

# THE JUDD SCHOOL



## SIXTH FORM PROSPECTUS

for September 2019



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## **Learn      Serve      Lead**

It seems to me that there have been major changes in how our society and economy function over the past decade and I am sure these changes will continue. I want our students to thrive in this new environment and to do this I think they will need high levels of technical, social and communication skills. Skills neatly summed up in the school motto "Learn, Serve, Lead".

At this school we have a long and successful history in developing the technical skills associated with A Level subjects. We offer many options for qualifications but at our heart it is clear that we largely focus on the tried and tested subjects; "traditional" subjects. Subjects respected by the best universities and employers; subjects essential for developing the skills required for the most important of courses.

However, just as importantly we have a strong community which both supports our students and offers them the opportunity to develop the social and leadership skills they will need. There are many opportunities to take up positions of responsibility at this school and, as a consequence, for students to learn about motivating and organising a team or inspiring an individual. Students can also develop socially by participating in our CCF, the Duke of Edinburgh Award scheme or by being part of our nationally competitive sports and music departments.

Our Sixth Form is large and unique. As a result of educating generations of highly able students we have gathered a highly intelligent, motivated and effective teaching staff who are used to getting the best results out of the best students. We attract many highly able students and about a third of our Sixth Form are external students, both boys and girls, with a net effect of about a quarter of our Sixth Form students being female.

We value the enormous contribution Sixth Formers can make to the life of the whole school community, and encourage students to develop their talents and abilities through a wide range of activities, both in and out of school. We hope that you will find the Sixth Form an exciting and stimulating time, which will afford you the opportunities and develop the skills that will prepare you effectively for Higher Education and the world of work.

We believe this is an ideal place for a young adult to study and mature towards being a confident and independent citizen and I hope this prospectus answers many, if not all of the questions which you have. However, if you want advice or further information not provided in this prospectus, please contact Heads of Departments or the Sixth Form Office - we will be happy to help. Please remember to check our website for the most up to date version of this document.

We look forward to seeing you!

Mr Riaan Vorster

Head of Sixth Form

## **Life in the Sixth Form: A typical week**

We aim to help you to develop the self-discipline and independence in your studies that will prepare you for Higher Education and the working life which follows; though University and work are not the only routes supported. The Sixth Form is a bridge between the highly structured timetable of Year 11 and the need for self-discipline and good personal organisation in university life and the working world.

**LESSONS AND STUDY PERIODS:** Obviously the majority of your time at school will be devoted to the learning and improving of the skills associated with your chosen subjects. However, you will not be in lessons all of the time. We operate a two-week timetable at The Judd School with 6, 50-minute lessons each day, apart from Mondays when there are 5 lessons. So overall there are 29 lessons each week, but 2 will be set aside for Games. You will be expected to study for 4 A Levels and, given that each subject has 5 lessons per week, you will be left with 7 lessons each week where you can direct your own learning (at least 1 lesson each day). The obvious thing to do with that time is to make sure you are up to date on your homework, but as time goes on you will realise that reading ahead and around your subject is just as, if not more, important.

**PRIVATE STUDY IN SCHOOL:** Students can work individually in two supervised quiet study areas, one in the Sixth Form Study Area and one in the Library. There are computer facilities available for students to use during private study periods in the Sixth Form Centre, IT rooms and in the Library. After lunch students may sign out to pursue other activities if they have no lessons.

**WORK OUTSIDE OF SCHOOL:** Our experience is that our most successful students also undertake about 4 hours per subject each week of serious work at home. Much of this work will be self-directed – but it cannot be overemphasised that undertaking wider reading and developing note-making skills are essential if you are to do yourself justice at A Level.

**TAKING A BREAK:** Students are not allowed to leave school before lunch time, however, students seeking a rest after a tough morning of three intense lessons can use the 90-seat Café (Common Room) reserved for the exclusive use of the Sixth Form. Food and drinks are available and it is a good place to talk about things outside of your subjects.

**GAMES:** In addition to your academic subjects, Games activities are timetabled for you on Wednesday afternoons. The school offers a wide range of activities at all levels and is nationally competitive in many of them. Options include netball, hockey, swimming, gym, rugby, cross-country, athletics, tennis and basketball. Students can also pursue individual sports with permission e.g. golf.

**ASSEMBLY AND PSHE:** On alternate Fridays students either have a year group assembly or a PSHE session (Form Period). Assemblies are a chance to reflect on wider issues and share relevant notices, while the majority of Form Periods involve external speakers talking about specialist issues and concerns.

**FREE AFTERNOON:** A standard timetable should have one completely free afternoon in the fortnight. This is an excellent opportunity to get involved in volunteering or work experience, arrange driving lessons or organise the acquisition of skills and experiences which will help you in the future.

In this way we believe that every student follows a curriculum that is varied and stimulating and which provides a sound basis from which to apply for university or work.

## **Life in the Sixth Form: Pastoral Support**

Every Sixth Former is a member of a tutor group and also a member of one of our six houses (Bryant, Evans, Morgan, Rendall, Starling and Taylor – named after our previous headmasters). The tutor plays a pivotal role in the development of their tutees and is responsible for monitoring their academic progress and providing pastoral support. If you have any problems, please talk to your tutor at an early stage. One of the most important parts of the relationship will be when the tutor writes the reference to support a university application and so it is vital that tutors know how a student is performing in school and that a student lets a tutor know about anything interesting that they are doing.

In addition to the tutor system, we have a member of staff per year group in the Sixth Form who oversees the pastoral care and academic progress of that year group, namely the Head of Year 12 and the Head of 13.

Students must register each morning and are expected to stay on site until lunch time. If they need some time away from study, then the Sixth Form Café is available with food and hot drinks.

The Sixth Form Team and Sixth Form Tutors are available to talk to students who are encountering difficulties during their Sixth Form, and can also direct students to outside agencies. We also have a Counsellor who visits the school on a weekly basis.

Sixth Form student representatives are able to discuss aspects of school life and the running of the Sixth Form Centre at the Sixth Form Council, which is led by the Head Prefects.

## **Life in the Sixth Form: Being part of our community**

The Sixth Form have a special place in the school community being our senior students, and always want to give something back to the lower school; which is great as they remember what is needed to succeed at that age! This is something we absolutely encourage and student mentors, both academic and pastoral (“student listeners”), are a vital part of the school’s success, along with our Youth Health Champions.

The Sixth Form are role models to the lower school and so their standards of behaviour and dress should be exemplary.

We identify and develop leaders in the Sixth Form. They are trusted with extra positions of responsibility and help to organise daily and special events in the school. In Year 13 they are called Prefects, and there are Senior Prefects (Head Boy, Head Girl, Deputy Head Prefects and House Captains), House Prefects (including specialist roles for sport, charity, culture and pastoral issues), Subject Prefects and School Prefects. In Year 12 students can also participate as “The Noble” (named after a beloved former teacher) and help with the day to day duties in the school.

## **Specialist Teachers on the Sixth Form Team**

Head of Year 12 (Pastoral and Academic):	Mr Peter Boyages
Head of Year 13 (Pastoral and Academic):	Mr Charles Davies
Post 18 Options and UCAS:	Mr Richard Guy

## Careers Guidance and Higher Education Applications

In the Sixth Form, students are given assistance with decisions regarding Higher Education and careers. Most Sixth Formers leaving The Judd School take up university or other Higher Education places the following Autumn. A number choose to take a Gap Year, and we encourage them to make clear plans for this at an early stage, so that they can get maximum benefit from the experience. A few students choose to enter directly into employment or apprenticeships.

Guidance and advice can be obtained from Careers staff, Form Tutors and other members of teaching staff with expertise in particular fields, such as sponsorship and careers in particular areas. Students who encounter difficulties in careers choices may seek an individual appointment with an external careers adviser. Careers Liaison Officers from the Army and the RAF visit the school on a term by term basis and from the Royal Navy less frequently.

Throughout the Sixth Form, tutorial time is used to support students in their academic studies and to help prepare them for life beyond Judd. Outside speakers are invited to deliver talks on choosing an appropriate university course, coping with university life and student finance. Speakers are also invited to discuss Gap Year options or employment if students are not considering higher education. The School also uses the services of Pathway, an organisation which mentors students looking for higher apprenticeships. It is essential that students begin researching their Higher Education and/or career options in earnest in Year 12. In the summer term of Year 12, there is an evening meeting for parents and students at which the applications procedure for Higher Education is explained. Y12 students are also given the opportunity to have Practice Interviews with interviewers from various professions.

Most students applying to universities win places without having to attend formal interviews. When possible, however, we arrange practice for students likely to face interviews in subjects such as Medicine and Veterinary Science, and students for these subjects are given support and guidance to ensure that they build up appropriate work experience before applying.

The Careers page on Frog (the School's virtual learning environment) is kept up-to-date with various careers events and opportunities, including university Open Days, courses and other useful links.

### Oxbridge

Cambridge and Oxford are aspirational targets for many and we support these aspirations. In recent years, around half of Year 13 achieve 3 x A/A\* grades at A Level and typically around 20 take up places at Oxford or Cambridge. The most significant factors in gaining an offer are:

- Year 12 grades – 3 or 4 very strong grades in external or internal exams.
- GCSE grades – at least 6 A\*
- Interview – ability to engage in interesting dialogue or work in subject area of choice
- Personal Statement – demonstration of independence of thought, motivation, passion, self-instigated personal development.
- School Reference

It is very difficult, but not impossible, to support applicants who achieve below 6 A\* at GCSE or 4 high A grades in A/S and internal exams in Year 12. As AS grades become rare for students we are obliged to provide references based on what students have shown us they can do and not what they think they can do.

## **The Russell Group and other Universities**

Although it has a self-defined membership, the Russell Group universities are just as competitive as Oxbridge in many cases and we support these applications, as we support any application, with our full efforts.

## **Extra-Curricular Opportunities**

There is an increasingly wide range of opportunities for students to take part in extra-curricular activities.

**SPORT:** In competitive sport, students have the chance to participate in rugby, cricket, hockey, cross-country, athletics, tennis and basketball at the highest level.

**MUSIC AND DRAMA:** In Music and Drama too, Sixth Form students have the chance to be involved at a high level. There is a large, varied and lively programme for musicians of all instruments, voices and styles – orchestras, a jazz band, choirs, chamber music and rock groups. School dramatic productions afford the chance to be involved both on stage and behind the scenes. Recent productions masterminded and performed entirely by Sixth Formers have proved both successful and popular. In the past, Sixth Formers have staged *Chicken Soup with Barley*, *The Importance of Being Earnest*, *Loot*, *Relatively Speaking* and *The History Boys*.

**CCF and DofE:** The Duke of Edinburgh scheme and the RAF and Army sections of the CCF give students the challenge of assuming responsibility and working as part of a team. The House System, Charities Committee, the Voluntary Service Unit, the Sixth Form Council and the Prefect System are further areas where Sixth Formers can contribute to their community whilst developing their powers of leadership and organisation. Sixth Formers are also involved in working with Year 7 and 8 classes, supporting the work of tutors and providing friendly support to the younger members of the school.

