for further research.

In the Spring Term of Year 12, you will be given guidance on making the most of University Open days and we invite visiting speakers to attend the full day Careers and Higher Education event in school. In the Summer Term the Higher Education team will support you through the UCAS registration process, and you will take part in the Personal Statement Workshop delivered by an external training provider.



In Year 13, your tutor and the Higher Education team will continue to support you through the UCAS application process, and you will be given advice and guidance as you prepare for entrance interviews and written tests which are required by an increasing number of universities.

Resources in the Sixth Form centre include most UK University and College Prospectuses, Degree Course Guides and Degree Course Offers, although we do recommend that students check the university websites and the UCAS website – www.ucas.com – for the most up-to-date information. In addition, the library stocks useful publications such as the 'Getting Into' guides, as well as information about Oxbridge entrance.

You may wish to take a Gap Year after your A Levels to work, volunteer or travel or you may decide to undertake a Foundation course or School Leaver Programme before applying to university. We hold an annual School Leaver and Gap Fair for students in both year groups to find out more about the range of opportunities available and we offer bespoke support for those interested in applying for Degree or Higher Apprenticeships. Whatever you decide, we are here to offer information, advice and guidance and those who decide to apply to university post A Level are offered the same level of support as those who apply during Year 13.

AS/A LEVEL SUBJECTS

(in alphabetical order)

The following outlines of the A Level courses have been drawn up by Heads of Departments to help you decide which subjects are best suited to your abilities and interests. They will answer your questions on the content and structure of the course, the balance between examinations and coursework requirements and, most importantly, the interest and relevance of the subject itself. Some subjects require pupils to achieve a minimum standard at GCSE before they can be accepted onto the course, others require no previous knowledge. These requirements are stated in the following sections. Very occasionally, in exceptional cases, such as serious illness, or interrupted previous schooling, these requirements may be altered.



SUBJECTS

Art

Introduction

Studying art in the Sixth Form is an opportunity to learn vital creative thinking skills and visual literacy in an increasingly visual world. The course will aim to develop intellectual, imaginative and technical skills whilst evolving individual and personal interests. It will increase visual awareness and the appreciation of art, artists and cultures. There is a great emphasis placed upon personal investigation, analysis and experimentation. The Art department is an exciting place to work and all the staff are teachers and practising artists.

Outline of Course

The course currently requires the submission of a 60% Personal Investigation and a 40% Externally Set Assignment. The course will provide the opportunity to work in all areas of the department: painting, drawing, textiles, printmaking, sculpture, photography, ICT and life drawing. Another important element is critical and contextual studies; this involves the keeping of a work journal where you make direct cultural, historical and comparative evaluations of art and artists, around a personal theme. There will be working visits to the rich and diverse collections of London's galleries and museums.

The course will provide the opportunity to build a wide-ranging portfolio in both two and three dimensions, in a variety of media. This is vital if one wishes to apply to a Foundation or Degree Course at an Art School or University. However, pupils who are not intending to undertake further studies but simply have an interest and aptitude for the subject are welcome.

To enjoy the course and to complete it satisfactorily there are several essential prerequisites. It is assumed that the pupil has successfully completed a GCSE art course, is able to draw to a high standard, and is committed. From the outset pupils will be required to spend time increasing their competence in all areas of the course and be eager to develop their ideas and abilities. A Level pupils should be open-minded, determined and adventurous. There is a separate and well-equipped art studio reserved for Sixth Form pupils. For work using ICT there is a computer art studio and both these studios can be used at any time.



This is a two-year course; there is no option to sit the AS.

Subject requirement: grade 8 in GCSE Art.
The exam board is AQA.

Biology

Introduction

This course aims to encourage understanding of basic biological principles. Pupils learn how organisms are made, how they function, how they interrelate with each other and their environment, and how they pass on characteristics to their offspring. They learn about the biology of a wide range of different organisms including



humans. In A Level biology, the concept of the responsibility of humans as guardians of living things and their environment underpins all teaching and learning. As an outcome of the course pupils will have increased their awareness of the moral, ethical and social implications of the application of biology and technology.

Apart from knowledge and understanding of biological concepts, a thorough understanding of scientific method is developed. Pupils acquire skills which are of value in any discipline; careful observation and recording; rigorous interpretation based on evidence and applying what has been learned to unfamiliar problems.

Outline of Course: A Level Biology (AQA 7402)

The content has a natural progression from GCSE and is divided into the following topics:

- 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

Pupils wishing to take AS level biology will be taught alongside the A Level students in Year 12 only. The course content is made up of topics 1 to 4 in the full A Level.

This is a two-year course. Pupils taking this subject will not usually sit an AS examination as it does not contribute to the final A Level grade.

Outline of Course: A Level Biology (AQA 7402) AS level (AQA 7401)

Assessment

The A Level course is assessed in three 2 hour written papers taken at the end of Year 13.

Paper 1 examines material in topics 1 to 4 and is made up of a mixture of short, long and extended response questions. It makes up 35% of the A Level.

Paper 2 examines material in topics 5 to 8 and is made up of short and long answer questions as well as a comprehension question. It makes up 35% of the A Level.

Paper 3 examines all content and practical skills and is made up of structured questions, a critical analysis of experimental data and an essay question. It makes up 30% of the A Level.

Practical work will be conducted throughout the course and will include 12 required activities which are assessed internally. All pupils are expected to achieve practical endorsement which will be awarded alongside their overall grade.

The AS level is assessed in two 90-minute written papers taken at the end of Year 12. Each paper makes up 50% of the AS.

Paper 1 examines material in topics 1 to 4 and is made up of short answer questions and a comprehension question.

Paper 2 examines material in topics 1 to 4 and is made up short and extended response questions.

Practical work will be conducted throughout the course and assessed through related questions in paper 1 & 2.

Subject requirement: grade 8 in GCSE Biology
(double award science not accepted).

The exam board is AQA.

Chemistry

Introduction

Chemistry is involved in everything around us - from the food we eat to the medicines which keep us healthy, from the quality of the water we drink to keeping the air we breathe clean, and from designing and making new materials to understanding biological systems. Chemistry is concerned with how and why substances form in the way they do and what determines their properties and reactivity at a molecular level. Students intending to study chemistry at this level should have an interest in how materials behave and the relevance of chemistry to the world around us. It is essential to have an enquiring mind and be willing to apply some difficult ideas in unfamiliar situations.

