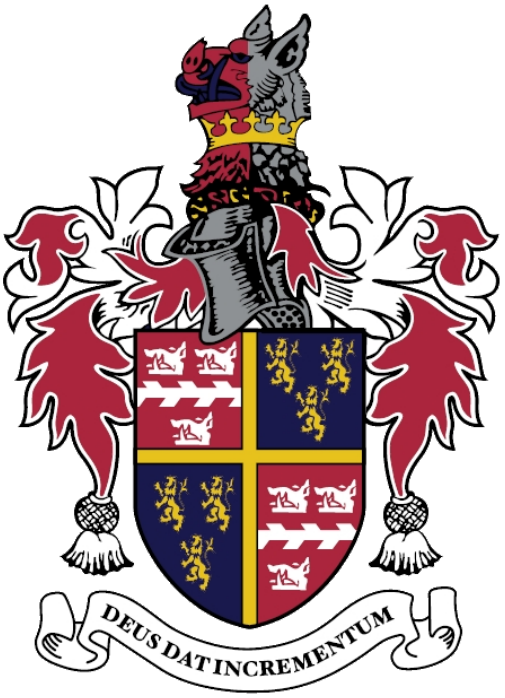
The Judd School

Sixth Form



Subject Information Booklet

for September 2024

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Should you have any additional questions about individual subjects, please contact the Sixth Form Team at sixthform@judd.kent.sch.uk who will find the information you need from the Subject Lead.

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. Students develop investigative, practical and expressive skills, working in a broad range of media on independent projects. Students will also develop critical 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 S.T.E.M. 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, drawing, printmaking and sculpture. 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 artists 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 progressed to further study in Art & Design, Architecture or other creative courses at the following Art Colleges and Universities: University of the Arts, London – Camberwell, 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; Brighton College of Art; Leeds College of Art; Falmouth College of Art; Nottingham University; Oxford Brookes University.

Course details: Board and Specification: AQA Art and Design - Fine Art (7202)

What you will be learning (course outline):

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

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 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 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 are 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 visit galleries and museums on their own initiative in order to inspire and inform their own work.

There is also a compulsory essay element within the coursework portfolio - the personal study is a 1000 word (minimum) illustrated essay which is integral to the development of practical work, and is marked holistically alongside the practical work. The research topic and focus of discussion are developed by the student. The final essay must demonstrate fluent written communication skills, contextual understanding, and critical analysis 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 February 1st in the second year of study (Year 13). Students have 3 months of preparatory lesson time, during which they must develop a portfolio of practical and written work in preparation for the final piece. The final piece is completed in a 15-hour period of sustained practical work, conducted under examination conditions in the Summer Term of Year 13. The sketchbook and development work are assessed alongside the final exam piece, against the same assessment criteria as the coursework portfolio.

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 work is marked internally (by the School's art teachers) then moderated by a visiting moderator from AQA. 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.

Biology

Why choose this subject?

The diversity of life is the most unique and complex phenomenon on Earth. 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). 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 biological sciences, medicine, veterinary and nursing qualifications as well as a valuable addition to the A-levels of students with many different subject aspirations.

Why study it at The Judd School?

Biology is one of the school's most popular and successful subjects at A-level, with around 120 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 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 Field Trip: In the summer of year 12, all A level Biology students spend a week at Fort Dale in Wales learning field work techniques and completing one of the required practicals. This is a rich experience that brings the topic of ecology to life.

Biology Society: Run by A-level students for A-level students. BioSoc allows students to explore a topic or area of interest beyond the course and present their findings to their peers. Visiting speakers from local universities are sometimes invited to give talks about current research.

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 a large number of bronze, silver and gold medals. In recent years, three students have been selected to represent the UK team in the International Biology Olympiad achieving silver medals.

Fly Lab: In partnership with the Centre for Developmental Neurobiology at King's College London, we are providing our sixth-form students with the opportunity to carry out their own independent research using the model organism Drosophila melanogaster and 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 or gain a Gold CREST Award!

Scientific Conferences: Our A level students regularly get the opportunity to present their work at student scientific conferences such as those organised by the Young Scientists Journal and the Royal Society as well as those organised by local schools.

Eco Committee: Eco-committee is a club for students in all year groups at Judd. The students elect a president that takes the lead on coordinating projects in school and beyond the school itself that focus on building awareness about our environmental impact and ways to make positive change. Projects include biodiversity studies, recycling and waste initiatives and the redevelopment of the school garden as an improved space for both the school community and wildlife on the school site. We are hoping to engage with some online projects with IRIS alongside others that we will run at Judd.