**STUDENT MENTORS:** Student Listeners from Y11, Y12 & Y13 meet daily to provide support and help mentor any student in the lower school as an informal alternative to approaching teachers. Any student joining the school is welcome to be part of this successful scheme.

**SOCIETIES:** Various school clubs and societies are open to Sixth Form students - indeed, if Sixth Formers cannot find the society they are interested in, we would strongly encourage them to set it up and would try to support them in doing so.

We value our connection with the Skinners' Company and there is the chance for outstanding individuals to be apprenticed to the Company. The Company offers a generous Leaving Scholarship and a number of Stamp Exhibitions for students going on to university. There is the possibility of support from the Lawrence Atwell Charity for any student going on to a course not financed by normal grants (e.g. Art Foundation courses).

At The Judd School we strongly believe in the development of the whole individual, and as such we encourage participation in activities outside the classroom and outside school to broaden their general education.



The Judd School Head Boy & Head Girl 2018/19



## **Practical Issues of Concern**

### **Absence**

If students need leave of absence - for example, university Open Days, driving tests, etc. - they should collect an absence form from the Sixth Form Office, and request permission from each member of staff whose lesson they will miss and from the Head of Year or Head of Sixth Form.

University visits and interviews generally fall in term time, so where possible you should avoid making other arrangements that take you out of lessons. Family holidays, in particular, can cause a lot of A Level time to be lost. Courses are intensive and surprisingly short. Please keep planned absence to the minimum.

Students are permitted to attend five University Open Days throughout the year during school time. All other Open Days you wish to attend must be done during weekends or holidays.

We ask that unplanned absences are covered by a parental letter on a student's return to school.

### **School Voluntary Fund and The Judd School Development Fund**

All parents (including the Sixth Form) are asked to contribute annually to the School Voluntary Fund. This funds extra-curricular clubs, sports and societies within the school.

In addition, all parents are invited to contribute towards the Development Fund, which promotes capital developments within the school.

More details are available on our website and upon acceptance of our offer for new students to the school.

### **School Bursary Scheme**

The School Bursary Scheme (SBS) offers help for students that face financial hardship. For more information, please contact the School Business Manager in confidence. More information about the scheme is available on our website. The scheme is only open to Sixth Form students and parents will need to check if they are eligible to claim.

### **Sixth Form Dress Code**

The Sixth Form has a formal business-wear dress code with details that have been negotiated with the Sixth Form Council.

### **Paid Employment**

Understandably, many students seek part-time employment during their Sixth Form course. It is important that you do not take on an excessive number of hours in this way, for A Level courses do require considerable work outside school hours. The latest research on this subject is that anything above 6 hours a week will cost you grades at the end of Year 13.



## Courses Offered at The Judd School

It is important to us that you achieve the best possible results in your examinations because they will be the key to your future success. You are taking Sixth Form exams at an interesting time as the recent major reforms to the structure of A Levels have only just started. The major consequence of these changes being that your result at the end of Year 13 only depends on the examinations sat at the end of Year 13 and nothing else. The switch to the new A Level format started with some subjects in 2015 but all subjects are now reformed. As a consequence, there have only been two sets of A Level exams for comparison and study.

It is important to note that while A/S does still exist as a standalone examination, because it makes no contribution to the final result there will be **no standalone A/S exams taken at this school**. All subjects at The Judd School for September 2019 entry are A Level.

The subjects and courses offered are:

- Art & Design (Fine Art)
- Biology
- Chemistry
- Classical Civilisation
- Design and Technology: Product Design
- Economics
- English Literature
- Extended Project Qualification (EPQ)
- French
- Further Mathematics
- Geography
- German
- Politics
- History
- Latin
- Mathematics
- Music
- Physics
- Religious Studies

## Art & Design (Fine Art)

### Why choose this subject?

The A Level Art & Design: Fine Art course is designed to stretch students' imaginative and intellectual capabilities and to foster an interest in, enthusiasm for and enjoyment of art, craft and design. Students develop investigative, practical and expressive skills, working in a broad range of media on independent projects. Students will also increase their knowledge and understanding of art practices in contemporary and past societies and cultures.

A Level Art & Design is a key subject choice for those wishing to study the visual arts and many design-related courses at degree level. The A Level course also compliments a range of subject combinations, providing an enjoyable creative outlet and a means for students to develop essential transferable skills including creativity, analytical thinking and practical problem-solving abilities.

### Why study it at The Judd School?

Excellent facilities are available for painting and drawing, printmaking, sculpture and digital image making. Students will receive initial introductions to a range of specialist media which extend beyond those that they might have experienced at GCSE, then explore ideas and refine their expertise more independently, with subject specialists on hand to offer one-to-one support. A Level artist also benefit from being allocated their own studio space in Year 13, which they can work in during lessons, free periods, and designated 'open studio days' in school holidays.

Many students from our A Level course have chosen to go on to art, design or architecture courses. Help is given with arranging a portfolio for interview, together with information and guidance on colleges and universities. Former Judd A Level Art students have gone on to study Art & Design, Architecture or other creative courses at the following Art Colleges and Universities: University of the Arts, London – Chelsea and Central St. Martin's Colleges of Art; The Slade School of Fine Art (UCL); Glasgow School of Art; University of Bath; Edinburgh University; Loughborough University School of the Arts, University College for the Creative Arts; Ravensbourne College of Design; Brighton College of Art; Leeds College of Art; Falmouth College of Art; Nottingham University; Oxford Brookes University.

**Course details: Board and Specification: Edexcel 9AD0, Pathway: Fine Art (9FA0)**

### What you will be learning (course outline):

It is expected that all students will follow the 2 year A Level course, comprising of a coursework unit (Personal Investigation) worth 60% of the qualification, and an Externally Set Assignment set by the Edexcel exam board, worth 40% of the total A Level.

During the 2 year A Level course, students will put together an extensive portfolio of artwork in response to self-initiated themes, as well as themes set by the Edexcel exam board. In the first term of the course, all students receive practical inductions into a range of media and processes including painting, printmaking and sculpture, building a portfolio of experimental work. Students will then refine their expertise in the direction of their choice. Drawing is also a core activity for all students;

students are encouraged to experiment with a range of approaches to drawing, using sketchbooks and other formats for supporting studies as a means of recording and developing ideas.

Critical and contextual studies is an important part of the development process. Students are expected to engage with the work of other artists, craftspeople and designers in an analytical way. Students will be expected to take an active interest in past and contemporary art & design, visiting galleries and museums on their own initiative in order to inspire and inform their own work.

### **Unit 1: Personal Investigation (60% of A Level Grade)**

The course begins with a series of skills-based inductions into a range of advanced techniques and processes. Through research and discussion, students develop an idea for their Personal Investigation; the coursework project that must be sustained throughout Year 12 and completed in Year 13. There are 3 elements to the Personal Investigation. It must comprise of supporting studies (sketchbooks or equivalent), practical outcomes (development work and final pieces) and a written personal study.

The personal study is a 1000 word (minimum) illustrated essay which is integral to the development of practical work, and is worth 18 out of a total of 90 coursework marks. The research topic and focus of discussion are developed by the student. The final essay must demonstrate critical written communication showing contextual research and understanding of artists' work.

### **Unit 2: Externally Set Assignment (40% of A Level Grade)**

A paper containing an externally set theme and suggested starting points is released on January 1<sup>st</sup> in the second year of study (Year 13). Students must develop a portfolio of practical and written work in preparation for the final piece, which is completed in a 15-hour period of sustained focus conducted under examination conditions in the Summer Term of Year 13. The sketchbook and development work are assessed alongside the final exam piece, much like the GCSE course.

### **How it will be assessed:**

The coursework and exam projects are assessed holistically against the exam board's 4 assessment objectives (develop, refine, record and realise). The final assessment of all work is made in June of Year 13 (year 2)

Previous Years' Moderator's comments:

"[Work was] in many cases highly ambitious in concept and scale. Imaginative, exciting and original outcomes included complex sculptural structures and thoughtful fine art pieces."

"Some very creative and personal experimentation was evident in a wide range of media and processes including animation, sculpture, painting and drawing."

The normal entry requirement is a level 7 or above in GCSE Art. Some students who have not taken GCSE Art may be accepted on the basis of a strong portfolio of work.

For further information, please see Mrs Bartholomew or Mr Bennett in Room C32.



# Biology

## Why choose this subject?

The diversity of life on our planet is the most unique and complex phenomenon in the universe. The study of biology allows you to understand the complex interactions occurring between the tens of billions of cells that form the tissues and organs you are using to read this prospectus right now. It will help you explain the form and function of the diversity of living things that surround you (including the ones that live inside you) day in and day out. Biology can not only be used to explain the past and present, it is shaping your future.

As you read this, biologists are crafting synthetic genomes and synthetic cells that have the potential to solve some of our biggest environmental and agricultural problems. Even as you are thinking about that, new approaches to genetic modification are being tested and developed that might allow genetic conditions such as cystic fibrosis to become a thing of the past. Every time you look at a living thing and wonder about how it works, why it lives where it does or how it came to be, you are asking the fundamental questions that lay at the heart of this exciting science. In short, biology is a beautiful thing!

If that is not enough for you, biology is, of course, a natural prerequisite for potential medicine, veterinary and nursing qualifications as well as a valuable addition to the A-levels of students with many different subject aspirations ranging from Egyptology to Engineering.

## Why study it at The Judd School?

Biology is one of the school's most popular and successful subjects at A-level, with over 80 students joining us every year. High quality teaching and learning is the principal focus of the biology department. As you would expect, we have a team of highly dedicated teachers with specialisms ranging from molecular biology to environmental physiology and ecology, who all share a determination to see all of our students achieve their full potential. In addition, we are committed to assisting your development as a biologist, providing a range of opportunities for you to grow beyond the requirements of the A-level biology specification. This includes:

**Biology Society:** Run by A-level students for A-level students. BioSoc allows students to explore a topic or area of interest beyond the specification and then share their findings through a presentation to the society. Visiting speakers from local universities sometimes attend to give talks about current research.

**British Biology Olympiad:** The Olympiad is an international biology competition open to year 12 and 13 students from across the world. Judd has an excellent record in the competition with at least 3 students winning gold medals in the national stage every year for the last three years. On top of that, a Judd student has gone on to compete for a place in the four-person national team both in 2013 and 2012, with one student going on to the international final in Bern, where he was the best British student and won an impressive silver medal.

**Rolls-Royce Science Prize/iGEM competition:** In 2014, we entered the Rolls Royce Science competition with a project that would enable our students to become experts in the field of molecular biology. A team of Y13 students planned and ran a series of workshops to explain the incredible advances in DNA technology. This project won the 2015 Science Prize which allowed us to partly fund our



participation in the iGEM competition on synthetic biology. A team of Y12 students designed an iron home test kit using synthetic biology techniques with the aim of providing a cheap, easy and safe way of testing iron levels in saliva. We were the first British state secondary school to enter, obtained a Silver Medal as well as prizes for the best mathematical model and best human practices.