Outline of Course (AQA)

Year 12: The topics studied this year give a broad introduction to organic, inorganic and physical chemistry by building upon GCSE in the following areas:

- Physical chemistry: Moles and equations; bonding; energetics; kinetics; chemical equilibria
- Inorganic chemistry: Atomic Structure; periodicity; chemistry of the alkali earth metals and the halogens
- Organic chemistry: Alkanes; halogenoalkanes; alkenes; alcohols; organic analysis

Year 13: The topics studied this year extend content met during Year 12, often mathematically based. They include:

- Physical chemistry: Thermodynamics; rate equations; chemical equilibria; electrochemistry; spectroscopic techniques
- Inorganic chemistry: Properties of Group 3 elements; chemistry of the transition metals
- Organic chemistry: Optical isomerism; aldehydes, ketones and carboxylic acids; aromatic chemistry; amines, amino acids, proteins and DNA; organic synthesis

This is a two-year course. Pupils taking this subject will not usually sit an AS examination as it does not contribute to the final A Level grade.

Assessment

Assessment of A Level is made up of three written papers, of two hours each. Year 12 and 13 content are assessed, along with relevant practical skills.

Paper 1: Inorganic chemistry, with some physical chemistry (35% of A Level)

Paper 2: Organic chemistry, with some physical chemistry (35% of A Level)

Paper 3: Synoptic paper, with practical skill assessment (30% of A Level)

Practical work will be conducted throughout the course and will include 12 Required Practical activities which are assessed internally. All pupils are expected to achieve practical endorsement which will be awarded alongside their overall grade. Pupils wishing to take AS level chemistry will be taught alongside the A Level students in Year 12 only. Assessment of AS is made up of two written papers of 90 minutes each, with equal weighting. Year 12 content is assessed.

Subject requirement: Grade 8 in GCSE Chemistry
(combined science is not suitable).

The exam board is AQA.

Classical Subjects

The Classics Department offers three different A Level subjects in the Sixth Form: classical civilisation, Latin, and classical Greek. For classical civilisation you need not have any prior knowledge of the classical world, though if you have studied GCSE classical civilisation you will find it helpful. In all these subjects, there will be opportunities for you to add to your enjoyment and appreciation of the ancient world through a variety of activities, including museum, theatre and site visits, and dedicated Sixth Form Study Days, in addition to the normal course of study.

Classical Civilisation

Introduction

This dynamic subject offers you the opportunity to study elements of the literature, history, society, politics, art and religion of the classical Greek and Roman worlds. It encourages the development of a range of analytic, interpretative and communication skills, all of which are highly transferrable to other disciplines or professions. The study of A Level classical civilisation can often lead to the university-level study of classics, drama, English, history, history of art, philosophy and politics, ancient history and archaeology.

All primary sources (tragedy, comedy, epic, and other poetry and literature) are studied in translation: you will not be expected to know any Latin or Greek. Other subjects that combine well with classical civilisation include history, English literature, art, and languages; moreover, if you are taking science or mathematical subjects, this course will add breadth to your studies and develop your essay writing skills.

Outline of Course

During the course, you will study three components; all of which combine the study of both visual material and literature in translation:

The world of the hero, which focuses on epic poetry, with selections from both Homer's Iliad and Virgil's Aeneid.

Greek theatre, focusing on the historical and social context of Greek tragedy and comedy in the 5th Century BCE.

Love and Relationships which examines ancient attitudes towards love, sex, marriage, women and the ethics of relationships through the study of ancient authors such as Plato, Sappho, Seneca and Ovid.

Further information on the specification can be found at <http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017> **A Level Classical Civilisation is a two-year course and pupils would not normally sit an AS examination as it does not contribute to the final A Level grade.**

Subject requirement: grade 7 in a GCSE humanity subject
(English Literature, Classical Civilisation, Geography, History, or RS).

The exam board is OCR.

Classics: Latin & Classical Greek

Introduction

The Latin A Level gives students the opportunity to appreciate **Latin poetry** on both mythological and personal themes through close reading of Ovid and Virgil; it also enables students to engage with both the **politics** of the Roman Republic through Cicero's speeches, and the **history** of Rome under the emperors, through Tacitus' *Annals*.

A Level Greek offers a similarly broad range of engagement with the literature of classical Greece, including **drama** (Sophocles and Euripides), **epic poetry** (Homer), **history** (Thucydides or Herodotus), and **philosophy** (Plato).

Both courses are intellectually rigorous and, as a consequence, very rewarding. You will be encouraged to think for yourself and, read around the subject, and you will have the opportunity to develop an understanding of the nuances of both classical languages by practising the skill of prose composition and unseen translation. Studies are also enhanced by regular museum, site, lecture and theatre visits.

For further details see www.ocr.org.uk

Outline of Course

Both these courses (Latin and Greek) enable you to:

- develop an appropriate level of competence in the language studied and a sensitive and analytical approach to language generally;
- develop an awareness of the influence of classical languages on contemporary literature, culture, and society;
- read, understand and make an informed personal response to literature in the original language and within its cultural context.

Both Latin and Greek are linear A-levels, with all assessment taking place at the end of Year 13. This gives students ample opportunity to develop skills and experience in translation, as well as to complete wider reading of the prescribed authors in preparation for the unseen papers.

Both Latin and Greek are two-year courses. Pupils taking these subjects will not usually sit an AS examination as it does not contribute to the final A Level grade.

Assessment

The A Level course follows broadly the same structure as the GCSE, with two literature papers (prose and verse) and two language papers (unseen translation and comprehension/prose composition).

Subject requirement:

Latin: grade 7 in GCSE Latin
Greek: grade 7 in GCSE Greek
The exam board is OCR.

Computer Science

Introduction

Computer science is a dynamic subject which crosses multiple disciplines. In this age of technology, it is a field with which we should all be conversant. The study of computer science enables the development of high order competencies and thinking skills which will enable students to apply their knowledge and enjoyment of technology to computer programming and theoretical concepts. Real world application is a major part of the curriculum and the ability of students to think flexibly and creatively is a key aspect of the new curriculum.