Rolls-Royce Science Prize/iGEM competition: In 2015, we won the Rolls Royce Science competition with a project that would enable our students to become experts in the field of molecular biology. The prize allowed us to partly fund our participation in the iGEM competition on synthetic biology. We were the first British state secondary school to enter, obtaining a Silver Medal as well as prizes for the best mathematical model and best human practices. This is an example of the department's drive to provide our students with unique opportunities.

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
- Immune system
- Inheritance and selection
- Stimulus and response
- Homeostasis
- DNA technology

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 practicals throughout the duration of the course. You will be awarded a pass/fail endorsement of practical skills which is reported separately to universities.

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

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.

The course aim is to: cultivate student's interest and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry; gain an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society; develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works; further develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.

The course is designed in teaching units, each of which is free standing and tells its own story about modern applications of Chemistry and the theory behind it.

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 providing a very solid foundation from which to transfer to further study with confidence.

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.

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

Why study it at The Judd School?

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

- It is 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 also like 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.

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.

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.

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.

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.

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).

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.

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.

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'.

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.

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.

CHEMICAL LITERACY

Skills of extracting data, interpreting information and written communication.

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.

ASSESSMENT OVERVIEW

Paper		Marks	Duration	Weighting
Paper 1	**Fundamentals of chemistry** Section A Multiple choice Section B Structured questions and extended response questions covering theory and practical skills	**110**	2 hr 15 mins	41%
Paper 2	**Scientific literacy in chemistry** Structured questions and extended response questions, covering theory, practical skills and chemical literacy	**100**	2 hr 15 mins	37%
Paper 3	**Practical skills in chemistry** Structured questions and extended response questions with a focus on the assessment of practical skills	**60**	1 hr 30 mins	22%
Non-exam assessment	**Practical Endorsement for chemistry**	**Pass/Fail**	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 (Non-Examination Assessment) over the two years by teachers, to be monitored by the exam board.

Non-Examination Assessment

There are 12 Practical Activity Groups that will be used to assess and endorse students' practical skills through the 2-year course. The Non-Examination Assessment is not graded it is designated as Pass or Fail

The purpose of these is twofold:

1. To develop understanding of practical skills in preparation for assessment in written papers, i.e. techniques, procedures, analysis and evaluation used in these practical activities will be assessed in Paper 3 of the A-Level examination.

   Summary of practical skills assessed in written examination:

   - Planning
   - Implementing
   - Analysis
   - Evaluation

To develop practical skills and competency in carrying out practical investigations. Students' practical skills will be assessed by their teachers and endorsed once they have achieved competency in each of the required skills.

Summary of practical skills assessed for endorsement:

- Applying investigative approaches and methods to practical work
- Correct use and application of scientific methods and practices
- Research and referencing
- Use of a wide range of experimental and practical instruments, equipment and techniques
- Use of a wide range of apparatus and techniques

Classical Civilisation

You do not have to have studied Latin or Classical Civilisation at GCSE Level to study Classical Civilisation at A Level.

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. 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 thriving Classics Society in which 6th form students are invited to take a leading role.
- Trips are organised to watch productions of Greek plays.
- Covid permitting, students studying Classical Civilisation will have the chance to visit Greece at the start of Year 13.
- The department's subscription to Massolit and Jstor gives pupils access to a wide range of material.
- 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

The chosen module will either be – Democracy and the Athenians or Politics of the Late Republic.

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 the Democracy and the Athenians module 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.

Computer Science

Why choose this subject?

Computer technology now touches every aspect of life in industry and in the home to a point where our modern way of living would be impossible without computers. A grounding in Computer Science empowers people to become more than just consumers of digital media or users of technology, setting out the foundations for future authors and shapers of content, applications and machine learning.

A Level Computer Science is a challenging subject with a broad scope that includes the nature of contemporary computer hardware, the workings of operating systems, network functionality, web technologies and databases. In addition to technical theory, students will also develop working programming skills with procedural and object-oriented languages, as well as study the mathematical concepts behind logic circuit simplification and common searching, sorting and shortest-route algorithms with their time and space complexity the focus.

A programming project will span the latter half of Year 12 and the beginning of Year 13, tasking students with applying their learned programming skills to a complex real-world problem of their choosing. In doing so, they will also gain a thorough insight into project design and development strategies.

Why study it at The Judd School?

Learning Computer Science at The Judd School is a collaborative process. We encourage an environment of peer support as students navigate a broad, diverse range of challenging skills and concepts. You will be supported by enthusiastic specialist teachers and pushed to apply your learning to challenging real-world problems.