Young Scientists Journal: Led by the Biology Department and a few dedicated students, we have become a Hub School for the Young Scientists Journal. The journal celebrates scientific and creative thinking of young scientists, aged 12-20 and encourages them to share their love of science by communicating their ideas, research and opinions with other young scientists around the world. By becoming a hub, we hope to promote science communication and scientific research amongst our students while providing opportunities to participate in the publishing process and to engage with other schools. This is an amazing opportunity for students who are interested in a career in scientific research.

Fly Lab: In partnership with Dr Camilla Larsen from the Centre for Developmental Neurobiology at King's College London, we are providing our sixth-form students with the opportunity to do their own independent research using the model organism *Drosophila melanogaster*. Students receive training on how to handle the flies as well as some basic experimental techniques and then encouraged to participate in the scientific process from start to finish: design their own experiments, collect the data, analyse it, present it at scientific conferences and even publish it in the Young Scientists Journal!

**Course details: Board and Specification Code: [AQA 7402](#)**

### **What you will be learning (course outline):**

- Biological molecules
- Cells and transport across membranes
- Exchange of substances between organisms and the environment
- Cell division and gene expression
- Biodiversity
- Bioenergetics
- Inheritance and selection
- Stimulus and response
- Immune system

### **How it will be assessed:**

The new A Level Biology is a linear course to be assessed at the end of year 13. The assessment consists of three 2-hour exams, including one essay from a choice of two titles. You will also be assessed on your practical skills in 12 required practical's throughout the duration of the course. You will be awarded a pass/fail endorsement of practical skills which will not change your final grade but will be reported to universities.

Internal assessment will be made at regular intervals (usually every four weeks) in order to track and support student progress throughout the course. Because we will not offer AS level, we will use internal assessments to base our UCAS predictions.

Please contact Dr Courel (Head of Department) for further information.

# Chemistry

## Why choose this subject?

OCR B Salters Chemistry A-Level promotes the development of problem solving and genuine chemical skills using context based applications. In this way, problem solving can be taught in varied contexts, new developments can be incorporated into the course, and the emphasis is placed on learning the fundamentals rather than simply the facts about what is current.

Chemistry offers opportunities to incorporate cutting-edge science, such as the emerging fields of molecular genetics, biotechnology, materials, semiconductors and nanotechnology, for which chemistry, being a mature science, has become a collaborative subject.

The course highlights the principles that unify the subject and seeks to examine them through their application to chemical situations. The linear assessment structure means that learners are tested at the end of the two-year course, allowing them to rationalise and relate the facts they learn to the wider subject.

In addition to the 3 written papers at the end of the course, students will also have ongoing practical assessments that will encourage the teaching and learning of practical skills as an integrated part of the course, and is designed to reward a wide range of laboratory and higher-order thinking skills.

## Why study it at The Judd School?

When current chemistry students were asked this question their responses were:

- Its cutting edge Chemistry which allows students to really understand the reactions – no learning ‘parrot fashion’.
- Judd has experienced staff who know how to get good results. Judd has a welcoming learning environment and very committed teachers. They don’t just teach Chemistry; they help you enjoy it too.
- I like the way they prepare us, but I like also the level of independent study.
- I love the practicals, we do loads of practicals!
- Extra help is always available.
- Brilliant technicians.
- Like the textbook – easy to understand.





## Course details: Board and Specification Code: OCR H433 A-Level Chemistry B (Salters)

### What you will be learning (course outline):

#### DEVELOPMENT OF PRACTICAL SKILLS IN CHEMISTRY

Skills of planning, implementing, analysis and evaluation

#### STORYLINES

##### 1. Elements of life

The elements and compounds in the universe, the human body and in salt deposits.

Some of the chemical ideas included in this module are: atomic structure, chemical equations and the mole, titrations, the periodic table, Group 2 chemistry, bonding and the shapes of molecules.

##### 3. Elements from the sea

The extraction of halogens from minerals in the sea, together with a study of the properties and uses of these elements and their compounds.

Some of the chemical ideas included in this module are: halogen chemistry, redox chemistry and equilibrium.

##### 5. What's in a medicine?

Medicines such as aspirin, leading to more functional group chemistry and methods of analysis.

Some of the chemical ideas included in this module are: chemistry of the -OH group, carboxylic acids and esters, and analytical techniques (TLC, MS and IR).

##### 7. Polymers and life

Condensation polymers, proteins and enzymes. DNA and its use in synthesising proteins.

Some of the chemical ideas included in this module are: enzyme catalysis, amino acid and protein chemistry, proton and carbon-13 NMR and the structure and function of DNA and RNA.

##### 9. Developing metals

The reactions and properties of the transition metals.

Some of the chemical ideas included in this module are: redox titrations, cells and electrode potentials, rusting, d-block chemistry and colorimetry.

#### CHEMICAL LITERACY

Skills of extracting data, interpreting information and written communication.

##### 2. Developing fuels

Fuels, what they consist of, how energy involved in their combustion is measured and the contributions that chemists make to the development of better fuels.

Some of the chemical ideas included in this module are: thermochemistry, catalysis, alkanes, alkenes, addition polymers, isomerism and dealing with polluting gases.

##### 4. The ozone story

Important processes occurring in the ozone layer of the atmosphere.

Some of the chemical ideas included in this module are: rates of reaction, radical reactions, intermolecular bonding, haloalkanes and the ozone layer.

##### 6. The chemical industry

How chemists use industrial processes to benefit mankind.

Some of the chemical ideas included in this module are: equilibrium, kinetics, nitrogen chemistry, consideration of the costs and effects of chemical processes.

##### 8. Oceans

The role of the oceans in dissolving substances and maintaining pH.

Some of the chemical ideas included in this module are: enthalpy changes, entropy, acid-base equilibria, pH, and the 'greenhouse effect'.

##### 10. Colour by design

Dyes and the use of chemistry to provide colour to order.

Some of the chemical ideas included in this module are: origins of colour in organic compounds, dyes, aromatic compounds, carbonyl compounds, and organic synthesis.

## How it will be assessed:

The course is a linear one with three papers taken at the end of two years,

All papers are externally assessed

### A Chemistry B (Salters) (H433) -

#### ASSESSMENT OVERVIEW

Paper		Marks	Duration	Weighting
<b>Paper 1</b>	<b>Fundamentals of chemistry</b> Section A Multiple choice Section B Structured questions and extended response questions covering theory and practical skills	<b>110</b>	2 hr 15 mins	41%
<b>Paper 2</b>	<b>Scientific literacy in chemistry</b> Structured questions and extended response questions, covering theory, practical skills and chemical literacy	<b>100</b>	2 hr 15 mins	37%
<b>Paper 3</b>	<b>Practical skills in chemistry</b> Structured questions and extended response questions with a focus on the assessment of practical skills	<b>60</b>	1 hr 30 mins	22%
<b>Non-exam assessment</b>	<b>Practical Endorsement for chemistry</b>	<b>Pass/Fail</b>	Non-exam assessment	Reported separately

Papers 1, 2 and 3 can assess content from Modules 1 to 10 as well as practical skills and chemical literacy

1. Paper 1 covers breadth of understanding of concepts assessed by mainly shorter structured questions
2. Paper 2 covers deeper understanding of concepts assessed by a mixture of short structured questions, extended response items and more open problem-solving style questions. Carrying on the theme of the current Chemistry B (Salters), this paper includes an Advance Notice article aimed at testing skills of chemical literacy developed during the course
3. Paper 3 focuses on the assessment of practical skills with a particular emphasis on investigational and problem-solving skills.

Continual assessment of practical skills over the two years by teachers, to be monitored by exam board.

## Classical Civilisation

Classical Civilisation involves the study of some of the greatest works of literature ever written, works which have had a profound effect on the western world. The study of Classical Civilisation will suit anyone who is interested in the Classical World. It does not matter if you have studied any Latin before; **there is no language element.**

Classical Civilisation is a fascinating and wide ranging subject as it involves literature, drama, history, politics, philosophy and religion: candidates in previous years have enjoyed sharing their thoughts on some or all of these areas.

The subject is highly regarded in its own right but it may also appeal to anyone studying English, History or RS, and to anyone interested in other branches of Classics, such as Archaeology, Latin or Greek. It can also work well as a contrast to other subjects such as Sciences, to show a wide range of interests.

### Why study it at The Judd School?

- You will be taught by specialist teachers with a wealth of experience.
- In the lessons, students are encouraged to participate in lively discussion, show curiosity and push themselves to the limit. Individual sessions are arranged to support candidates applying to University to read a Classics related degree: for example, the department offers twilight / lunchtime sessions so that candidates can sample Classical Greek.
- There is a popular Classical Civilisation Club – available to all year groups in which 6<sup>th</sup> form students are invited to take a leading role.
- The department has a record of achieving strong results.

### Course Details

The specification in use is **OCR Classical Civilisation H408**. Candidates are required to take 3 Units.

The units are as follows:

#### **Unit 1: THE WORLD OF THE HERO (40% of the overall mark. Exam length: 2hrs 20 mins)**

This is a **compulsory** unit consisting of an in-depth study of:

- one of Homer's *Iliad* or *Odyssey*
- and Virgil's *Aeneid*

This unit is solely focused on the study of literature in translation.

The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. This component also provides learners with the opportunity to appreciate Virgil's *Aeneid*, a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular.

## **Unit 2: (30% of the overall mark. Exam length: 1hr 45 mins)**

One of the following units must be studied:

- Greek Theatre
- Imperial Image
- invention of the Barbarian
- Greek Art

It is most likely that the chosen module will be – Greek Theatre.

Units in this group involve the study of visual and material culture combined with the study of literature in translation.

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays but the context in which their form and production developed. To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/material record. This study of the production of Greek drama is coupled with an in-depth study of three plays, all of which have proven to be enduring favourites. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern audience as they were to that of the original performance. The plays and material culture included in the specification provide learners with a range of interesting sources which will allow them to explore, evaluate and understand this aspect of ancient culture and its relevance to us in the modern world.

## **Unit 3: (30% of the overall mark. Exam length: 1hr 45 mins)**

One of the following units must be studied:

- Greek Religion
- Love and Relationships
- Politics of the Late Republic
- Democracy and the Athenians

It is most likely that the chosen module will be – Democracy and the Athenians.

Units in this group involve an area of classical thought, in combination with either the study of literature in translation or visual / material culture.

The aim of this component is to examine the concept of Democracy; what this meant to the Athenians, and its positive and negative aspects. Learners will study the reforms of two key thinkers in depth, Solon and Cleisthenes, and assess the extent to which they laid the foundations for the democracy of the 5th century BC. Learners will look at how democracy permeated Athenian identity, how it was celebrated and idealised, but also how it was criticised. The concepts of 'popular' leaders who mislead the people, or give them what they want rather than what they need, and a voting public who may not be fully informed on the issues, may resonate with today's learners and make this study of one of the West's foundational political ideas engaging and relevant. Finally, learners will study extracts from the comedies of Aristophanes, whose biting wit and political satire can still capture a modern audience as well as it did an ancient one.