Outline of Course

This qualification consists of two core units which will enable candidates to demonstrate their knowledge of the fundamental principles of computing and problem solving. Candidates will also be expected to demonstrate their knowledge and understanding of the software development process, by producing a fully functioning software application, this may take the form of an App or a traditional program. The product itself should not be trivial and should demonstrate the range of techniques and knowledge developed throughout the course. Examples of systems built include: a mobile phone app to resolve 3D vectors, and an interactive chess AI. Full guidance on project selection will be provided.

Amongst the many benefits this programme of study offers, is that it encourages students to:

- develop their problem-solving ability within a computing context, using algorithmic approaches;
- analyse, manipulate and interpret large data sets;
- demonstrate their knowledge of programming through by problem solving;
- develop an understanding of the hardware and software aspects of computing.

Assessment

The A Level is assessed in two written papers (Computing Systems and Algorithms & Problem Solving) and on an assessment based on a programming project.

Subject requirement: grade 7 in GCSE Computer Science or grade 7 GCSE Mathematics. GCSE Computer Science is strongly recommended as a basis for this course.

The exam board is OCR.

Drama and Theatre

Introduction

For success in drama and theatre studies, what matters is that you have shown considerable interest in this subject and relish the opportunity to go to the theatre. At A Level, students show knowledge and understanding of how performers, designers and directors communicate meaning to an audience, using specialist terminology. You study a range of texts, exploring how style, form, dramatic structure and characterisation can be interpreted in performance. We might be working practically on *Antigone* or *Hedda Gabler* for example where you appreciate the historical, social and cultural context of each: Greek Drama, the role of women in Victorian society, or political satire based on First World War material. We introduce you to the work of cutting-edge theatre practitioners who are shaping contemporary theatre including *Complicite*, *Berkoff*, *Kneehigh*, *Shared Experience*, *Felix Barrett* and *Punchdrunk*, as well as those who have shaped theatre in the 20th century including *Stanislavski*, *Brecht* and *Artaud*.

Some of our students go on to further their drama skills at university, often combined with the study of other subjects. We see the skills we develop in this subject as complementary to many others. Commitment, responsiveness, powers of analysis, independence of thought, group awareness, as in any other Arts degree, together with the more specific skills of creative inventiveness and technical accomplishments, could be developed in careers such as broadcasting, media, public relations, advertising and arts administration as well as professional theatre. This is a dynamic and exciting course for students who are interested in theatre in the broadest sense.



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Outline of Course

A Level in drama and theatre offers a practical and challenging course of study which encourages learners to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre;
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre;
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre;
- understand the practices used in twenty-first century theatre making;
- experience a range of opportunities to create theatre, both published text-based and devised work;
- participate as a theatre maker and as an audience member in live theatre;
- develop and demonstrate a range of theatre making skills;
- develop the creativity and independence to become effective theatre makers analyse and evaluate their own work and the work of others.

This is a two-year course.

Assessment

Written 70% Practical 30%

Subject requirement: grade 7 in GCSE Drama or grade 7 in a GCSE humanity subject (English Literature, Classical Civilisation, Geography, History, or RS).

The exam board is AQA.

Economics

Introduction

Economics is an exciting and challenging subject which tackles some of the most important issues that we face in the world today. It is embedded in everything around us, from the impact of global events like Brexit and Covid, to the way businesses choose to set their prices.

There are two main strands to the subject. The first is **microeconomics**, which studies the behaviour of groups such as households, firms and governments and tackles questions such as:

- What is the best way for governments to tackle plastics pollution?
- Is the Living Wage an effective way to tackle inequality?
- Are internet companies such as Google and Amazon becoming too powerful?

The second is **macroeconomics**, which takes a 'big picture' view of the economy and is often featured in news headlines about economic growth, unemployment and inflation. It uses economic models to show, for example, how the Bank of England's decision to increase the base rate of interest feeds through the economy and impacts inflation.

Economics combines mathematical and literacy skills. An ability to think and write logically and analytically is key and will be fostered. Pupils will also develop their skills analysing data and evaluating concepts whilst considering different perspectives. It has links to an extensive range of arts and sciences, making it an excellent choice to combine with any subject. It also complements the study of languages, particularly for students considering careers in international business.

Many economics degree courses have mathematical content (including statistics) and require mathematics A Level, with further mathematics sometimes being beneficial. However, there are some courses available which lean more towards the humanities and do not require mathematics A Level. Philosophy, politics and economics (PPE) and similar courses are also intellectually rigorous degrees, which may be considered.

This is a two-year course. Pupils taking this subject will not sit an AS examination.

Outline of Course

We follow the OCR specification. **There is no coursework.** Assessment is based on essays, data response questions and multiple-choice questions across three papers.

The microeconomic topics are: scarcity and choice, how competitive markets work, competition and power, the labour market, market failure and government intervention.

The macroeconomic topics are: economic policy objectives and indicators of macroeconomic performance, aggregate demand and aggregate supply, the application of policy instruments, the global context and the financial sector.

We are a very active department that arranges external speakers, organises trips (including to the Bank of England and the MINI factory), and participates in events such as the Amplify Trading simulation.

Subject requirement: grade 7 in GCSE Mathematics.

The exam board is OCR.

English Literature

Introduction

Reading – closely, widely and independently – is at the heart of the study of English literature.

This course will therefore appeal most to those who take delight in:

- **reading** a wide range of literature;
- **attending** closely to the voices of great writers;
- **thinking** critically about what a text sets out to **do**;
- **analysing** and **discussing** how the written word makes a reader think, feel and imagine.



Outline of Course

There are four elements of the Course:

1. Poetry (two-hour examination; open book; 30% of the qualification)

This paper is based on set texts studied during the course, one pre-1900 and two post-1900.

2. Drama (two-hour examination; closed book; 30% of the qualification)

This paper is based on set texts studied during the course. One question on Shakespeare; the other on one pre-1900 and one post-1900 plays.

3. Unseen Texts (two-hour examination; 20% of the qualification)

Candidates answer one question on an unseen prose passage, and one question on poetry.

