



Monmouth Schools
Sixth Form

Haberdashers' Schools

Curriculum 2019

Welcome to Monmouth Schools Sixth Form

Monmouth Schools Sixth Form teaches boys and girls together at this crucial stage of their educational journey with us, recognising their maturity and focus.

Sixth Form students benefit from a co-educational academic environment with single-sex pastoral care; the perfect bridge between school and university.

Teaching Sixth Form students together encourages a wider range of views in lessons, and allows for more flexible subject combinations.

With around 65% Russell Group entries, our students go on to make their mark in diverse areas including engineering, medicine, languages, business and the arts.

At Monmouth, we encourage each student to explore fully their academic interests and to make the most of the shared schools' facilities, while also benefiting from outstanding opportunities for sports, culture and the arts.

Sixth Formers enjoy a vibrant calendar of speakers and societies, joint school musical and dramatic performances, trips and expeditions, social events and shared community projects.

As we pave the way for a smooth transition between school and university, we deliver extensive careers advice and careful guidance through university applications. This, combined with excellent results, means that virtually all Monmouth students gain places at their first or second choice university.

Mrs Rachel Rees, Head of Sixth Form Monmouth School for Girls

Mr James Boiling, Head of Sixth Form Monmouth School for Boys

A level Results 2018

Students at Haberdashers' Monmouth Schools celebrated some outstanding A level results. The two schools gained almost twice the national average for the top A level grades.

At Monmouth School for Girls, 45.7% of all grades were A* to A. 75.9% of all grades were A* to B, an improvement in the results from 2017, and the A* rate was 17.4%. Helena Peacock achieved three A*s and will be heading to the prestigious Jesus College, Oxford, to read English.

At Monmouth School for Boys, a total of 44.3% of all grades were A* to A. Twenty-two boys have achieved three or more A* to A grades and 65.1% of all grades achieved were A* to B. Deputy Head of School, William Telling, achieved three A*s and an A in his subjects.

Acting Head at Monmouth School for Girls, Mr Tom Arrand, said: "It is a huge relief when the hard work of pupils pays off and the girls achieve their personal best.

"45.7% of all grades were A* to A which was above and beyond the national average of 26.4% and is testament to the hard work and passion of our staff and pupils.

"Such a solid percentage of A* to A grades means that most of our students' expectations have been met or exceeded.

"Despite the new and more rigorous A level examinations being sat, we have also seen an increase in the number of A*s achieved this year."

Mr Arrand added: "We are very pleased that 100% of our students achieved an A grade in the advanced extended project qualification (EPQ) which can be taken in addition to A levels."

Dr Andrew Daniel, Headmaster of Monmouth School for Boys, said: "We are delighted that the majority of our boys achieved the grades to take up places at their first choice universities, including the elite Russell Group Universities, to study a broad cross-section of subjects.

"At Monmouth, the boys work extremely hard in their academic studies, and achieve results, alongside being involved in many other activities that contribute to our co-curricular programme."

Dr Daniel added: "As the boys move into a range of exciting university courses they leave us as confident and assured young men."

Art & Design

Board: OCR

A level Syllabus Code: (Fine Art) H601

Monmouth School for Girls Head of Department: Mr S Huson

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Monmouth School for Boys Head of Department: Mr M Peake

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Why study Art & Design?

A level Art & Design will give you the opportunity to develop observational skills, organisational ability, and good communication and research skills. It also fosters a willingness to experiment and 'think outside the box' as well as an ability to evaluate and analyse.

The Art & Design (Fine Art) course encourages a broad approach which allows students to develop experience in a number of areas while still exploring the subject in depth. It is a rigorous and challenging A level, which fits well both as a complement to other arts and humanities subjects, and also as a contrast to science subjects. This course provides an excellent grounding which can lead to further study at foundation diploma or degree level. Related career paths may include architecture, museum curation, photography, film making, television, graphic design, illustration, theatre design, interior design, fashion, textile design, art education, art therapy, to name just a few...