The normal entry requirement is a level 7 in a relevant subject (English Literature, History, RS) at GCSE. For further details about the course please see Mr Thornton, Mrs Gale or Mrs Lynch-Howard.

# Design and Technology: Product Design

## Why choose this subject?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in engineering, business and the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

- Independent enquiry and investigations
- Practical application of Mathematical and Engineering principals
- Creative thinking
- Problem solving & analysis
- Demonstrating & learning good time management

## Why study it at The Judd School?

We have a long history of success delivering this subject. Almost all students that take this course go onto to study either engineering or a design related course at university. We often have a prestigious Arkwright scholarship awarded to one or more of our students in recognition of their engineering ability and aspirations.

You will be taught by supportive, knowledgeable teachers in outstanding facilities with access to a wide selection of resources. The Judd Design & Technology Department is a progressive and forward-thinking department that aims to incorporate new technology and materials where appropriate. Students are encouraged to excel in this subject through researching and suggesting new material uses and techniques to continually adapt to an ever-changing technological world.

## Course details: Board and Specification: AQA 7552

### What you will be learning (course outline):

The subject covers a wide range of theory topics including; Materials and their applications, Design development and Manufacture, Industry design practice, Responsible designing, Design for manufacturing, maintenance and repair, Protecting designs, Enterprise and Marketing. These topics are covered in weekly theory lessons throughout the course.

In Year 12 students will complete a range of 'Skills Projects' that are aimed to develop designing, analysing, evaluating & prototyping skills in line with A Level standards. These short projects are 3-4

weeks long and will involve a mixture of workshop practical and independent study tasks. These projects aim to prepare students for the NEA in year 13 and are concluded with a mock NEA short design project.

The Non-Examined Assessment will consist of a single design project based on a context researched and chosen by the student. This significant and challenging part of the course requires to develop a solution to a design problem that they identify & investigate. Outcomes are widely varied in the department and not set to a specific material area. Students are expected in this project to be explorative and experimental, completing independent investigations to guide their work. In this part of the course teachers are 'facilitators' and 'coaches' to students' own design thinking and manufacturing.

### **How it will be assessed:**

1. Two exams (1 x 1½ hrs & 1 x 2½ hrs). Contributing to 50% of the qualification.

Paper 1: Core technical principles and core designing and making principles

Paper 2: Specialist knowledge, technical and designing and making principles

2. One NEA (Non-Examined Assessment) unit, contributing 50% of the qualification. Practical application of technical principles, designing and making principles and specialist knowledge.

### **Entry Requirements:**

GCSE (grade 7) in Design & Technology.



# Economics

## Why choose this subject?

Students studying Economics typically find it offers new challenges and different ways of thinking, as popularised by best-selling books such as Freakonomics! Students should feel comfortable working with data, although there is a minimal mathematical content at A-level.

## Why study it at The Judd School?

Students at Judd are stretched to achieve the best that they can. The department has an excellent record of Oxbridge entry over the last four years with eight students gaining places to read PPE, Economics and Management, and pure Economics last year alone. Students are encouraged to engage with the learning programmes of institutions such as the London School of Economics, and attend their open lectures. Students run their own Economics, Politics and Current Affairs Society which is very well attended. The department enters students in a number of competitions each year such as Investor Challenge, which is very popular.

**Course details: Board and specification:** [AQA 7136](#)

## What you will be learning (course outline):

The course blends economic theory with applied economics. Economic theory involves modelling the economy and studying the behaviour of individual economic agents such as consumers, producers and the government.

At a microeconomic level, students study how markets work; evaluating areas such as commodity markets, transport, healthcare and education. This leads on to analysis of issues such as rationing; balance of private and public provision of services; and how services can be most efficiently delivered. We are able to incorporate concepts such as rational behaviour and ideas relating to scarcity and choice relating to a political context. We examine closely the arguments for government intervention in markets and also address the concept of government failure.

In macroeconomics students are introduced to the working of the economy where the links between different elements such as unemployment, inflation, economic growth and external balance are studied.

## How it will be assessed:

The course is externally assessed at the end of two years of study. Students must complete three written exams. These are:

### Unit 1: Markets & Market Failure

Two hours (33.3% of A Level)

Data response – one from two (40) and Essay – one from three (40 marks)

### Unit 2: National & International Economy

Two hours (33.3% of A Level)

Data response – one from two (40marks) and essay – one from three (40 marks)

**Unit 3: Economic principles and issues**

Two hours (33.3% of A Level)

MC questions (30 marks)

Extended writing on unseen case study (50 marks)



# English Literature

## Why choose this subject?

English can be combined with a wide range of other subjects. Obviously it complements other Arts subjects, but every year a significant number of students add English to Science subjects, to give their A level course a greater balance.

For those considering going further and studying English at University, it is important to know that most universities offer courses combining English Literature with other subjects, notably Languages, History, Psychology and Sociology, as well as more traditional English Literature degree courses. English Language, Linguistics, Creative Writing and other variations are also offered at degree level.

An interesting recent statistic is that fewer than 50% of all English graduates enter those areas of employment traditionally considered appropriate: publishing, the media, journalism, entertainment, and teaching. Many also enter banking and commerce, industry, the civil service, local government and law.

The study of English at A level also provides a mental discipline applicable to all aspects of learning; the ordering and organising of ideas to shape a coherent answer to a specific question by which the A level Boards set such store can have a beneficial spin-off on other subjects.

## Why study it at The Judd School?

English sets in the sixth form are much more informal than GCSE groups. You will be expected to make an input and should not be afraid to have a view and to express it. Often there are no right or wrong answers anyway, so be prepared to have a go.

**Course Board and Specification:**            **Edexcel 9ET0**

## What you will be learning (course outline):

Component 1: Drama

Students study one Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories. Additionally, students study critical essays related to their selected Shakespeare play. Students' preparation is supported by Shakespeare: A Critical Anthology – Tragedy or Shakespeare: A Critical Anthology – Comedy

Component 2: Prose

Students study two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

### Component 3: Poetry

Students study: poetic form, meaning and language a selection of post-2000 specified poetry and a specified range of poetry from either a literary period (either pre- or post-1900) or a named poet from within a literary period.

### Component 4: Coursework

Students have a free choice of two texts to study. The chosen texts must be different from those studied in Components 1, 2 and 3 and must be complete texts and may be linked by theme, movement, author or period. They may be selected from poetry, drama, prose or literary non-fiction.

### **How it will be assessed:**

Component 1 30% of A Level: Written examination, lasting 2 hours and 15 minutes. Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination. Total of 60 marks available – 35 marks for Section A and 25 marks for Section B.

Section A – Shakespeare: one essay question from a choice of two, incorporating ideas from wider critical reading. Section B – Other Drama: one essay question.

Component 2: 20% of the A Level: Written examination, lasting 1 hour. Open book – clean copies of the prose texts can be taken into the examination. Students answer one comparative essay question from a choice of two on their studied theme.

Component 3: 30% of the A Level: Written examination, lasting 2 hours and 15 minutes. Open book – clean copies of the poetry texts can be taken into the examination. Two sections, of 30 marks each, where students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement/poet.

Component 4: 20% of the A Level: Students produce one assignment, an extended comparative essay referring to two texts with an advisory total word count of 2500–3000 words.

# French

## **Why choose this subject?**

The French are proud of their culture and their cultural heritage; and rightly so. Since the foundations of modern-day Europe were laid down in the times of Charlemagne - king of the Franks and Holy Roman Emperor who died in 814 - France has been a major player, and at times the major player, on the European stage. In the Middle Ages, in art, architecture, music and literature, the courts and monasteries of France played a pivotal role in the development and refining of what is more generally defined as "western culture". From the Renaissance onwards, the French culture blossomed, producing specifically French traditions. In theatre and literature, poetry and philosophy, painting and sculpture, architecture and music, some of the greatest names in history - names such as Molière or Balzac, Hugo and Rimbaud, Monet, Rodin, Debussy or Chopin - have been French, and their heritage remains an integral part of our culture to this day.

French is one of the world's major languages. It is a main or official language not just in France, but in parts of Belgium and Switzerland, in Monaco, in parts of Canada – notably but not only in Quebec – as well as being widely spoken in north and west Africa, Lebanon, and parts of south-east Asia, particularly in former French colonies. It is an official or a main second language in 55 countries worldwide, and is reputed to be the foreign language which is most widely used in international communications, after English. Almost 300 million people speak French as their native language or as a second language.

Until the early twentieth century, French was the language of diplomacy, and one of the two main languages of international negotiation; today it is one of the six official languages of the United Nations, and one of the two official languages, with English, of the International Postal Union, of the International Olympic Committee, the International Red Cross, and other organisations. It is also an official language in the Channel Islands of Jersey and Guernsey.

## **Why study it at The Judd School?**

French is an extremely popular choice at Judd with up to 40 students choosing to study it in Year 12 each year! We have very high expectations of our students and expect all to work hard to achieve their best'. The French department conducts lessons where possible in the target language and students should expect to use French as their principal means of communication. The department emphasises a balanced approach to the acquisition of the skills necessary to support the four key skills areas (Reading, Writing, Speaking and Listening). Students are expected to be independently motivated and fully prepared for all lessons and to have a mature attitude towards the syllabus, both preparing the key tasks as set and also reading outside and around the subject to support their language development.

Visits to French-speaking countries are encouraged either privately or through school organised exchanges. Students are encouraged to listen to French Radio and Television and to watch French Films either at home or at local cinemas when listed.

The department insists on a thorough grammatical grounding and aids students to develop this throughout the course. A wide range of materials is used to support the thematic approach to language learning.

**Course details: Board and specification:** AQA A level French (2 year course) **7652**

### **What you will be learning (course outline):**

Students study technological and social change. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and will have the opportunity to carry out independent research on an area of their choice.

In addition, the A level course provides the opportunity to discover literary texts and learn to analyse them. Texts studied in recent years include; Camus – *L'étranger*, Sartre – *Les Mains Sales* and Maupassant – *Boule de Suif* et *Autres Contes de la Guerre*.

### **How it will be assessed:**

Assessment tasks will be varied and cover listening, speaking, reading and writing skills. There will be an essay on the texts we have read, translation and listening and reading comprehensions as well as a speaking examination.

# Geography

## Why choose to study Geography at Judd?

Students who choose to study Geography are fascinated by different environments, places, people and contemporary local and global issues. Geographers study a huge range of topics but what makes this subject unique is that these topics are always applied to real places and current examples.

We study Geography through a wide variety of media and using a range of teaching methods, always keeping the subject as up-to-date as possible. Students at Judd have access to books, magazines, lectures delivered by the local Geographical Association as well as a dedicated Geography Library in the Department. This allows them to read around the subject widely and to develop their knowledge and interests.