4. Prose Study (internally set and marked; externally moderated; 20% of the qualification)

One essay of 2,500 to 3,500 words based on the reading of two prose texts, one pre-2000 and one post-2000. Exploration may be by theme, genre, period or other appropriate concept. It is hoped that this will allow the deepening of individual interests and enthusiasms, and that it will also be a preparation for more advanced academic work.

This two-year course develops:

- an **appreciation** of how writers use language, imagery, form and structure to create a range of effects;
- a **knowledge** of the chronology of English literature, together with an **understanding** of the conventions and traditions of poetry, prose and drama;
- the **skills** of close reading and literary analysis;
- the **skills** of essay writing.

Assessment

The final assessment of all units of this WJEC Eduqas A-Level takes place at the end of the second year of study. There are no external examinations at the end of Year 12.

Subject requirement: grade 7 in GCSE English Literature.

The exam board is WJEC Eduqas.

Geography

Introduction

Our aim is to teach geography in a relevant, engaging and challenging way that stimulates an interest in, understanding of and respect for the world around us. Geography A Level will be a natural progression from the GCSE syllabus, extending the knowledge and skills developed during GCSE.

Geographers have a real contribution to make in the 21st Century as they possess a wide range of important life and employability skills; ICT, numeracy, team skills and independent and analytical thinking.

Outline of Course

Fieldwork is a vital part of geography A Level. Our residential trip, which is a compulsory component of the course, takes place during the first 5 days of the Easter holidays; we visit a Field Studies Centre in the Lake District or Snowdonia to study the stunning post glacial landscapes and rural settlements. We also visit Peckham and Brick Lane to investigate population change. Field trips are fun, hard work and, for many, the best part of the course. They provide first-hand case studies, a practical understanding of physical and human landscapes, a chance for cross-curricular learning as well as exercise and fresh air. There is also an optional international trip; in October 2020 this will be to Azores.

There is plenty of opportunity for independent work and students have the opportunity to attend a great range of lectures organised by the Geographical Association or to join the Royal Geographical Society as Young Members. We also have an active Geography Society in school and our Twitter feed @JAGS_Geography is very popular with students.

This is a two-year course. Pupils taking this subject will not sit an AS examination.

Assessment

We follow the Edexcel A Level. The full A Level allocates 20% of the marks to one piece of coursework, approximately 3000-4000 words long, based on primary data collected on two school fieldtrips, which are explained above. JAGS students value the opportunity to complete a piece of work before the examination. We follow the linear, two year A Level course without the AS option.



Subject requirement: grade 7 in GCSE Geography.
The exam board is Pearson Edexcel.

History

Introduction

History is challenging, exciting and fascinating. It appeals to those with lively and enquiring minds, the capacity for original thought, and a genuine interest in, and enthusiasm for, the study of the past. If you choose history, you will be choosing a subject that teaches you to think in a combination of ways not found in many other subjects. You will consider various attitudes, feelings and points of view which may be alien to your own; identifying reasons why particular events happened as they did, the role of groups as well as the individual and you will deal with all the problems of evidence as well as opinion. It is these skills that make history incredibly valuable for careers in law, business and finance, research, data analysis, publishing and journalism, as well as being of great benefit in any career involving developed, critical writing, such as producing proposals for PhDs and scientific research papers.



There are very rarely clear-cut or simple answers to the questions which historians ask, as any attempt to reconstruct the past is always open to interpretation. This means you will be encouraged to develop skills of analysis, evaluation and interpretation and, because of your studies you should be able to communicate clear, concise and logical arguments substantiated by relevant evidence and make judgements. History A Level is not simply learning what happened, but developing the ability to think and explain why it happened.

Outline of Course

We enter students for the Edexcel A Level. This is a two-year course and has the advantage of being an established and well-respected examination, regarded very favourably by university admissions tutors. You will study four units, covering a breadth study on Tudor England, from 1509-1603 (a depth study on Luther and the German Reformation, a combined breadth and depth study on the making of Modern China, 1860-1997 and a taught coursework Unit on the Civil Rights and race relations in the USA 1945-1980 giving a mixture of a time periods from the UK, Europe and Asia and America. Our aim is not to re-visit topics which we have covered at GCSE but to give our students a range and depth to allow for challenge, enjoyment and success.

Assessment

There is one breadth study, covering 100 years of British history for 30% of the grade, a depth study on a more focused period of European history for 20% of the grade and a mixed breadth and depth study covering world history for 30% of the course. The final 20% is made up of a coursework submission, based on independent research after a taught course, which will be internally marked and externally moderated. The final assessment of all units takes place at the end of the second year of study. There are no external examinations at the end of Year 12. Instead, there will be an internal examination. The mark for this, together with other assessments taken during the year, will be used to make estimated grades.

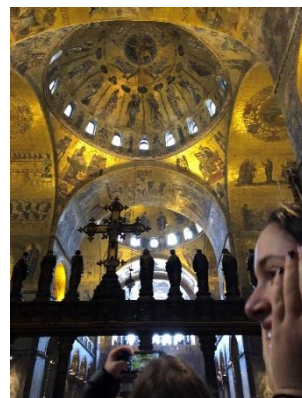
Subject requirement: grade 7 in GCSE History.

The exam board is Pearson Edexcel.

History of Art

Introduction

History of art A Level will provide students with a relevant and contemporary qualification, preparing students for the study of any Humanities subject at university. We regularly prepare students to study history of art at both Oxford and Cambridge, and the many excellent history of art departments at Russell Group universities. The course covers a wide spectrum of art and architecture, from the Classical and Renaissance periods through to the Modern and Contemporary. The aim is to foster a wide and deep understanding of art and architecture, and to help students develop visual literacy and awareness, as well as a range of critical and analytical skills.



A Treasury of Resources and Opportunities

There's no substitute for looking at the real objects and we take full advantage of London's outstanding collections, with regular visits to the National and Tate Galleries. We are also uniquely privileged to work closely with the Dulwich Picture Gallery. All JAGS Art Historians take part in the national public speaking programme, run by the University of Cambridge, Articulation, to develop students' public speaking skills. We also enter students for 'Write on Art' a national writing competition, which in 2019, was won by a JAGS Art Historian. We also run regular trips abroad, recently to Florence, Venice and Rome and spend five days exploring these historic cities and discussing their outstanding works of art and architecture.