Throughout the course, students will develop their intellectual, imaginative, creative, communicative and intuitive powers. They will engage in sustained areas of study gaining an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate. Through so doing, they will gain independence of mind in relation to developing their own ideas and realising their own intentions. These transferable skills, which are encouraged and developed during A level Art & Design, apply to virtually all subjects and career paths.

If you have thoroughly enjoyed Art & Design at GCSE level and are keen to extend your knowledge, skills and creativity, we would recommend this subject.

Course content

Personal investigation

Students will be able to study in depth an aspect of the visual arts that is of particular interest to them. This study can be presented in a number of different forms but must relate to the skills and knowledge acquired during term 1. It will also include a related study: an extended response of a guided minimum of 1000 words. This unit comprises 60% of the full A level qualification.

Extended set task

Students will respond to a question set by OCR. An early release paper will be sent to the centre and pupils will conduct visual research over a set period of time (approximately 8 weeks) leading to a 15-hour practical examination. This unit comprises 40% of the full A level qualification.

Method of assessment

As studio coursework progresses, it will be informally marked by Art & Design department teachers to provide guidance and direction for students.

Units 1 and 2 will be internally marked by Art & Design department teachers and moderated by a visiting OCR moderator.

Biology

Board: Edexcel / AQA

A level Syllabus Code: Edexcel 9BN0 / AQA 7402

Monmouth School for Girls Head of Department: Ms L Woodburn

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Monmouth School for Boys Head of Department: Miss E Barson

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Why study Biology?

Do you want to learn about the world around you? A level Biology teaches you how things work; whether it's your own body, a sub-microscopic cellular process or even a complex ecosystem. You will also learn about when things go wrong and the innovative ways that biologists are attempting to overcome these problems.

Our A level Biology courses place a high value on practical work as an essential part of the learning process, enhancing understanding of the theory and providing ample opportunity to apply and extend your knowledge and understanding in novel situations. Developing proficiency in practical work is a vital component of furthering investigative, problem solving, analysis and evaluation skills that are increasingly important due to the current skills gap in the bioscience industry, but are also highly sought after in a wide range of careers beyond medicine and the sciences including the business, legal and financial sectors.

Biology continues to be a rapidly advancing subject in the modern world. Recent and ongoing advances in molecular genetics, proteomics and neuroscience are opening up possibilities that we could not have dreamt of only 30 years ago. Biology is a key subject in preparation for a career in medicine, dentistry or veterinary science, all of which demand top level GCE grades. Studying biology can also lead to careers in pharmacy, the food industry, environmental protection, planning & policy development, forensics and drug development among many others. The analytical and evaluative skills are highly valued in a wide range of career pathways.

You will study a range of topics in class using a variety of up to date resources: scientific articles and data, text books, video, websites, field work and of course experiments and practical investigations.

Monmouth School for Boys and Monmouth School for Girls currently follow a different specification.

Course content

During your A level Biology course you will study the extensive variety of life on earth, both past and present. In studying the biochemical basis of life you will learn about the molecules and reactions of life processes including photosynthesis and respiration. You will learn about the human immune response, the underlying biology of some important diseases and how our developing understanding of this is leading us towards improved treatments and potential cures.

Method of assessment

Three written exams, each of 2 hours in length, which examine topic content and the general and practical applications in biology including the mathematical skills you will have acquired during the course.

Paper 1 covers only the course content of Year 1 whereas Papers 2 and 3 are more synoptic covering content from across Year 1 and Year 2.

Additionally there is a teacher-assessed practical endorsement that assesses practical skills and is to be externally monitored. All papers contain synoptic questions and are set in a context. The nature of questions in the A level papers requires depth of analysis and evaluative thinking.

Business

Board: Eduqas / WJEC

A level Syllabus Code: A510QS / 601/5238/2

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Monmouth School for Boys Head of Department: Mr K Madsen

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Why study Business?

The subject content enables learners to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts, including data which relates to the Welsh business environment. Learners will develop a holistic understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace. Learners will also be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems in a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment.