As well as the broad subject content, Geography develops many valuable skills which can be applied in other subject areas, at university and beyond! Our students have the opportunity to use skills of communication, numeracy, graphicacy, practical skills, problem solving, decision-making and research. The wide content of the course means that it is a popular choice to study alongside any other subject combination at A Level; it is equally comfortable being studied with Mathematics and Physics as it is with English, History, Economics and French. The strong skills focus also enables Geography students to enter a wide range of courses in Higher Education; in recent years we have had students going on to study Geology, Environmental Science, PPE, Journalism, Economics, Engineering and Medicine (as well as a significant number studying Geography, including at Oxbridge).

## Fieldwork at Judd School

The A Level course has a large emphasis on fieldwork and students learn through their own enquiries. All students must carry out a minimum of four days of fieldwork, all of which is provided through the school. An excellent six-day residential field trip is organised at the end of the spring term (cost approximately £550) during which students practise a variety of skills and fieldwork methods that relate to processes in both Physical and Human Geography, while exploring a fascinating and beautiful part of the country. All students have to carry out their own fieldwork investigation with a written report of 3000 – 4000 words which accounts for 20% of the A Level qualification.

This allows for students to research an area of the subject that they are most interested in.

Year 12 students at Harlech Sand Dune, Snowdonia



At the head of the Nant Ffrancon Valley, Snowdonia



**Course details: Board and Specification Code: Edexcel (9GEO)**

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

**What you will be learning (course outline):**

The course involves the study a combination of Physical and Human Geography topics. There is also the need for synoptic investigations where knowledge and understanding is drawn from the compulsory elements of the course to interpret information on geographical issues. The course is divided up into a number of enquiry questions around geographical issues such as:

- ✓ Why do some tectonic hazards develop into disasters?
- ✓ Why are coastal landscapes different and what processes cause these differences?
- ✓ What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?
- ✓ Will the USA continue to be a world superpower in the future or is its influence starting to wane?
- ✓ How does water insecurity occur and why is it becoming such a global issue for the 21<sup>st</sup> century?
- ✓ Where are the world's carbon sinks and how do they interact with global climate?
- ✓ Does increasing migration mean that countries are starting to lose their sovereignty?

And even...

- ✓ Who owns Antarctica?

<b>Physical Topics</b>	<b>Human Topics</b>
Tectonic Processes and Hazards	Globalisation
Coastal Landscape Systems, Processes and Change	Diverse Places
The Water Cycle and Water Insecurity	Superpowers
The Carbon Cycle and Energy Insecurity	Migration, Identity and Sovereignty

**How it will be assessed:**

Three written exam papers – physical, human and synoptic – each 2 hours and 15 minutes long and an independent fieldwork investigation of 3000-4000 words.

The normal entrance requirement is a 7 at GCSE Geography. Students who have not taken the subject at GCSE must seek the permission of the Head of Geography (Ms M Yarham) in order to opt in.

For further information, please contact Ms M Yarham in the Geography Department

# German

## Why choose this subject?

Germany has an incredibly strong economy and a wealth of international links. Its contribution to research, music, art, design, film, dance, philosophy and theatre is considerable.

International law, careers in business, science and tourism. German can be studied in combination with just about any other subject at degree level e.g. Engineering, Law, Philosophy, Psychology. German can be a useful additional skill in any career, as it ranks among the top 10 most frequently spoken languages in the world and plays an important role in many countries, particularly in Central and Eastern Europe.

A modern language is a highly-regarded life skill. Competitive areas such as law, medical schools, management consultancy, accountancy, international press agencies, the media, advertising, the Foreign Office and the performing arts actively seek students with a broad base of A-levels, able to offer a modern foreign language at a higher level. Employers value not only the knowledge of the language and culture, but also the transferrable analytical and organisational skills.

For further reasons on why it is beneficial to learn German, please visit the Goethe Institute website at <http://www.goethe.de/lrn/prj/zgd/en867247.htm>.

## Why study it at The Judd School?

German is taught at The Judd School by two experienced specialists who are native speakers. Lessons are conducted in the target language where appropriate, and students should be prepared to use it as their principal means of communication. Class sizes are small, and an effective working relationship with individualised guidance can be established very quickly.

Visits to German-speaking countries are strongly encouraged and the school organises a German exchange with the Adolf-Reichwein-Gymnasium in Heusenstamm near Frankfurt. This programme is combined with a week's work experience and has been run successfully since 2007. In addition, students have the opportunity to visit the Christmas markets in Cologne every other year. Furthermore, accompanied visits to AS/A2 study days, as well as to relevant films and plays, are arranged where appropriate.

A thorough grammatical grounding is essential and shall be further developed throughout the course. A wide range of materials is used to support the thematic approach to language learning and there is a smooth transition from GCSE to A-level.

**Course details: Board and Specification Code: AQA 7662**

## **What you will be learning (course outline):**

### **Core content**

1. Social issues and trends
2. Political and artistic culture
3. Grammar

### **Options**

4. Works: Literary texts and films e.g. „Das Leben der Anderen“ (“The Lives of Others”) and the novel „Der Vorleser“ (“The Reader”).

At A-level, students have the opportunity to carry out independent research on an area of their choice that will be presented and discussed in the speaking examination.

Listening, reading and responding, communication (orally and in writing), learning about German speaking countries, evaluating information and developing arguments, presenting points of view, transferring meaning from English into German and vice versa.

We place considerable emphasis on a balanced approach to developing the four key skills of Speaking, Listening, Reading and Writing. Students are expected to be independently motivated and well-prepared for all lessons, as well as willing to read around the subject.

### **How it will be assessed:**

The new A-level German course is linear and will be assessed at the end of year 13. The assessment consists of three Papers.

**Paper 1: Listening, Reading and Translation** into English & German (50%)

**Paper 2: Writing** two essay on one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions (20%)

**Paper 3: Speaking** on the individual research project and on one of the sub- themes from the core content e.g. Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German-speaking society (30%)

Internal assessment will be conducted at regular intervals to track and support students’ progress throughout the course.

### **Course Entry Requirements:**

Minimum Grade A at GCSE and basic grammar should be secure.

For further information, please contact Frau Lambert.



# History

## Why Study History?

Studying History not only provides us with fascinating insights into human nature, but it also helps us understand the emergence of the political and societal structures we find today. Conflict and the struggle for power are concepts that have dominated the course of history, and the department therefore aims to provide an A-level course that pays tribute to this in structure and content.

## What can I do with an A-Level in History?

History has a well-deserved reputation as a highly rigorous academic discipline and has therefore traditionally been held in high regard by employers and universities alike. A good historian combines an analytical mind with good research technique and the ability to put forward a strong, coherent and persuasive argument – a skill set needed to succeed in **law, journalism, politics, and management amongst other more history-based careers; but also one that is essential to most other jobs where communication, persuasion and research are required.**

History graduates can therefore be found in a wide range of fields from politics to business and even in the royal family. John F Kennedy, Prince Charles and Annita Roddick, the founder of 'Body Shop', are only a few examples of highly successful and influential history graduates.

## Which other subjects combine well with History?

History complements other analytical subjects such as Economics and Maths but also has significant overlaps with other humanities subjects like Government and Politics, Religious Studies, English, Classics and Geography, allowing students to develop a coherent specialism when studying a combination of these subjects. Furthermore, History can also provide a useful balance for students whose strengths lie in Maths, Sciences or Languages. Universities look favourably on students who have shown an interest or aptitude in subjects outside their specialism.

## What trips and visits does the History Department offer?

We firmly believe that our students' enthusiasm for history should not stop at the classroom door. In order to foster a life-long interest in the past and develop the study skills needed for university education, we aim to provide all A-level historians with a wide range of experiences beyond their studies in school.

All students will have the opportunity to go on a residential trip to **Berlin**, where we visit fascinating historical sites that provide further insight into the themes studied in the Germany and Russia units. This has not only proven to have a direct effect on academic achievement, but it also brings History to life and thereby leaves a long-lasting impression on our young historians.

We frequently take our students to lecture days, archives and other events that enrich their academic studies. This allows them to meet professional historians, get an idea of History as an academic discipline at university level, gain access to further resources and work with primary evidence.

As a department, we are also always keen to offer daytrips when the opportunity arises. Last year, for example, we took our medieval historians to Dover Castle to study the role of fortifications in the strengthening of royal authority.

**Course details: Board and Specification Code: AQA 7042**

**What you will be learning (course outline):**

All students will conduct a Breadth Study covering a time span of over 100 years to investigate a nation's internal power struggles throughout time. This is counter-balanced by a Depth Study that provides detailed insight into a particularly tumultuous period of history and complemented by a Non-Examined Unit (coursework) which allows students to research independently and use both historians and primary sources in context.

The chosen themes give insights into the changing nature of political authority and the challenges to it as all of our students study an aspect of Medieval or Early Modern Britain and one modern totalitarian regime. Covering this wide range of countries and historical eras, the course therefore exposes students to different historical methodologies and equips them with the valuable skills and the sound basis of knowledge required in higher education and today's job market.

The Judd School enters students for the AQA History course. Students will study the following:

**Unit 1 – Breadth Study**

The Quest for Political Stability: Germany, 1871-1991

OR

Tsarist and Communist Russia, 1855-1964

**Unit 2 – Depth Study**

Royal Authority and the Angevin Kings, 1154–1216

OR

The English Revolution, 1625-1660

**Unit 3 – Non-Examined Unit (coursework)**

The Crusades or The Tudors

**How it will be assessed:**

Unit 1: 2.5h exam

Unit 2: 2.5h exam

Unit 3: 3000-word coursework essay

**Entry Requirements:**

The normal entry requirement is a Grade 7 at GCSE/ IGCSE. Students who have not taken the subject at GCSE must seek the permission of the Head of Department (Miss K. Hoyer) in order to opt in.

## Latin

"To study Latin is to encounter face to face the smartest, funniest, most beautiful minds that have ever lived." R. J. Teller

Latin is a highly regarded academic discipline and a good grade in the subject will impress universities and future employers. It enables you to acquire a wide range of valued skills. Latin requires students not only to read difficult texts and think about them critically but also to communicate these thoughts persuasively on paper. These skills are highly valued in a wide range of fields including advertising, marketing and journalism, and the highly trained minds that Classicists possess are also valued in banking, accountancy, law, politics, the civil service, medicine and computer programming.

In recent years Classics graduates have become, the Foreign Secretary, the Head of the British Intelligence Service and best-selling authors.

The knowledge and skills required have some overlap with English and Modern Foreign Languages and the literature content is likely to be relevant to anyone contemplating a degree in those subjects. History students have also found Latin to be an asset at degree level.

### Why study it at The Judd School?

You will be taught by specialist teachers with a wealth of experience.

In the lessons, students are encouraged to participate in lively discussion, show curiosity and push themselves to the limit. Individual sessions are arranged to support candidates applying to University to read a Classics related degree: for example, the Department is able and willing to offer twilight sessions so that candidates can sample Classical Greek.