Outline of Course

History of art at A Level includes three components:

Visual analysis

Students will gain knowledge and understanding of the formal characteristics and terminology of history of art and a general knowledge and understanding of historical, social and cultural contexts of painting, sculpture and architecture.

The thematic study of a particular topic across time and place

The study of two selected themes Nature and Identity, introduce students to a very wide range of works of art and architecture, including those from beyond the western tradition, from the Parthenon in Ancient Greece, to the Modernism of Frank Lloyd Wright and Tracey Emin's notorious bed.

The in-depth study of a particular period

The periods of study have been selected to introduce students to some of the most exciting and significant eras in the history of Art and Architecture. In this part of the course, we study the Italian Renaissance (1420-1520) and the British and French Avant-Garde (1848-1899).



Assessment

Students studying history of art at A Level will sit two papers at the end of their second year.

Subject requirement: grade 7 in a GCSE humanity subject (English Literature, Classical Civilisation, Geography, History, or RS).

The exam board is Pearson Edexcel.

Mathematics, Further Maths & Core Maths

Introduction

Mathematics is not only a beautiful and exciting subject in its own right, but also one that underpins many other branches of learning. It is consequently fundamental to the success of a modern economy. A Level mathematicians are usually labelled as people with clear thinking skills and good reasoning abilities - skills appreciated by universities for a wide range of courses. The course will enable students to develop their understanding of mathematical principles and their interest in the subject. They will also learn to apply their knowledge to other subjects and in unfamiliar circumstances. Confidence and enthusiasm for the subject will be developed.

Mathematics has traditionally been seen essentially as a science subject, but it is able to take many forms. It is a prominent feature in music, dance, painting and other arts making it as creative and innovative as it is scientific. However, Mathematics remains the basis for most science and technology courses and it is strongly recommended that anyone contemplating such a career should study it at A Level. In addition, most courses in Biology, Business Management, Economics and Geography increasingly demand knowledge of statistical techniques. Many alumnae who have gone on to study medicine have reported back that the statistics they learnt during the Sixth Form proved invaluable at university. Mathematics in the Sixth Form requires accurate algebraic manipulation, the ability to present a logical argument and to recognise the implications of the results that are found.

We offer a choice of 3 qualifications in the Sixth Form:

A Level Mathematics, A Level Further Mathematics and Core Maths

A Level Mathematics (OCR MEI H640) – Outline of Course

The content has a natural progression from GCSE and is broadly divided into four areas:

Mathematical Processes consisting of mathematical argument, problem solving and mathematical modelling.

- Pure Mathematics which includes proof, algebra, graphs, sequences, trigonometry, logarithms, calculus and vectors.
- Mechanics which includes kinematics, motion under gravity, working with forces, Newton's laws and simple moments.
- Statistics which includes working with data from a sample to make inferences about a population, probability calculations, using the binomial and normal distributions as models and statistical hypothesis testing.

This is a two-year course, however, students may elect to take AS mathematics as a one year course in Year 12. The AS does not contribute towards the full A Level.

Assessment

Paper 1 examines Pure Mathematics and Mechanics

Paper 2 examines Pure Mathematics and Statistics

Paper 3 examines Pure Mathematics and a Comprehension

There is no coursework in the course.

Subject requirement: grade 8 in GCSE Mathematics.

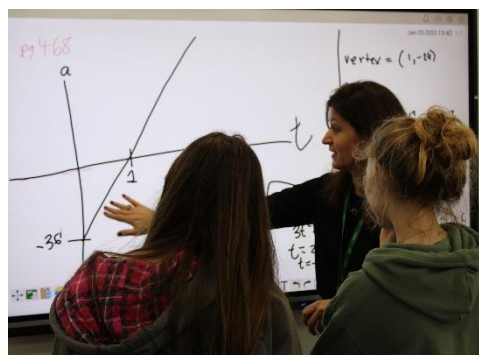
The exam board is OCR.

A Level Further Mathematics (OCR MEI H645) – Outline of Course

A Level further mathematics is also offered at JAGS. The courses should only be attempted by someone who really enjoys the subject and finds it easy to understand. The problems and topics encountered are more searching and demand a higher level of careful thought and originality from the student. The course has a natural progression from A Level mathematics with the same four areas being studied in greater depth.

It should be noted that due to the sequential arrangement for teaching the course, anyone wishing to study further mathematics must start the course in Year 12. It is not possible to begin further mathematics in Year 13 if you have been in an A Level mathematics group in Year 12.

Subject requirement: grade 9 in GCSE Mathematics
and a grade 8 or 9 in Level 2 Further Mathematics.



Core Maths – Outline of Course

Core Maths is a relatively new qualification designed for students who wish to apply and extend their GCSE mathematical knowledge to real-world applications. It provides an opportunity to take a mathematics qualification alongside other A Level subjects. It is particularly valuable for students who are studying A Levels in Economics, Sciences and Geography. It is equivalent to an AS Level in the UCAS points tariff.

Core Maths focuses on developing the skills and thinking students will need to apply mathematics to real-life problems they meet in study, work and life. Students will study personal finance, helping them to make informed decisions in the future. Statistical analysis will allow students to question the validity of information they see in the media. The use of technology, particularly spreadsheets is an integral part of the course and is an invaluable skill for future careers.

This is a one-year course. Pupils will sit an examination at the end of Year 12

Assessment

Core Maths at JAGS follows the AQA Level 3 Certificate in Mathematical Studies (1350); this is examined through two written papers taken at the end of Year 12. There is no coursework.

Subject requirement: grade 7 in GCSE Mathematics.
The exam board is AQA.