Programming skills and methodologies are taught through practical project-based assignments, culminating in an ambitious A Level project, for which students are encouraged to experiment with such concepts as machine learning and embedded system design. Computer theory and mathematical principles are thoroughly explored and students have regular opportunities to check their learning during the course, giving them a secure foundation of subject knowledge well in advance of terminal assessment in Year 13.

Alongside the programming elements of the course, at the end of Year 12, A Level Computer Science students will be offered the opportunity to complete the **PCEP™ – Certified Entry-Level Python Programmer** assessment which will award them an industry-recognised professional certification in Python offered by the **Python Institute**.

A Level Computer Science students are invited to lead TheCodingClub for Key Stage 3 students, supporting them in their journey to becoming independent Python programmers and participation in the GCSE drone and robotics club is also encouraged.

In the October half-term of Year 13, A Level Computer Science students will be given the opportunity to enrich their understanding of the application of computer science in the real-world by attending a week-long trip to **Silicon Valley** set in the heart of **San Francisco**. Students will be able to explore Stanford University, the world-renowned Computer History Museum, Googleplex, Apple Infinite Loop, the Intel Museum and the garages where it all began for Apple & HP (Silicon Valley's first start-up) and much more. The last day will be spent taking in the sights of San Francisco with trips to the Golden Gate Bridge and Alcatraz included.

Course details: OCR A Level Computer Science (H446)

Component 01: Computer Systems

Components of a computer and their uses

We examine different types of processor and their typical component parts. The topic also includes pipelining, parallel systems and GPUs. Memory types and storage technologies build on theory concepts that students may already be familiar with at GCSE level, and we also consider different types of input and output devices along with adaptations for system accessibility.

Software and software development

Students will learn about the operating system and system software in considerable depth, including memory management, scheduling, interrupt service routines and the use of virtual machines. The nature of software translation from high level languages to machine code is explained and an introduction to assembly language serves to further students' understanding of CPU architecture. Meanwhile, software development strategies and life cycles provide the groundwork and structure for the A Level programming project which, in turn, will introduce students to the concept of object-oriented programming.

Exchanging data

In this unit, common compression methods are explained, as well as encryption and hashing algorithms for secure data transmission and storage. Database creation and management topics include background theory, database design, normalisation and management through the use of SQL. Networks and internet protocols are covered, and students will also develop a fundamental working knowledge of web languages including HTML, CSS and JavaScript.

Data types, data structures and algorithms

Binary manipulation at A-Level includes the representation of negative integers as well as fractional values and normalised floating point expressions. Knowledge of data structures includes arrays, stacks, queues and linked lists, with algorithms for manipulating each type. Karnaugh Maps and Boolean algebra are used to simplify complex logic circuits.

Legal, moral, cultural and ethical issues

Students will learn about computer-related legislation, including the Data Protection Act, Computer Misuse Act, Copyright Design and Patents Act and Regulation of Investigatory Powers Act. There is also a broad scope of investigation into social issues from data privacy to cultural representation.

Component 02: Algorithms & programming

Elements of computational thinking

Students learn to assess, decompose and frame problems into a form that can be tackled as a feasible programming task. Theory in this unit is language-independent and intended to prepare students for a changing working environment where the programming environment may not be known at the outset.

Problem solving and programming

Programming is explored in depth here. Students will fine-tune their problem solving skills through practical tasks, being introduced to such concepts as object-oriented programming and recursion along the way.

Algorithms for searching, sorting & problem-solving
The structure and efficiency of common programming algorithms is investigated here, from searching and sorting algorithms to shortest route processes and traversal of tree structures.

How will it be assessed:

Two exams (each 2½ hrs). Contributing to 80% of the qualification.

- Component 01 - Paper 1: Computer Systems
- Component 02 - Paper 2: Algorithms & programming

One NEA (Non-Examined Assessment) unit, contributing 20% of the qualification - Practical programming project with detailed documentation.

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 into 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 place a high value on design thinking and problem solving in this department. Students are exposed to the complex nature of design problems with tricky open ended design and make activities. 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.

Most commonly, students that take this course go on 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.

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 them 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 exploratory 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?

Economics is an exciting and relevant subject which combines current and historical affairs with traditional modelling and theory. As a result, A level Economists are highly informed on issues such as Brexit and the impact of lockdown. Students studying Economics typically find it offers new challenges and different ways of thinking.

Students should feel comfortable working with both qualitative and quantitative data. Students should be confident writing structured answers to long essays and data response questions.

Why study it at The Judd School?