An extra-curricular programme is run for Latinists, which includes for example theatre trips, trips to the British Museum and opportunities to hear specialist academics lecture. Trips to Greece and Sicily have also been organised.

The Department has a record of achieving impressive results: 100% grade A at AS in 2016 and 100% A\*-B at A2, and 75% A\* (100% A\*-A in 2017

**Course details:**      **Board Specification Code: OCR H443**

### What you will be learning (course outline):

The course is designed to enable students to:

- develop an appropriate level of linguistic competence,
- acquire the language skills to enable them to read literary texts, both prose and verse, which have had a huge influence on western thought, in the original language,
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world,
- acquire the literary skills to enable them to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres.

## **How it will be assessed:**

The course is wholly examined so there is no controlled assessment. There are 4 modules:

### **Module 1: 33% of the A Level: Unseen Translation**

This paper (1hr45min) consists of one passage each of Latin prose and verse for translation.

### **Module 2: 17% of the A Level: Prose Composition or Comprehension**

This paper (1hr15min) provides a choice between translation of an English prose passage into Latin and comprehension questions on a Latin passage.

### **Module 3: 25% of the A Level: Prose Literature**

This paper (2hr) consists of a variety of questions on the prose set texts authors Cicero and Tacitus: translation, short questions on the content, stylistic analysis and a broader essay question.

### **Module 4: 25% of the A Level: Verse Literature**

This paper (2hr) follows the same pattern as module 3 with the set authors being Ovid, Tibullus, Propertius (Love Elegy) and Virgil.

The normal entrance requirement is an A at GCSE Latin.

## Mathematics and Further Mathematics

### Why choose this subject?

Mathematics is a creative and highly inter-connected subject that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

### Why study it at The Judd School?

The Mathematics Department at The Judd is one of the largest and most successful departments within the school. Mathematics is an extremely popular subject, taken by more than eighty per cent of sixth formers at A Level of which a substantial number take Further Mathematics. The Department enjoys regular success with Oxbridge applications and many pupils distinguish themselves in National Mathematics competitions.

We wish to stimulate interest in, and enthusiasm for, the study of mathematics for its own sake so that students discover for themselves the richness and variety of the subject and the unique insight it provides into the nature of the world around them. This is not to overlook the development of the skills required for adult life, other subjects, and the passing of examinations but is intended to demonstrate our commitment to the fostering of a positive attitude to the subject. We also aim to provide students of varying abilities and interests the opportunity to achieve their full potential in the subject at an appropriate level and rate of progress. We would hope to foster a sense of the awe and wonder of mathematics and an appreciation of its power, beauty and elegance.

### Course details: OCR - courses H240 and H245

We will be offering the opportunity to study for two separate qualifications in our department, an A level in Mathematics and an A level in Further Mathematics. Students who take both qualifications end up with two full A levels and they can study for them as part of 4 or 5 A level programme by application.

### What you will be learning (course outline):

The content of the Mathematics A level has been fully specified by the Department for Education. The qualification is based around the overarching themes of:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

You will study a set Pure Maths syllabus, alongside the Mechanics and Statistics content. As well as being able to present a reasoned and logical argument, you will be taught to make use of appropriate, current technology to solve problems. You will also be given the opportunity to work with a large data set, using statistical packages to explore, interpret and summarise this data throughout the Statistics part of the course.

The Further Mathematics A level will allow more breadth to your study, as well as increasing your appreciation for the beauty that lies deeply in the Pure branches of Mathematics, including complex numbers and differential equations. This specification will contain some options for the content covered which could allow for the study of further Mechanics, Statistics, Discrete or Pure Maths.

Success at A level requires the development of a logical and rigorously analytical mind coupled with sheer determination. It should be noted that a substantial 'jump' is required in algebraic manipulation skills following on from GCSE, hence you should feel reasonably confident in this area. Do not be led into embarking on this course unless you feel totally committed to it. Having said this, a good number of students gain considerable satisfaction from the subject and achieve very impressive results.

Many advanced and technical subjects at University require a good Mathematics A level result and some require some element of Further Mathematics as well. It is worth checking if your intended course requires Further Mathematics before choosing your A level options.

### **How it will be assessed:**

The new linear specification of single A Level Maths will be assessed at the end of Year 13. This will consist of three exams (no coursework) of 2 hours each.

The assessment for Further Mathematics will consist of four exams, each of 1.5 hours duration.

### **Minimum Entry Requirements:**

To study for a Single Maths A Level – Grade 7 in GCSE Maths

To study for Maths and Further Maths A levels – Grade 9 (\*) in GCSE maths

(\*) Students who achieve a Grade 7 and wish to study Further Maths may be able to do so in discussion with the Head of Maths, on the basis of achievements in additional Maths qualifications or your overall GCSE profile.

For any further information, please see Dr Wainwright.

# Music

## Why choose this subject?

Music is constantly evolving; inspiring creativity and expression in a way that no other subject can. Studying Music at A-Level will give you the opportunity to study a wide range of musical genres. The course is made up of listening, performance and composition; it gives an opportunity to perform and compose in whichever style you desire. Every student has different learning styles and musical tastes; the course values all music styles, skills and instruments. Broaden your mind and foster a love of music with a qualification that students of all abilities and backgrounds will enjoy.

The course should appeal to students who wish to:

- a) Study Music at University or Music College
- b) Add variety to their Sixth Form studies, and have enjoyed GCSE Music and wish to continue their musical development.

Music will complement any other A Level course at Judd. Where the course allows for individual student choice, students may perform and compose in Classical or Contemporary styles, and use of technology is encouraged.

## Why study it at The Judd School?

We have access to excellent facilities; the department enjoys exclusive use of a main Music block and a Music Technology Centre. There is a large performance space which is used for recitals and showcases throughout the year, and is fully equipped for orchestral, rock and jazz music, and has an adjoining Recording Studio.

There are ten practice rooms around the Department which are used for our peripatetic lessons and group work in the curriculum. The main Music Technology classroom has 17 newly bought computers which run Cubase and Sibelius music software and are used across all year groups. There are a further two Music Technology rooms that are reserved for KS4 and KS5 use, and run up to date versions of Cubase and Sibelius.

Extra-curricular Music clubs run every day in the department. Clubs that would be particularly suitable for sixth formers are: School choir, Chamber choir, String Orchestra, Symphony Orchestra, Samba Band, Big Band, and Judd Winds. Students in the sixth form often form bands and there are opportunities for them to perform throughout the year.

There are a huge number of concerts each year: Winter concert, Pianists' Tea concert, Two Carol Services, Jazz Café, Spring Concert, Battle of the Bands, House Music Competition, Soloists' Concert and a Summer Concert. In 2017 we staged *'Chess the Musical'*, casting students for all performance roles including the band. We look forward to our next Musical, *'Sweeney Todd'* which will be in March 2019. Last year we performed Parry's *'Blest Pair of Sirens'* and Walton's *'Coronation Te Deum'* in our Summer Concert and we look forward to playing Gershwin's *'Rhapsody in Blue'* in this year's Winter Concert. This year sees our first choral tour to Barcelona in the October half term.

Our slightly smaller set sizes mean that students will receive special attention and direction. We believe that integrating the three units of performing, composing and listening enables our students to develop the skills and understanding necessary to achieve highly in all areas of the course.

## **Course details: Board and specification: AQA 7272**

### **What you will be learning (course outline):**

#### **Unit 1** (40%) - Exam Paper: Appraising Music

- A. Listening
- B. Analysis
- C. Essay

Western Classical Music – Baroque Solo Concerto, The Opera of Mozart, The Piano music of Chopin, Brahms and Grieg.

And a choice of two of the following:

1. Popular Music - Stevie Wonder, Joni Mitchell, Muse, Beyonce, Daft Punk, Labrinth
2. Music for Media (Film, Television and Gaming) - Herrman, Zimmer, Giacchino, Newman, Uematsu
3. Music for Theatre – Weill, Rodgers, Sondheim, Schönberg, Brown
4. Jazz – Armstrong, Ellington, Parker, David, Metheny, Simcock
5. Contemporary Traditional Music – Piazzolla, Diabanté, Shankar, Mariza, Bellowhead
6. Art Music since 1910 – Shostakovich, Messiaen, Reich, MacMillan

#### **Unit 2** (35%) - Coursework/Recital

Solo and/or ensemble performing as an instrumentalist and/or vocalist and/or music production.

10-12 Minutes of performance

#### **Unit 3** (25%) - Coursework

1. Composition to a brief
2. Free Composition

4½ – 6 minutes in total

### **How it will be assessed:**

All work is externally assessed.

### **Entry requirements:**

- at least grade 7 (A) at GCSE Music (or Grade 4 on your chosen instrument).
- a reasonable level of Aural Perception, Analytical, Composing and Performing skills, and willingness to cultivate these by regular practice, including rehearsals and participation in a range of school concerts
- the potential to reach the minimum performing standard of ABRSM Grade 5 (or equivalent) by March of the examination year
- fluency in music reading – it is helpful to have grade 5 theory.
- an interest in a wide range of music, and willingness to develop an interest in different styles



# Physics

## Why choose this subject?

Physics is the most fundamental and venerable of the sciences, although it can lead to the most diverse and flexible range of careers and skills, from space travel to archaeology, biophysics to games engines and financial markets to global engineering. Amongst admissions tutors and recruiters alike, it is considered very highly as a valuable A-level. It is a rapidly developing science with well-funded and extensive research – including several new university physics departments – and with enough specialist areas to include everyone's interests and abilities.

## Why study it at The Judd School?

The number of A-level physics students at Judd is very likely the largest in any sixth form in the UK, and this is testament to the consistently excellent results it generates every year. Such success stems from the dedicated and skilled physics teachers, all them qualified physicists, who strive to get the very best from everyone their students regardless of ability.

Physics Society: Organised and run by the students, this weekly meeting provides a regular forum for discussion, answering questions, listening to guest speakers and eating cake.

It often provides a chance for students to talk about their particular physics interests or areas and also frequently generates interest in new topics or cutting edge research.

British Physics Olympiad: A competition which all Y13 students enter, giving them an opportunity to test their knowledge and brain power against their peers in the UK and on past occasions, at an international level.

The department has close links with industry through the Institute of Physics, providing a year-long series of lectures, The Smallpiece Trust and The Prince's Trust, both of which offer work experience placements and research opportunities.

**Course details: Board and Specification Code: AQA 7408**

## What you will be learning (course outline):

The course aims to develop students' knowledge and understanding in physics and its applications, to develop an understanding of the link between theory and experiment, and to extend their understanding of the way in which mathematical expressions relate to physical principles. A full programme of practical work is included to reinforce the theory lessons. A typical week's homework would include a set of numerical and qualitative problems, a web based assignment, and preparation for and writing up an experiment. Students are encouraged to read round the subject, for example by reading New Scientist or Physics Review regularly. (The latter is produced specifically for Advanced GCE students.)