Modern Foreign Languages

French, German, Italian, Japanese, Russian and Spanish

Introduction

Languages offer exciting courses which place an emphasis on strong communication skills whilst also giving you much freedom of choice in various units. The course aims to enable you to respond readily to articles about the latest news as well as to leading writers and modern films. The objective is fluency, both spoken and written, with an accurate command of the more complex language necessary to put across with conviction your ideas on current issues. The issues we study depend largely on their relevance to the latest developments in the countries concerned; these can cover politics, social issues, the environment, advertising, business, young people, the media, leisure and world-wide questions. You will also read a selection of poems, novels, short stories and plays which call for an imaginative response coupled with critical judgement. You are expected to develop your own independent opinions and to argue them persuasively in your chosen language. In all MFL A Level qualifications, students will study film, history and literature modules. Furthermore, students will work on an individual research project for their final oral examination at the end of two years of study the language and its culture.



Every advantage is taken of the London cultural scene and the different language institutes in our city. An array of cultural events is organised throughout the year to expose students to the culture of the language they are learning. The Department has an exciting programme of residential study trips abroad and every year our modern linguists have the chance to go to the country where their chosen language is spoken. The Department also encourages students to consider work experience abroad and each individual department offers help and advice to students willing to work abroad.

Most high-level jobs involve an international dimension and language skills are highly sought after in a surprising wide range of fields including law, banking, finance, media and marketing. Because of the rising role of international organisations, jobs in scientific, pharmaceutical and engineering domains often value fluency in one or two additional languages. Many university courses now incorporate a term or year studying abroad into their undergraduate degree courses in subjects ranging from law and history to engineering and business studies and an A Level in the language can make such a placement all the more enjoyable and worthwhile.

Languages can be studied on their own at university (modules now cover a huge variety of aspects of the language and country, ranging from history and politics to film and media studies). Increasingly, universities prefer students to offer two languages, but many languages can now be studied *ab initio* at university. Languages also lend themselves well to combinations and they can be combined with many other subjects such as history, sciences, law or economics, to name a few.

Outline of Course

French, German, Italian, Japanese, Russian and Spanish qualifications are linear. Students will study grammar, translation, film, history and literature modules as part of their two-year course. An individual research project is also part of their final oral assessment (Japanese A Level does not have an oral component). The specifications provide a blend of content related to the culture and history of the language while also dealing with current affairs. The specifications aim to offer students a wide and analytical perspective of the society to meet the demands of an increasing international and multicultural world. All MFL examinations take place between May (oral unit) and June.

French, German and Spanish follow the AQA syllabus and Italian, Russian and Japanese Edexcel. These are two-year linear A Level courses, however, in German, Spanish and French, students may elect to take a one year AS course in Year 12.

Bilingual students may take an A Level as their fourth subject with a 50% reduced timetable. All bilingual students are requested to discuss this option with the head of department before signing up for the subject.



Subject requirement: grade 7 in the relevant language* at GCSE.

* For Japanese A-Level grade 8 at GCSE required

The exam board for French, German and Spanish is AQA.
The exam board for Italian, Russian and Japanese is Pearson Edexcel.

Music

Introduction

Studying A Level music offers the Sixth Form musician the chance to develop their performing, creative, aural and analytical skills over a two-year course. There is plenty of scope for performance and original composition in any style, while analytical and aural work involves studying music from different eras and genres to develop an understanding of how a composer makes the music come to life. Above all, studying at this level can enhance one's understanding of the music we play, create and listen to. Some lessons are dedicated to compositional techniques and all lessons explore the creative and analytical sides of the subject with some emphasis on verbal expression about music through essays. One of the course's main attractions is the wide variety of disciplines, tasks and skills involved on a weekly basis.

Music candidates gain much from participating in music-making in school, as well as in performing outside school. Music combines well with all subjects, in particular sciences, maths, history and all languages. Music-making enhances social skills and the transferable skills gained make music a very desirable A Level qualification for both university admission and job applications.



Outline of Course

The A Level contains three modules:

1. **Performing (30%)** - a live recorded recital of minimum 8 minutes' duration, performed in March of Year 13. This can be solo and/or in small ensemble.
2. **Composing (30%)** - two compositions: one is a four-minute composition either in free style or written in response to a brief set in the Autumn of Year 13 (20%); the other is a short piece using a compositional technique, the brief being set the Examination Board towards the end of the course (10%).
3. **Appraising (40%)** - a two-hour examination where knowledge of set works, styles, harmony and listening skills will be tested both aurally and through essay-writing. The areas of study are wide-ranging: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusion, New Directions.

This is a two-year A Level course.

Subject requirement: grade 8 in GCSE Music.

Students taking this course must be receiving instrumental or singing lessons, with performance skills of at least grade 6 (aiming for grade 7 or above by the start of Year 13).

The exam board is Pearson Edexcel.

Philosophy

Introduction

Is it possible to know anything about the world outside our own minds? How could our conscious thought and experience arise from purely physical processes in the brain? What is the difference between genuine knowledge and just a lucky guess? Can we explain what makes actions morally good or bad? The philosophy course deals with these and many other questions, which address the foundations of our thought about ourselves, the world, and our obligations to each other. The course aims both to develop your capacity for independent thought, and to offer an insight into the work of great thinkers of the past and present.



As well as giving you a detailed understanding of important philosophical theories and controversies, the course teaches important analytical and presentational skills; you will develop the ability both to analyse and explain philosophical views and arguments with clarity and precision, and to express your own evaluative judgements by constructing clear and coherent arguments both orally and in writing. These are transferable skills much valued by universities and employers. Philosophy is an intrinsically rewarding and interesting subject, and one that combines equally well with Arts or Science options.

Outline of Course

Although a linear course, it comprises four distinct modules, two of which are studied in Year 12, and two in Year 13:

Year 12

- Epistemology (theory of knowledge): what is knowledge? Can experience give us knowledge of the world around us? Can we know anything (e.g. mathematical truth) just by thinking?
- Metaphysics of God: does philosophy enable us to prove (or disprove) the existence of God? Is the claim 'God exists' neither true nor false, but simply meaningless?

Year 13

- Moral philosophy: does the rightness of our actions depend on their consequences, or on the intentions behind them? Are there 'moral facts'? Are moral statements even meaningful?
- Metaphysics of Mind: what is the relationship between the mind and the brain? What is consciousness? Could a mind exist without a brain (e.g. in a computer)? Are you anything more than just the way you behave?