Students at Judd are challenged to achieve the best that they can. Our value added examination scores are consistently high and positive. The department has an excellent record of sending students to prestigious universities, gaining places to read PPE, pure Economics and other related degrees. Students are encouraged to engage with the learning programmes of institutions such as the London School of Economics and Chatham House by attending their open lectures. Students run their own Economics, Politics and Current Affairs Society which is very well attended. Pre- lockdown,, we collectively attended lectures given by Hugh Pym, Francis O'Grady, Tim Harford, Vicky Price and others The department frequently secures prizes in a number of competitions , including the LSE's essay writing competition.

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; the balance of private and public provision of services; and how services can be most efficiently delivered. We relate concepts such as rational behaviour and ideas relating to scarcity and choice to the 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 the external trade balance are studied. An interest in current and historical economic affairs is essential for this course.

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)

Multiple Choice 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 will it 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?

French A level leads to a huge variety of degree opportunities. Specialist linguist careers with French or other careers where there is an international element or communication is key. French linguists are amongst the most employable worldwide.

French Department Website - Open Evening (A-level)

5	2ND	1st
French is spoken on every continent	learnt foreign language in the world	in-demand language for UK employers

French is the international language of:	French is also a working language and an official language of the:
Cooking **Fashion** **Theatre** **Visual arts** **Dance** **Architecture...**	**United Nations** **EU** **UNESCO** **NATO** **International olympic committee** **International red cross** **International courts...**

Why study it at The Judd School?

French is a popular choice at Judd with a good number of students choosing to study it in Year 12 each year. The team of teachers consists of two experienced French native speakers who have very high expectations of our students and expect all to work hard and thrive to achieve their best. The French department conducts lessons mainly 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 i.e. 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 trips. 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.

The teaching approach at the Judd fosters and focuses on a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

Board and specification: [AQA A level French (2 year course) 7652]

What do students that chose French say about it?

"Thank you to all my French teachers! I have thoroughly enjoyed learning French A Level at Judd! I hope to carry on learning and speaking French at University and further into the future." June 2021

"All the teachers were so approachable and seemed to be passionate about what they were teaching." June 2020

What you will be learning? How will you be assessed?

[Subject content A level AQA]

Theme 1 - Social issues and trends		**Theme 2 - Political and artistic culture**	
Aspects of French-speaking society: current trends (Year 12) • Family • Technology • Volunteering	**Aspects of French-speaking society: current issues** (Year 13) • Diverse society • Marginalised • How criminals are treated	**Artistic culture in the French-speaking world** (Year 12) • Heritage • Music • Cinema	**Aspects of French-speaking society: current issues** (Year 13) • Teenagers and right of vote • Demonstrations and strikes • Politics and immigration

Paper 1 **Listening, Reading and Writing**	**Paper 2** **Writing**	**Paper 3** **Speaking**
• 2h30 • 100 marks • 50% of A-level • 5h / fortnight	• 2 h • 80 marks in total • 20% of A-level   • **No et Moi** (novel) • **Entre Les Murs** (film) • 6h/fortnight	• 21–23 min (including 5 minutes preparation time) • 60 marks in total • 30% of A-level • Discussion (photocard) • Research based project (IRP) • 2h/fortnight with a French Language Assistant

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.

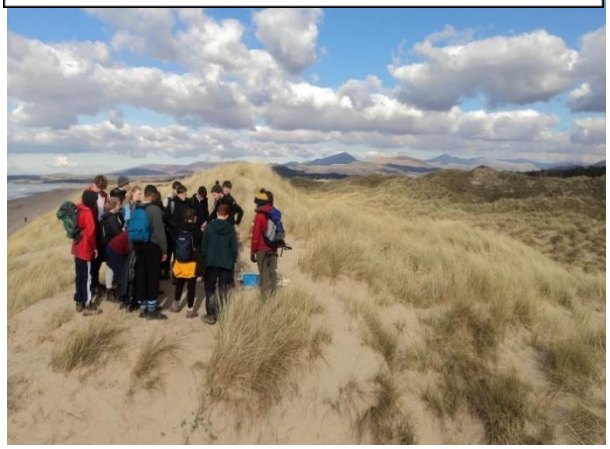
We study Geography through a wide variety of media and using a range of teaching methods, always keeping the subject as up-to-date as possible. Students at Judd have access to books, magazines, lectures delivered by the local Geographical Association as well as a dedicated Geography Library in the Department. 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 subjection 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 Law, Geology, Environmental Science, PPE, Journalism, Economics, Engineering and Medicine (as well as a significant number studying Geography, including at Oxbridge).