They will gain an understanding of the important role played by small businesses in the economy of Wales and the rest of the UK. In addition, learners will identify the opportunities that exist for entrepreneurs, as well as the importance of established business and not-for-profit organisations

in providing goods and services. As well as broadening knowledge and understanding, learners will be required to apply a number of analytical techniques, including decision-making models, investment appraisal tools and ratio analysis, to investigate business opportunities and problems to determine business strategy in a range of contexts.

There is also a numeracy element in which learners will be expected to use a range of numerical skills and make justifiable decisions using both quantitative and qualitative methods and applying them in a business context.

Monmouth School for Boys and Monmouth School for Girls currently follow a different specification.

Course content

- Business planning
- Market research
- Business structure
- Marketing
- Finance
- People in organisations (human resources)
- Operations management
- Sales forecasting
- Analysing financial performance
- Strategy and implementation
- Decision-making models
- Risk management
- International trade
- Globalisation
- The European Union

Method of assessment

Assessment in business is structured through four main types of questions:

- Structured short answer questions
- Data response questions
- Case studies
- Essay questions

Chemistry

Board: AQA

A level Syllabus Code: 7405

Monmouth School for Girls Head of Department: Mrs D Clarke

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Monmouth School for Boys Head of Department: Dr A Winter

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Why study Chemistry?

Chemistry is a challenging A level, which complements the other science subjects well. It can also be studied as a contrast to arts and humanities subjects. It is excellent preparation and a requirement for some university courses. Students go on to study a wide variety of subjects including Engineering, Medicine, Dentistry, Pharmacy, Biochemistry, Mathematics and Economics.

The course followed is based on the AQA A level syllabus and consists of three strands spread over two years. Two teachers teach each set to provide variety and to allow flexibility in practical and theoretical topics. In Year 12, Physical and Organic Chemistry will be taught in parallel, with the Inorganic Chemistry split after that. In the more advanced Year 13 course, Inorganic and Organic Chemistry are taught in parallel and the Physical Chemistry is split.

The approach is to teach through practical work wherever possible; each exam paper will contain some practical techniques assessment, so development of practical

awareness and confidence is an important part of all three strands.

You will be provided with in-house revision booklets and material in addition to standard text books and revision books. You will also have a book targeted at bridging the gap between GCSE and A level.

We have a highly qualified set of teachers who not only aim for exam success but also to produce confident, communicative, practical scientists. The considerable popularity of Chemistry at A level in the Monmouth Schools shows the success of this philosophy with our students.

Course content

The A level has three strands:

1. Physical Chemistry – fundamental principles of chemistry and their application from qualitative and quantitative viewpoints.
2. Inorganic Chemistry – the Periodic Table, Main Group and Transition Metal Chemistry.
3. Organic Chemistry – Chemistry and analysis of carbon-based molecules from Alkanes and Alkenes through to Benzene, Polymers and Amino Acids.

Method of assessment

Paper 1 (2 hours) 105 marks of short and longer answer questions.

This paper covers some Physical Chemistry and the Inorganic Chemistry

Paper 2 (2 hours) 105 marks of short and longer answer questions.

This paper covers some Physical Chemistry and the Organic Chemistry

Paper 3 (2 hours)

40 marks of questions on practical techniques and data analysis, 20 marks of synoptic questions across the syllabus + 30 marks of multiple choice questions.

There is no practical coursework for the A level courses. There are a number of compulsory practicals which are included in the normal teaching schedule. All papers will contain some questions on practical skills relevant to the content of the paper.

Classical Civilisation

Board: OCR

A level Syllabus Code: H408

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Monmouth School for Boys Head of Department: Mr R Whiteman

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Why study Classical Civilisation?

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide-ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. All the texts are studied in translation, so no linguistic knowledge is required; what you do need is an interest in the ancient world and enthusiasm for reading and the arts in general.