Assessment

Philosophy at JAGS follows the AQA philosophy syllabus (7172); this is examined through two written papers taken at the end of Year 13. There is no coursework or personal investigation component.

Subject requirement: grade 7 in a GCSE humanity subject
(English Literature, Classical Civilisation, Geography, History, or RS).

The exam board is AQA.

Physics

Introduction

The A Level physics course will appeal to those who are curious about the physical world and the way it works.

Many university courses that are based in the scientific, technological or engineering fields will list A Level physics as a preferred subject for entry. However, there are numerous other courses where the skills developed while studying physics are seen as highly valuable. For example, students develop a high level of mathematical ability, a logical approach to problems, and an appreciation of links with philosophy and other disciplines. A student of physics has the desire to understand the world around us not only through experimentation, but also by modelling it through imaginative thought.

At JAGS, you will follow the AQA A Level course that reflects modern developments in physics and its applications. As well as providing an interesting and challenging subject option for those who do not intend to pursue the subject beyond school, the course will give an excellent foundation for further physics study at university. Those intending to pursue physics, engineering or certain other courses at university should be aware that A Level mathematics will also be an entry requirement.

Outline of Course

Year 12 (also matches AS content)

- 1 Measurements and their errors:** SI units; limitation of physical measurements; estimation of physical quantities
- 2 Particles and radiation:** Atomic structure; particles and antiparticles; particle interactions; quarks; quantum phenomena
- 3 Waves:** Progressive and stationary waves; refraction; diffraction; interference
- 4 Mechanics and materials:** Force, energy and momentum; bulk material properties; Young modulus
- 5 Electricity:** Current electricity; resistivity; potential divider; electromotive force and internal resistance

Year 13

- 6 Further mechanics and thermal physics:** Circular motion; simple harmonic motion; resonance; kinetic theory; ideal gases.
- 7 Fields and their consequences:** Gravitational fields; electric fields and capacitance; magnetic fields
- 8 Nuclear physics:** Radioactivity; mass and energy; induced fission
- 9 Astrophysics:** Telescopes; classification of stars; cosmology

This is a two-year course. Pupils taking this subject will not usually sit an AS examination as it does not contribute to the final A Level grade. Pupils may, however, elect to take AS physics as a one-year course, in Year 12.

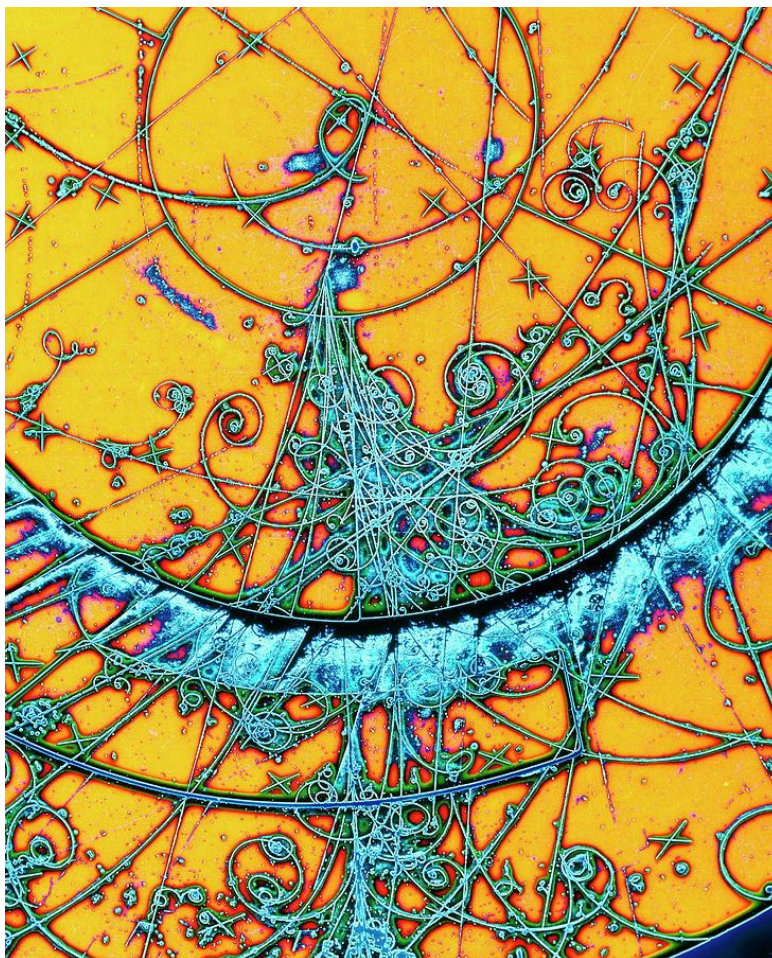
Assessment

The AS level consists of the sections 1 to 5 above plus practical skills and data analysis, which are all assessed through two equally-weighted written examinations of 90 minutes each. Assessment of the A Level is by three separate written examinations (2 hours each) at the end of Year 13.

Paper 1: Sections 1 to 5 above. 34% of A Level

Paper 2: Sections 6 to 8 above. 34% of A Level

Paper 3: Section 9 above, plus practical skills and data analysis (written paper). 32% of A Level.



Subject requirement: grade 8 in both GCSE Physics and Maths. Any student pursuing Physics will also be expected to take A Level Maths. (dual award sciences will not be accepted).

The exam board is AQA.

Politics

Introduction

Politics; the art of the possible, the improbable and the impossible. Between the global pandemic, the chaos in Afghanistan, the ongoing impact of Brexit, Black Lives Matter protests, the climate crisis and #Everyones' Invited, we find politics, linking them all and trying to make sense of the world around us. Trying to explain it all presents a hugely challenging – and complex – set of issues which we will equip you to make sense of and consider these issues and possible solutions.



How should our leaders act in this context? What can they do, and what limits them? What can we do as citizens, and what does it mean to be a 'citizen' anyway? If you want to understand just what is going on in Britain and around the world right now, this is the course for you!

Outline of Course

Year 12 begin your politics journey with an exploration of concepts of democracy, party interactions, electoral systems and the psychological impacts voting behaviour as well as sociological concerns that relate to politics decisions making and outcomes. At the same time, you will also begin to explore the fascinating world of political ideas, looking at the core ideas of liberalism, conservatism, socialism and then feminism and how they relate to the political sphere, as well as the tensions and similarities within each.