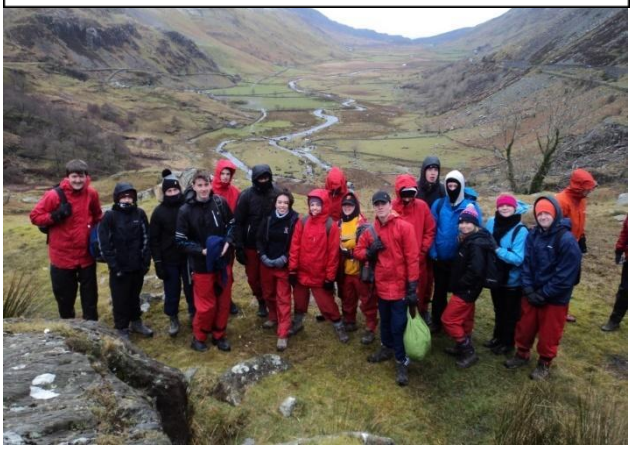
Fieldwork at Judd School

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 to Snowdonia is organised at the end of the spring term 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. This residential trip is subsidised by Judd School who pay for teaching and transport, while students contribute to the cost of accommodation and food (approximately £360 for the week). All students 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)

What you will be learning (course outline):

The course involves the study of 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 21st 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?

Physical Topics	Human Topics
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.

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.

Why study it at The Judd School?

German is taught at The Judd School by experienced specialists, one of whom is a native speaker, and our outstanding results speak for themselves. 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 can be small, but this leads to an effective working relationship where individualised guidance can be established very quickly. This year the popularity of our subject exceeded expectations and more than 20 students are currently studying German in Year 12. Students enjoy the speaking practice in small groups on current themes that are related to the A level course. They value these weekly lessons, as these contribute not only to an increased level of fluency and accuracy but also significantly boost their confidence in speaking German.

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. Furthermore, accompanied visits to AS/A2 study days, German Careers Fairs, as well as to relevant films and plays, are arranged where appropriate. Our students have also participated in linguistic competitions and in 2020 won the Oxford German Olympiad.

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
4. Works: Literary texts and films e.g. ,,Das Leben der Anderen" ("The Lives of Others") and the play ,,Andorra" by Max Frisch

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 essays in German. One essay 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 7 at GCSE and basic grammar should be secure.

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 techniques 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 the 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.

We endeavour to take students out of the classroom, with trips to the theatre and cinema, to exhibitions and to other places of interest that enrich their academic studies. Students usually have the opportunity to go on a residential trip where we visit fascinating historical sites that provide further insight into the revolutionary themes studied at A-level. It also allows students 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, and thereby leaves a long-lasting impression on our historians.

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 counterbalanced 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 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

Tsarist and Communist Russia, 1855-1964

Unit 2 – Depth Study

The English Revolution, 1625-1660

Unit 3 – Non-Examined Unit (coursework)

A choice of four different questions on the topic of Civil Rights in the USA 1865-1969

How it will be assessed:

Unit 1: 2.5h exam

Unit 2: 2.5h exam

Unit 3: 4500-word coursework essay

Entry Requirements:

The normal entry requirement is a Grade 7 at GCSE/IGCSE.

Latin

Why choose this subject?

"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 which enables learners 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 Prime Minister, 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. Individual sessions are arranged to support candidates who either need help or who are 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 academic lectures.

The Department has a record of achieving good results.

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 which will most likely be 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 most probably being Catullus and Virgil (*Aeneid*).

The normal entrance requirement is a level 7 at GCSE Latin.

Mathematics and Further Mathematics

Why choose this subject?

Mathematics is a creative and highly interconnected 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 percent 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: Edexcel - Maths: 9MAO and OCR - Further Maths: 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 a 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, but students can also study Further Maths by achieving a Grade 8 in GCSE Mathematics PLUS one of the following:

- an average of 8.5 or above in your top 10 GCSEs
- A or B in FSMQ Additional Mathematics
- 8 or 9 in Level 2 Further GCSE Mathematics

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.

There are eleven practice rooms around the Department which are used for our peripatetic lessons and group work in the curriculum. Our newly built Music Technology classroom has 32 computers which run Cubase and Sibelius music software and are used across all year groups. There is another Music Technology room that is reserved for KS5 use, using both 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, 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' Concerts and a Summer Concert. Last academic year we staged '*The Hunchback of Notre Dame*', casting students for all performance roles including the band. Recently performed works are Vaughan-Williams *'Toward the Unknown Region',* Marquez's '*Danzon No.5*', and Gershwin's '*Rhapsody in Blue*'. Last year we went on tour to Belgium and will run our next tour in October 2024.