“Studying Mediterranean antiquity superbly equips individuals to think socio-politically and to persuade other people orally, visually and in writing. It hones transferrable skills like source criticism and culturally relativist analysis. It is a perfect A level to do with any other subject because the Greeks invented all academic disciplines including Medicine and Material Science. It gets school-leavers and graduates great jobs and gives them nourishing and beautiful brain-food for non-working hours for life.” Professor Edith Hall, King’s College London.

Course content

There are three components taught across two years. Component 1 is compulsory and synoptic: study of Homer informs the study of Virgil. In all other components there is an element of choice.

Component 1: The World of the Hero

A. Homer’s Odyssey OR Iliad

The whole of one of Homer’s epic poems is studied.

B. Virgil’s Aeneid

The entire epic poem is studied. Specific commentary questions require detailed knowledge of the text while broader themes are examined by essay questions. In addition to knowledge of the texts themselves, students will consider the social, cultural and religious context, as well as the historical and political background.

Component 2: Culture and the Arts

Either: The Greek Theatre: three dramas are studied, tragedy and comedy. The physical structure of the theatre is also

part of this topic and the nature of the dramatic festivals. Students will explore archaeological as well as textual evidence for this topic.

Or: Greek Art: Students will engage with the material culture of classical Athens. Sculpture, both free-standing and architectural, and vase painting of the 6th – 4th centuries BC are studied.

Component 3: Beliefs and Ideas

Either: Politics of the Late Roman Republic:

Historical background, Cato, Caesar and Cicero, political theory and philosophy.

Or: Greek Religion: The nature of the gods, rituals, sanctuary sites, religion and society, religion and philosophy.

Or: Democracy and the Athenians: Historical background, Solon, Cleisthenes, philosophical ideas about democracy, the presentation of democracy in drama.

Or: Love and Relationships: The roles of men and women, Plato and Seneca on love and desire, poems of Sappho and Ovid.

Method of assessment

There will be a separate examination for each component as follows:

1. The World of the Hero: 2 hours 20 minutes 40%
2. Culture and the Arts: 1 hour 45 minutes 30%
3. Beliefs and Ideas: 1 hour 45 minutes 30%

Classical Greek

Board: OCR

A level Syllabus Code: H444

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Monmouth School for Boys Head of Department: Mr R Whiteman

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Why study Classical Greek?

Together with Latin, the study of the ancient Greek language is at the heart of the unique area of study described as classics. For this reason most candidates study Greek alongside Latin but not all. The value of a classical language as a mental discipline should not be underestimated: it encourages precision, conciseness and logic in a way that few other subjects can replicate. These qualities make classical languages an obvious choice for someone going on to read law, for instance, or social sciences. A report by Professor Shearer West of Oxford University, in the wake of the economic crisis, demonstrating the impact and value of studying humanities over sciences, concluded that employers are looking for candidates with “succinct and persuasive written and verbal communication skills and the capacity for critical analysis and synthesis”. Furthermore, quite aside from its extrinsic value, the joy and enormous satisfaction of reading some of the world’s most influential literature (e.g. Plato, Homer

and Sophocles to name but three) in the original language is naturally another strong incentive for those who choose Greek A level.

Greek is a rigorous A level; it is necessary to have achieved a good GCSE grade or equivalent previous study in order to cope with its demands. It complements and enhances many other subjects. Greek will not only develop linguistic ability, but also analytical and evaluative skills, highly prized by universities and employers. It will provide a very good foundation for a wide range of university courses and careers.

Course Content

Greek Language

Further reading of Greek authors enables students to develop the skills and confidence to translate unseen passages of Greek verse and prose, as required on paper 1. There is no defined vocabulary list for this paper.

For the second language paper, students will either undertake an unseen comprehension passage from the work of an orator such as Demosthenes, Lysias or Xenophon or translate a passage of English into Greek prose.

Greek Prose Literature

Two Greek prose set texts are studied in depth within their literary, social and historical context; the focus is on knowledge, understanding and appreciation of the text. Additional literature in translation is also studied for appreciation of the context. Prose set texts are selected from the works of Herodotus, Plato or Xenophon. There is a choice of texts.