Units: Title:

1. Measurements and their errors
2. Particles and Radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
12. Option; Turning Points

**How it will be assessed:**

This new A-level is a two-year course, with all final exams being taken at the end of year 2. There is no coursework element, but practicals are an integral part of the syllabus and a practical skills verification will form an additional part of the final A-level grade.

**Entry Requirements:**

Grade 7 in GCSE Physics or 7-7 in Combined Science. It is very helpful, but not essential to be studying Mathematics alongside Physics at Advanced level. However, good mathematical skills will be required.

For further information, contact Mr Hewitt in the Physics Department



# Politics

## Why choose this subject?

Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.

## Why study it at The Judd School?

The course is always taught up to date, although it is grounded in a historical perspective. For example, at one level we will look at the Parliament Act limiting the House of Lords (historical perspective) whereas current debate will involve reviewing the reform of the House of Lords; the impact of the Human Rights Act and establishment of a Supreme Court; and how a government with a limited majority intends to deliver BREXIT.

In Year 13, students study global political institutions including the United Nations Security Council and the International Monetary Fund. This course focuses on how successfully global governance deals with the issues of conflict, poverty, human rights and the environment.

Every opportunity is taken to focus on political developments, in particular, those affecting the constitution. Elections, ministerial resignations, and the like enable students to work with case study material. Students who find this subject has appeal often express career interest in areas such as the law and journalism and find current affairs interesting.

**Course details: Board and Specification Code: Edexcel Politics 9PL0**

## What you will be learning (course outline):

- Component 1: UK Politics
- Component 2: UK Government
- Component 3: Comparative Global Politics

## How it will be assessed:

There will be **three, two hour** exams, at the end of the second year of study. Each paper is equivalent to **1/3** of the final A-Level.

# Religious Studies

## Why choose this subject?

"The mind is not a vessel that needs filling, but wood that needs igniting." Plutarch

While Theology is an ancient intellectual discipline, no-one can doubt the momentous social significance of religion around the world today. A study of religion and philosophy in the sixth form prepares students not only for further study, through development of critical thinking and extended writing, but also to engage with modern British society, steeped in Christian history and enriched by religious diversity.

## Why study it at The Judd School?

Lessons balance class teaching and discussion with independent research and project work. Students will have the opportunity to participate in debates, and research and present topics of interest to them. There will be visits to places of religious significance, as well as an opportunity to attend a philosophy of religion conference conducted by modern philosophers.

As well as Philosophy and Theology, students who take Religious Studies generally go on to study a wide range of subjects from medicine to law; universities are keen for their undergraduates to be able to think for themselves and the skills gained in Religious Studies demonstrate this very effectively. Students will also develop their extended writing and skills of critical analysis, which are invaluable for further study.

Religious Studies is suitable for students of all faiths and none. Students are encouraged to reflect on and develop their own points of view, while critically engaging with alternative ideas.

**Course details: Board and Specification Code:** [OCR H573](#)

## What you will be learning (course outline):

Philosophy of Religion:

A study of philosophy enables students to consider some of the "big questions" that have fascinated humanity throughout our history, from the existence of God and the soul to the problem of suffering and issues of morality. Philosophy teaches us not what to think but how to think, requiring a combination of rigorous logic and creative imagination. Students will examine the arguments of influential philosophers, engaging with key texts, and are encouraged to form their own responses.

Learners will study:

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language

## Religion and Ethics:

Ethics, or moral philosophy, is the study of the 'good'. It is concerned with how human beings should live, how we can define and understand 'good' and 'evil' and what is right and wrong. Students will apply philosophical reasoning to the realm of morality, studying ethical theories from Aristotle to contemporary philosophers. Students will also apply these theories to contemporary issues such as euthanasia and sexual ethics, as well as making connections between moral philosophy and religious belief.

Learners will study:

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs.

## Developments in Christian Theology:

Religion continues to shape the world we live in today, and this unit enables students to study the key tenets of Christian belief in depth, from their roots in the theology of Athanasius and Augustine to the theological issues of the 21<sup>st</sup> century and the challenges to Christian belief from materialism and pluralism.

Learners will study:

- Christian beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of Christian wisdom and authority
- practices which shape and express Christian identity, and how these vary within and between Christian groups
- significant social and historical developments in Christian theology and religious thought
- key themes related to the relationship between religion and society.

## **How it will be assessed:**

Exam only (no coursework).

Three 2-hour written papers.

The normal entry requirement is a Grade A at GCSE. Students who have not taken GCSE Religious Studies will need to have achieved an A in two other humanities, such as English Language, History or Geography.

For further details, please see Ms Jayne in the RS department.

## EPQ (AQA)

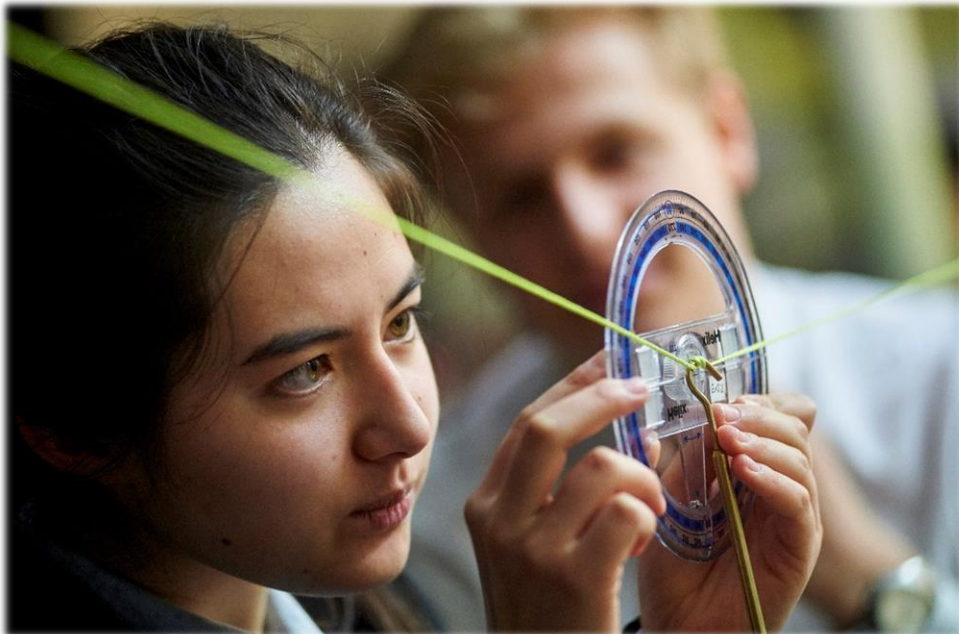
The extended project qualification offers students an opportunity to deepen their understanding of a topic of interest by carrying out research or producing an artefact. The best projects come from students who are passionately concerned to engage with a gripping intellectual problem. They involve a significant amount of research and academic writing and a presentation to a non-specialist audience. The course includes training in these areas as well as individual supervision meetings to monitor and support the evolution of the project. The EPQ is a chance to demonstrate and develop the capacity for independent study – a quality much prized by universities, although it is more likely to help you get an offer, than form part of an offer. (Some universities have a policy of making slightly lower offers for those with a successful EPQ e.g. asking for AAA or AAB plus an A in EPQ.)

You cannot opt to take the EPQ on your sixth form application. This is because you need to demonstrate that you are comfortably coping with your A level programme in Lower Sixth before you start – the EPQ should supplement your other work, not undermine it. Students start the programme in the spring term of Year 12, do most of their research over the summer holidays and complete their projects in the Spring term of Year 13. Your project is internally marked and externally assessed and the results come out at the same time as A levels.

EPQ is a good option to bear in mind if you are curious, well organised and academically ambitious. It is not suitable for those who have big plans for the summer holidays or those who are taking 5 subjects.

**If you have further questions, speak to Mr Guy (Assistant Head of Sixth Form)**

## A Level Choices and the Admissions Process



# Admissions Policy for Entry to The Judd School Sixth Form

## CRITERIA FOR THE ADMISSION OF STUDENTS TO YEAR 12 IN SEPTEMBER 2019

Students must have achieved a minimum average performance points\* score of 6.5 in their best 10 qualifications, or of all qualifications if fewer than 10 subjects completed. Students must additionally have completed a minimum of six GCSEs, including a 5 or better in each of Mathematics and English Language. Students additionally need to satisfy the requirements of their chosen subjects, which can be found overleaf.

### Internal Applicants

Internal applicants transfer to Year 12 provided they have met the criteria above. There is no upper limit to the number of internal students transferring to Year 12.

### External Applicants

The Published Admission Number for Year 12 is 75 (external students). In the event of over-subscription, priority will be given to (in order):

#### 1. Children in Local Authority Care or Previously in Local Authority Care

#### 2. Academic Ability

This will be measured by ranked average performance points\* score in their best 10 qualifications, or of all qualifications if fewer than 10 subjects completed, the highest score being given the highest rank.

#### 3. Distance

Where average QCA scores are the same, students will be further ranked by distance from home to school (with the nearest given the highest ranking).

#### 4. Random Selection

A random selection will be applied should two or more applicants have the same predicted grades and the same distance from home to school.

\* Performance points refer to the points as per the current year's 'School performance: point scores for KS4 qualifications'. Where qualifications outside the scope of performance tables have been undertaken, the closest match will be used as decided by the Governors' Admissions Panel.



## **Admission to Year 12: Further comment**

As a direct consequence of the high achieving nature of our intake in Year 7 our teachers have high expectations and the standard of achievement throughout the school is very high. Most students have outstanding results at GCSE (of our present Y12 students, approximately two thirds achieved 5 A\* or equivalent or more at GCSE) and the character of the Sixth Form reflects this.

### **Why 6.5 points?**

Our entry requirement is not designed to keep students out of the school! We have found that students achieving this level and higher have the confidence and ability to make good progress in their A Levels at Judd. Please remember that grades are not enough and a serious and mature commitment is required for success. This minimum point score also guarantees that there are at least four subjects from which a student can choose the individual subjects they wish to take at A Level.

Students below this level can still succeed at A Level, but Judd is probably not the best place to be, as the pace of learning is considerable to cater for the vast majority of students who are aspiring to A\* or A grades. Additionally, the number of taught hours per subject per week is less than some other schools. Students whose maximum expectation at A Level is a grade B or C are almost certainly better off in classes where there is more consolidation and there are more students of a similar ability than is the case at Judd. The danger is that a potential B or C becomes a D or E through losing touch with the class.

It is vital that these issues are openly discussed in the Autumn of Year 11 and advice sought from this and other schools.

### **7.0 points is better.**

Students who achieve 6.5-6.9 average points can succeed at Judd. Past experience has shown that students with this profile of GCSE success need to give careful thought to their choice of subjects. In particular, there are certain subjects in which such students have a higher risk of not achieving a C grade in Year 13.

All students with 6.5-6.9 points must attend an interview with a member of the Sixth Form Team at the start of term to review their choice of subjects.