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: Eduqas

What you will be learning (course outline):

Component 1: Performing

Option A (35%)

Externally assessed performance of 10-12 minutes

Minimum of three pieces

At least one solo piece

Must cover TWO areas of study (from Classical/Rock & Pop/Jazz/Musicals/C20/C21)

Option B (25%)

Externally assessed performance of 6-8 minutes

Minimum of two pieces

Must cover ONE areas of study (from Classical/Rock & Pop/Jazz/Musicals/C20/C21)

Component 2: Composing

Option A (25%)

Externally assessed portfolio of 4-6 minutes

Minimum of two pieces

One based on the Western Classical Tradition to a brief set by Eduqas

One free composition

Option B (35%)

Externally assessed portfolio of 8-10 minutes

Minimum of three pieces

One based on the Western Classical Tradition to a brief set by Eduqas

One composition based on one of Rock & Pop, Jazz, Musicals, C20 or C21

One free composition

Component 3: Appraising - Externally assessed Exam (2h15m)

- **Western Classical Tradition: The Development of the Symphony (40%)**

  Symphony No. 104 in D major, 'London': Haydn

  Symphony No. 4 in A major, 'Italian': Mendelssohn

- **Rock and Pop/Musical Theatre/Jazz (30%)** You will pick one.

  Rock and Pop from 1960-2000: Pop, Rock, Soul, Funk, and Folk

  Musical Theatre: Rodgers, Bernstein, Sondheim, Schoenburg, Lloyd-Webber, and Schwartz

  Jazz from 1920-1960: Ragtime, Dixieland, Early Jazz, Big Band/Swing, Be-Bop, and Cool Jazz

- **Into the Twentieth century – two set works (30%)**

  Trio for Oboe, Bassoon and Piano, Movement II: Poulenc

  Three Nocturnes, Number 1, Nuages: Debussy

The exam will include:

Analysis of set works with a blank score, Essay questions on wider context of set works, Questions on unprepared extracts with and without a score.

How it will be assessed: All work is externally assessed.

Entry requirements:

- at least grade 7 at GCSE Music (or/and Grade 5 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 6 (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.

Physical Education

Why choose this subject?

For anyone who competes or views competitive sport, this course will allow you to indulge in theoretical content with application and evaluation relating to your interests.

Physical education studied at A Level combines both the physical aspect of sport - through physiology and biomechanics - with the psychological and sociocultural elements of physical activity.

Not only will you have the opportunity to study these key concepts but also put them into practice for the non-exam assessment through performance or coaching.
Lessons learned throughout the course can often be applied to the students' wider world outside the classroom too.

Why study it at The Judd School?

At Judd, we are fortunate to offer a wide variety of extra-curricular sports through all years. This means we can harness a passion for sports at the lower age groups and nurture the theory learners throughout their GCSE and A Level studies.

Course details: Board and specification: AQA 7582

Course Details:

Section A: Applied anatomy and physiology, exercise physiology and biomechanical movements.

Section B: Skill acquisition and sports psychology.

Section C: Sport and society and the role of technology in physical activity and sport.

How it will be assessed?:

2 Two-hour exam papers in Year 13 (70% of A-Level grade):

Paper 1: Factors affecting participation in physical activity and sport

Paper 2: Factors affecting optimal performance in physical activity and sport

Non-examined assessment (30% of A-Level grade):

Part One: Performance analysis assessment (written) - analysing and evaluating the performance of one performer in a sport from the specification.

Part Two: Practical performance assessment (video evidence required) - as a performer or coach in one sport from the specification.

Philosophy

Why choose this subject?

"The unexamined life is not worth living." Socrates

Why are we here? Is there a God? How do we know what is right or wrong? Do we have freewill? Can we really know anything? Formal and organised study of academic subjects (school) started with Philosophy, the subject which has laid the foundations for everything else we learn today. Philosophy teaches us to think for ourselves rather than relying on the views of others, it teaches us to think clearly, enabling us to make rational, logical and considered judgements, and it teaches us to be intellectually curious, grappling with life's most fascinating questions. Young people are the future, and with more young people developing the skills that Philosophy gives us we will be much better placed to tackle the many considerable challenges facing the world today.

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 opportunities to attend conferences conducted by modern philosophers, as well as collaborating with students from other local grammar schools.

As well as Philosophy, students who take this subject, 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 Philosophy demonstrate this very effectively. Furthermore, the skills of analytical thinking and arguing logically developed in Philosophy are highly sought after in many high profile careers from law to politics.

Philosophy 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. There is a Senior Philosophy Society open to all Sixth Formers and there are opportunities to help run a Philosophy club for younger students.

Course details: Board and Specification Code for Philosophy: AQA 7172

What you will be learning (course outline):

Epistemology:

Epistemology is the study of knowledge and belief. It is concerned with the following questions: What is knowledge? Where does it come from? What is its nature, and what are its limits? Students will consider and evaluate a range of theories of knowledge.