Towards the end of Year 12 and into Year 13 you will move on to consider and critically evaluate ideas relating to British government, looking at the constitution, reform, devolution, Parliament, the Executive and how the branches are linked, while also studying global politics. This will take you into the exciting, dangerous and unpredictable world of superpowers, nuclear weapons, the UN, humanitarian intervention and human rights abuses to name just a few of the topics we cover. You will develop a truly global worldview!

We seek to give students a range of opportunities to experience politics in action including trips to the Houses of Parliament, guest speakers, and opportunities for wider enrichment.

Past students have gone on to study a range of subjects at university, including Oxbridge, such as history and politics, PPE and International Relations and HSPS. Politics works well with any subject combination but especially with geography, economics, history, philosophy and RS.

This is a two-year course. Pupils taking this subject will not usually sit an AS examination as it does not contribute to the final A Level grade.

Subject requirement: grade 7 in a GCSE humanity subject (English Literature, Classical Civilisation, Geography, History, or RS).

The exam board is Pearson Edexcel.

Psychology

Introduction

Welcome to the fascinating world of Psychology A-level! Prepare to embark on an exhilarating journey of exploration into the depths of the human mind, through a captivating and diverse subject that offers a unique opportunity to gain profound insights into yourself and others. Get ready to unravel the mysteries of the human psyche and discover the science behind our thoughts, feelings, and behaviours.

Why Study Psychology?

By studying Psychology at JAGS, you will not only gain a deeper understanding of the human mind but also develop essential skills that are highly transferable across various fields. This popular A-level opens doors to both natural and social science degree courses, and equips you with a diverse set of skills that will benefit you in many areas of life. Throughout the course, you will enhance your ability to select and evaluate information to support compelling arguments. You will also gain proficiency in experimental design and data analysis, honing your scientific thinking and problem-solving skills. These skills are highly valued in the professional world, making you a sought-after candidate in various industries. Whether you aspire to become a clinical psychologist, work in advertising or marketing, or explore forensic or educational psychology, a Psychology degree can set you on the path to success.

Assessment

A-level Psychology is a linear course assessed through three written exams at the end of two years. A large component of the examination focuses on research methods and mathematical skills. You will conduct, analyse, and report on a range of scientific investigations, requiring a solid foundation in scientific principles and an aptitude for mathematics. Timed essays form part of the assessment, requiring you to construct factual, and evidenced scientific arguments. Developing strong analytical and critical thinking skills will be crucial to your success.

The Course:

The Psychology A-level offers an exciting and comprehensive curriculum that delves into various captivating topics, in which you will:

- Uncover why people conform to group pressure and why they tend to follow instructions.
- Examine the intricacies of memory and discover how it shapes our experiences.
- Explore how medical and psychological approaches explain the causes of mental illness.
- Investigate the importance of close relationships in the emotional development of children.
- Observe the links between stress and illness, and evaluate the effectiveness of stress management strategies.
- Discover the different ways we gather information about attitudes and behaviours, such as case studies, experiments, and interviews.
- Understand the consequences of conducting unethical studies and the responsibilities of psychologists to follow ethical principles.
- Delve into the issues associated with diagnosing and understanding mental illness, exploring the challenges and advancements in the field.

Compulsory Topics:

The AQA Psychology A-level covers a range of compulsory topics, ensuring a comprehensive understanding of the subject. These include:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology
- Biopsychology
- Research Methods
- Issues and Debates in Psychology

Elective Options:

In the second year, you will have the opportunity to choose three elective modules, which are currently to be confirmed.

Subject requirement: grade 8 in Biology and a grade 7 in either Maths or English Literature.

The exam board is AQA.

Religious Studies

Introduction

Religion permeates all aspects of humanity and culture and has always influenced history, politics, economics, literature, art and music. Religious Studies is therefore an exciting and rigorous subject that allows students to explore and engage with a wide range of disciplines. This course is a dynamic study of religion, which will nurture an enquiring and critical approach to its study.

Any student with a proven track record of excellence in a humanities subject is welcome on our A Level course, whilst those who took RS GCSE will have the opportunity to take their acquired knowledge to a much higher level. The course will appeal to anyone who has a genuine interest in religious thought and practice and philosophical and ethical perspectives, and it provides an excellent basis for continued study at university.

Religious Studies A Level is a recognised academic humanities subject, and many students proceed to Russell Group universities, reading for a wide range of subject-related degrees. In addition, positive research has demonstrated the esteem in which employers hold the subject, due to the breadth and depth of the required analytical, critical and independent research skills. Religious studies is profitably studied in tandem with other humanities subjects, with sciences, with ancient and modern languages and with creative arts.

Outline of Course

Studying a Religion. Building on their appreciation of religious belief and practice, the religion chosen for students to explore will either be Christianity or Judaism, though in far greater depth and breadth than at GCSE. This will include a study of relevant and contemporary issues, (e.g., an exploration of feminist theology, a study of the relationship between the chosen religion and secular society, post-Holocaust Theology).

Studying the Philosophy of Religion. Students will explore the religious philosophy underpinning faith and the challenges posed by secular philosophy. They will examine questions about the nature and existence of God and consider whether belief in God is philosophically viable. They will also study the meaning and analyse the value of religious language, the problem of evil and suffering in the world and the nature of religious experiences.

Studying Religion and Ethics. Students explore questions about human intentions and behaviour. Are there such things as “good” and “bad” or are these simply human constructs? Are there any absolute rights or wrongs? Or is everything relative? Is morality religion-dependent? What about atheists? We look at a wide range of ethical theories such as Natural Law and Utilitarianism.

This is a two-year course. Pupils taking this subject will not usually sit an AS examination.

Assessment

There will be three final examinations; one for each of the three units.

Subject requirement: grade 7 in RS GCSE if taken.
Otherwise, grade 7 in at least one other humanity subject
(English Literature, Classical Civilisation, Geography or History).
The exam board is WJEC Eduqas.

Notes

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James Allen's Girls' School

Ages 4-18

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