## **Transferring to Year 13 in September 2019:**

Students in Year 12 are encouraged to continue with their study of four A Levels in to Year 13. In certain circumstances a student may be advised to drop to three A Levels and in the unusual circumstance that their Year 12 grades suggest that they will be unable to undertake three courses successfully, they may be invited to take their A levels over three years. We believe that the best results in Year 13 would come from at least a grade C in Year 12 assessments. No student should expect to be allowed to continue with a subject having achieved a U or an E grade in Year 12 unless there are exceptional circumstances.

## Subject Entry Requirements - 2019

Subject	Entry Requirement
Art	7 in GCSE Art. Some students who have not taken GCSE Art may be accepted on the basis of a strong portfolio of work
Biology	Either 7 in GCSE Biology if taken or 7-7 in Combined Science
Chemistry	Either 7 in GCSE Chemistry if taken or 7-7 in Combined Science
Classical Civilisation	7 in a relevant GCSE subjects (English Literature, History, RS)
Design and Technology	7 at GCSE in DT: Resistant Materials, Product Design, Graphics, Systems & Control or Electronics. Students who have studied a different DT discipline should contact the Head of DT to discuss their suitability
Economics	7 (or equivalent) in Mathematics and 7 (or equivalent) in an English GCSE
English Literature	7 in both GCSE English Language and English Literature
French	7 in GCSE French
Geography	7 in GCSE Geography if taken. Students who have not taken GCSE Geography must speak to the Head of Geography to discuss suitability.
German	7 in GCSE German
Government & Politics	7 at GCSE in either History or English Literature
History	The normal entry requirement is a Grade 7 at GCSE/ IGCSE. Students who have not taken the subject at GCSE must speak to the Head of History to discuss suitability.
Latin	7 in GCSE Latin
Mathematics	7 in GCSE Mathematics
Mathematics (Further)	9 in GCSE Mathematics. (Students who achieve a Grade 8 and wish to study Further Maths may be able to do so in discussion with the Head of Maths, on the basis of achievements in Additional Maths qualifications or your overall GCSE profile)
Music	7 at GCSE Music <b>or</b> Grade 4 on your chosen instrument/voice
Physics	Either 7 in GCSE Physics if taken or 7-7 in Combined Science
Religious Studies	The normal entry requirement is a Grade 7 at GCSE. Students who have not taken GCSE Religious Studies will need to have achieved a 7 in two other humanities, such as English Language, History or Geography

### Please note:

For GCSE (or equivalent) qualifications which were awarded grades we consider a 7 equivalent to an A and an 8 equivalent to an A\*.

Although we plan the timetable in response to students' subject choices, a small number of students each year find that their choice of subjects cannot be accommodated either because of timetable

clashes or because subject sets are full. The school will let you know if this is the case as soon as it knows and will discuss your options at that time.

## Balancing A Level Choices

Traditionally A Level courses have been divided into Arts or Science subjects. All subjects have an element of both Art and Science, but it remains a useful categorisation in order to examine appropriate balance (even if the arguments over Geography and Economics will never be settled!).

Arts	Science
Art	Biology
Design Technology	Chemistry
Economics	Design Technology
English Literature	Economics
French	Further Maths
Geography	Geography
German	Maths
Politics	Physics
History	
Latin	
Classical Civilisation	
Music	
Religious Studies	

In the last 10 years the proportions of high grades in Maths, Biology, Chemistry and Physics at GCSE have increased at a much higher rate than some Arts subjects. This can lead students to think that their strongest subjects are the Sciences, when that is not necessarily the case.

The top grades at A Level are spread amongst all subjects but we do find that there are more of the lower grades at the end of Year 12 in the sciences. This is partly due to the binary nature of those exams (you are right or you are wrong, not arguably right or arguably wrong) but it is also reflected in students not appreciating the step up in quality required for the sciences.

If a student's future ambition and strongest subjects mean that they can avoid choosing either 4 Sciences or 4 Arts, it is generally to their advantage. Judd students are highly able and are all appropriately placed to succeed on a 4 A Level course; however, we don't offer the 4<sup>th</sup> A level for "more of the same". The 4<sup>th</sup> A Level is there to provide contrast and breadth and to make one a more interesting person, with a wide set of skills and interests. It should be noted that "three sciences and maths" is not forbidden but we would ask all students to consider the consequences.

The Historian with a love of Chemistry, the Medic with a deep appreciation of Latin, the Engineer who composes Music and the Linguist who plays with algebra are all better set for "life" than the student who chooses narrowly, thinking it was the best route to a university place.

University offers will generally focus on three grades so potential medics/vets/dentists - who will all want to study Chemistry and Biology at A Level and perhaps one other Science - will still have at least one choice to choose something contrasting. A PPE student would certainly want to take Maths A level, as it is either a course requirement or strongly recommended at Oxford, Durham and other universities offering that course. Likewise, a budding engineer will want to study Physics and Maths and perhaps Further Maths, but again the fourth choice allows room for something complementary.

## Applications Process for Students Currently at Judd

The students here already know the strengths of the school and all internal applicants will have the opportunity to discuss their subject choices with a senior member of staff during the Autumn Term of Year 11 and with the Sixth Form Team as necessary thereafter.

If you do wish to apply, our process is managed online through [www.ucasprogress.com](http://www.ucasprogress.com). The deadline for applications to The Judd School is **Thursday 31<sup>st</sup> January 2019** and late applications will not be considered.

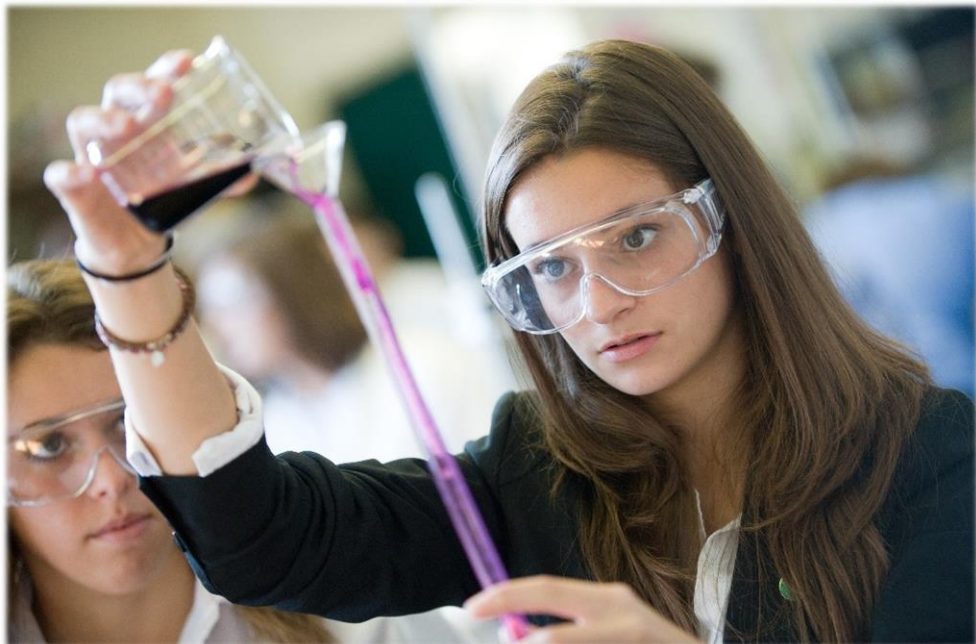
Students are expected to study 4 subjects in Year 12 and to continue those 4 into Year 13. Should a student wish **instead to study either 3 or 5 subjects** from the start of Year 12 then they will need to supplement their online application with a letter explaining why. Elite academics may be looking to study 5, elite sportsman or musicians may be looking to study 3. The letter should be sent to the Head of Sixth Form, Mr Vorster.

## Applications Process for Students Currently at Other Schools

We welcome applications from girls and boys from other schools; often accepting more than the PAN for that year (PAN is set at 75 for September 2019), subject to the efficient education of all pupils and class sizes not being exceeded. Consequently, roughly a third of each year group is from candidates new to the school, making the Sixth Form welcoming to all and there being no barriers to making new friends.

If you wish to apply, our process is managed online through [www.ucasprogress.com](http://www.ucasprogress.com). The deadline for applications to The Judd School is **Thursday 31<sup>st</sup> January 2019**. This is to enable us to plan staffing and the timetable for September, based on expected numbers in each subject. However, it is important to note that **no offers will be made in the Spring**. In the past, predictions have been sought from existing schools and offers made on that basis. Our new admissions policy instead makes offers only on the basis of results on the Friday following GCSE results day. **Students must, therefore, submit their results to us on Thursday 22<sup>nd</sup> August 2019** so that the oversubscription criteria can be applied. Failure to do so will mean that students can only be placed on a waiting list should others reject their place.

Students are expected to study 4 subjects in Year 12 and are encouraged to continue those 4 into Year 13. Should a student wish instead to study either 3 or 5 subjects from the start of Year 12, then they will need to submit a supporting statement explaining their reasons when they submit their results in the Summer. Elite academics (typical minimum average score of 8.5 at GCSE) may be looking to study 5, elite sportsman or musicians may be looking to study only 3 to give time to their other commitments.



## A Level Results 2018

	A*	A	B	C	D	E	Entries	% A* - B
Art	5	2	0	0	0	0	7	100
Biology	13	28	8	4	0	1	54	90.7
Economics	12	28	18	6	1	0	65	89.2
English Literature	5	4	2	2	0	0	13	84.6
French	2	4	6	2	2	0	16	75.0
Geography	3	3	8	4	1	0	19	73.7
German	3	1	0	1	0	0	5	80.0
Government & Politics	1	1	8	7	1	0	18	55.6
History	2	8	20	6	1	0	37	81.1
Latin	1	5	1	0	0	0	7	100
Mathematics	48	45	16	4	5	1	119	91.6
Mathematics - Further	12	14	10	4	1	0	41	87.8
Music	1	2	1	0	1	0	5	80
Physics	15	21	17	7	5	0	65	81.5
Product Design	1	5	2	2	0	0	10	80
Religious Studies	4	5	5	1	0	0	15	93.3
<b>School</b>	<b>128</b>	<b>176</b>	<b>122</b>	<b>50</b>	<b>18</b>	<b>2</b>	<b>496</b>	<b>85.9</b>

	D1	D2	D3	M1	M2	M3/P	Entries	% D1 - M2
Chemistry PreU	10	7	7	7	4	10	45	78

\*Pre-U scores are mapped according to A Level equivalencies for reporting purposes

	2018	2017	2016	2015	2014	2013
% A*	26.8	28.5	23.4	21.2	25.8	26.2
% A* - B	85.3	85.2	85.7	82.9	85.2	91.1
% 3 A Grades	43.9	47.5	39.8	40.9	53.5	47.5

Example Selection of University Destinations 2018	No. of Students
DURHAM	13
EXETER	13
OXFORD	13
CAMBRIDGE	8
NOTTINGHAM	8
SOUTHAMPTON	8
WARWICK	8
LOUGHBOROUGH	7
BIRMINGHAM	6
UCL	6
BATH	5
EDINBURGH	5
KING'S COLLEGE, LONDON	5
NEWCASTLE	5