Learners will study:

- What is knowledge?
- Perception as a source of knowledge
- Reason as a source of knowledge
- The limits of knowledge

Moral Philosophy:

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 study normative ethical theories from Aristotle to contemporary philosophers such as Peter Singer. They will also learn how to apply these theories to a range of practical moral issues. Finally, they will study metaethical theories about what is going on when we make moral claims, including the theory that we are simply expressing our emotions.

Learners will study:

- Normative Ethical Theories (Utilitarianism, Kantian Ethics, Virtue Ethics)
- Applied Ethics (stealing, simulated killing, eating animals, telling lies)
- Meta-Ethics

Metaphysics of God:

This topic deals with the key issues in philosophy of religion, focusing on questions such as: What do we mean when we talk about God? Is it possible to prove (or disprove) God's existence using reason or sense experience? Are religious truth claims about God meaningful? Students will apply formal philosophical logic to these areas and learn to draw their own justified conclusions.

Learners will study:

- The concept and nature of 'God'
- Arguments relating to the existence of God (ontological, teleological, cosmological, problem of evil)
- Religious Language

Metaphysics of Mind:

It has been said that the philosophical study of the mind is akin to trying to view your face with your own physical eyes. Metaphysics of the mind is an investigation into the nature of what we call the mind and the 'mind-body problem'; students will explore the relationship between thought and consciousness in the human mind and the brain as part of the physical body.

Learners will study:

- What do we mean by 'mind'?
- Dualist theories
- Physicalist theories
- Functionalism

Philosophy A-Level includes the study of set texts and original philosophical works for all topics.

How it will be assessed:

Exam only (no coursework). Two 3-hour written papers.

Entry requirements - Grade 7 in at least two out of Maths, English Literature and RS.

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. The department's performance in attracting A-level students is such that it was judged as 'outstanding' by the Institute of Physics, and awarded a Teacher Award. Such success stems from the dedicated and skilled physics teachers, all qualified physicists, who strive to get the very best from every one of 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 many 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.

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 around the subject, for example by reading New Scientist or Physics Review regularly. (The latter is produced specifically for Advanced GCE students.)

Units:

1. Measurements and their errors
2. Particle Physics and Quantum Physics
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 Grade 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.

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 democracy including the very relevant balance established between the legislature, executive and judiciary. They will focus on the role and scope of political parties , 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?

Students at Judd are challenged to achieve the best that they can. IThe department has an excellent record at university level with students gaining places to read PPE, Law and International Relations. Students are encouraged to engage with the learning programmes of institutions such as the London School of Economics and Chatham House by attending their open lectures. Students run their own Economics, Politics and Current Affairs Society which is very well attended. Last year, we were pleased to welcome amongst others, Howard Riddle the former Chief Magistrate for England and Wales (and Judd alumni). The department enters students in a number of competitions This year securing commendations from the UK Supreme Court essay writing competition and the Chatham House essay competition. Recent highlights include our visit to Parliament on 12th March 2019 and whenTeresa May delivered Meaningful Vote number two to the house, complete with a husky voice after an overnight trip to Strasbourg! We also sat in on a session at the Supreme Court, chaired by Lady Hale, the court's former president. In addition, we collectively attended talks given by John Bercow, Vince Cable, Nigel Farage, Jacob Rees- Mogg, Jess Phillips, Nicky Morgan. Emily Thornberry and others.

In Year 13, students study global political institutions including the United Nations Security Council and the International Monetary Fund. In 2023, we visited these institutions and others in New York City and Washington DC. This course focuses on how successfully global governance deals with the issues of conflict, poverty, human rights and the environment.

An interest in current and historical political affairs is essential for this course.

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

What you will be learning (course outline):

- Component 1: UK Politics and Core Political Ideas (liberalism, conservatisms and socialism)
- Component 2: UK Government and Non-core Political Ideas (anarchism)
- 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 also be 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: euthanasia and business
- 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 21st 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 7 in RS at GCSE. A grade 7 in English Literature is highly desirable but is not essential.

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.

Subject Entry Requirements - 2024

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 or 7-7 in Combined Science
Chemistry	either 7 in GCSE Chemistry or 7-7 in Combined Science
Classical Civilisation	7 in a relevant GCSE subject (English Literature, History, RS)
Computer Science	7 in GCSE Computer Science if taken, or 7 in GCSE Mathematics if not
Design and Technology	7 in GCSE Design and Technology
Economics	7 in GCSE Mathematics **and** 7 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 Miss Yarham to discuss suitability
German*	7 in GCSE German
Politics	either 7 in GCSE History or English Literature
History*	7 in GCSE History
Latin	7 in GCSE Latin
Mathematics	7 in GCSE Mathematics
Mathematics (Further)	9 in GCSE Mathematics OR Grade 8 in GCSE Mathematics PLUS at least one of the following: - an average of 8.5 or above in your best 10 GCSEs - A or B in FSMQ Additional Mathematics - 8 or 9 in Level 2 Further Mathematics
Music	7 at GCSE Music **or** grade 4 on your chosen instrument/voice
Philosophy	7 in a relevant GCSE subject (Maths, English Literature, RS)
Physical Education	7 in GCSE Physical Education if taken, or if PE not taken, 7 in Biology / 7-7 in Combined Science
Physics	either 7 in GCSE Physics or 7-7 in Combined Science
Religious Studies	7 in GCSE RS if taken, or a 7 in two other humanities, such as English, History or Geography

* students who have not taken the subject at GCSE may be able to select in discussion with the Head of Department

Please note: For GCSE (or equivalent) qualifications which were awarded grades we consider an A grade equivalent to 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	History	Biology
Classical Civilisation	Latin	Chemistry
Design and Technology	Music	Computer Science
Economics	Politics	Design and Technology
English Literature	Philosophy	Economics
French	Physical Education	Further Maths
Geography	Religious Studies	Geography
German		Maths
		Physics

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 4th A level for "more of the same". The 4th 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, and is indeed common, 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 will likely want to add a Science to Politics, Religious Studies or Philosophy and Economics. 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 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 100 for September 2024), subject to the efficient education of all pupils and class sizes not being exceeded. Consequently, nearly a half of each year group is from students 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.judd.applicaa.com/year12.

The deadline for applications to The Judd School is midnight on **Wednesday 31st January 2024**. 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**. Our admissions policy makes offers only on the basis of results on the next working day following GCSE results day, then in the subsequent week.

Students must, therefore, submit their results to us on GCSE results day in August 2024, 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 most continue those 4 into Year 13. Should a student wish instead to study either 3 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 sportspeople or musicians may be looking to study only 3 to give time to their other commitments. We also accept a fourth subject studied externally, such as a foreign language, on the condition that three are studied in Judd throughout the Sixth Form.

A Level Results 2023

A full table of our subject results for 2023 can be found on the following page. However, here are some highlights of our results this summer, consistent with a picture of results over normal exam years:

- 22% of all grades awarded at A*
- more than half of all students achieve AAB or better, with one in three having **all** their grades at A*/A
- 20 students achieving all A* grades
- more than two thirds of students are successfully placed at a Russell Group University

Please tell us about your visit today by following the Google Form accessed via this **QR Code.** Many thanks

A Level Results 2023 - Subject Detail

		Number of Results					Percentage of Results					
		A*	A	B	C and below	Entries	Ave Score	A*	A	B	C and below	A*-B
	School	**183**	**274**	**216**	**164**	**837**	**44.4**	**22**	**33**	**26**	**20**	**80.4**
Science & Maths	Biology	17	39	25	25	106	42.6	16	37	24	24	76
	Chemistry	18	36	15	14	83	46.0	22	43	18	17	83
	Economics	19	38	18	16	91	46.3	21	42	20	18	82
	Physics	20	17	23	23	83	41.8	24	20	28	28	72
	Mathematics	44	45	35	37	161	44.1	27	28	22	23	77
	Further Maths	11	12	7	8	38	44.7	29	32	18	21	79
Humanities	English Literature	6	6	13	7	32	42.8	19	19	41	22	78
	Geography	2	8	8	4	22	43.2	9	36	36	18	82
	Politics	9	9	7	1	26	50.0	35	35	27	4	96
	History	5	16	14	11	46	42.6	11	35	30	24	76
	Philosophy	4	11	6	2	23	46.5	17	48	26	9	91
	Classical Civ	4	4	3	0	11	50.9	36	36	27	0	100
	Religious St	2	3	4	4	13	39.2	15	23	31	31	69
Languages	French	6	2	3	1	12	50.8	50	17	25	8	92
	German	1	3	1	0	5	50.0	20	60	20	0	100
	Latin	1	2	1	0	4	50.0	25	50	25	0	100
Creative Arts	Art	2	2	5	2	11	42.7	18	18	45	18	82
	Computer Science	3	6	10	6	25	41.2	12	24	40	24	76
	Des Tech	5	4	6	0	15	49.3	33	27	40	0	100
	Music	3	6	2	0	11	50.9	27	55	18	0	100
	PE	1	5	10	3	19	42.1	5	26	53	16	84