Greek Verse Literature

Two Greek verse set texts are studied in depth within their literary, social and historical context; the focus is on knowledge, understanding and appreciation of the text. Additional literature in translation is also studied for appreciation of the context. Verse set texts are selected from the works of Homer, Euripides and Aristophanes. There is a choice of texts.

Method of assessment

There are four written examinations as follows:

- Unseen translation 1 ¾ hours (33% total marks)
- Unseen comprehension or prose composition 1 ¼ hours (17% total marks)
- Prose literature 2 hours (25% total marks)
- Verse literature 2 hours (25% total marks)

Computer Science

Board: AQA

A level Syllabus Code: 7517

Monmouth School for Boys Head of Department: Ms L Hope

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Why study Computer Science?

It is projected that there will be 1,000,000 more computer science jobs than students by 2020; 71% of all STEM career openings will be in computer science related fields, but only 8% of STEM graduates are computer scientists.

“We simply cannot hire enough computer scientists and this seems madness at a time of such high youth unemployment... Companies like Rolls-Royce and GlaxoSmithKline depend on great programmers as much as games developers and visual effects companies do.”

Ian Livingstone, Life president, Eidos

If you like solving problems, e.g. Sudoku and logic puzzles, are good at lateral thinking, and are creative you will enjoy computer science. It is about the logical problem solving, design and implementation of computer systems and software.

Computer science is a swiftly moving field that unites many disciplines, like, mathematics, programming, engineering, philosophy and ethics. It opens an array of

career paths and appears individually or jointly in a range of courses, for example Computer Science & Games Technology, Computer Science and Web Technologies and Computer Science with Artificial Intelligence.

GCSE Computer Science is not a prerequisite for A level Computer Science; a good grade at GCSE Maths is necessary though. Students should also be passionate and curious, and keen to build and code outside class too.

A level Mathematics is not essential to take Computer Science but students who also take A level Mathematics will find elements of this course easier to grasp. Students considering taking Computer Science at university should also consider A level Mathematics.

Our previous students have interned and now work with companies like Google, SkyScanner, QinetiQ, and 3M.

Our students have also gained awards for achieving A level grades in the top 50 in the UK. Many have attained places at top

universities, or gone straight to industry, e.g. GCHQ or Renishaw.

“Our policy at Facebook is literally to hire as many talented engineers as we can find. There just aren’t enough people who are trained and have these skills today.”

Mark Zuckerberg, Founder, Facebook

Computer Science is currently taught at Monmouth School for Boys.

Course content

- Programming
- Data structures
- Algorithms
- Theory of computation
- Data representation
- Computer systems
- Computer organisation and architecture
- Consequences of uses of computing
- Communication and networking
- Databases
- Big Data
- Functional programming

- Systematic approach to problem solving
- Non-exam assessment - the computing practical project

Method of assessment

Paper 1 40% of A level.

2½ hour on-screen exam with short and extended answer questions testing topics from sections 1 to 4 above, and programming and problem solving skills based on a pre-released skeleton program.

Paper 2 40% of A level.

2½ hour written exam with short and extended answer questions testing topics from sections 5 to 12 above.

Non-exam assessment 20% of A level.

A project systematically exploring a problem and developing a fully programmed solution. This allows students to choose an area of interest, explore it in greater depth, extending their programming skills and deepening their understanding of computer science.

Design and Technology (Product Design)

Board: Eduqas

A level Syllabus Code: A602QS

Monmouth School for Boys Head of Department: Mr A White

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Why study Design and Technology?

The Eduqas A level in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Design and Technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

Learners should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on Science and Mathematics, and those subjects they are studying alongside A level Design and Technology.

You will study the following topics in class and the workshop using a variety of up to date resources: text books, video, listening, articles, websites, songs, machines, processes etc.

Design and Technology (Product Design) is currently taught at Monmouth School for Boys.

Course content

Learners follow one endorsed route through this specification. At Monmouth School for Boys we only run this course for Product Design.

The subject content within section 2.1 and section 2.2 is presented under seven main headings:

- Designing and innovation
- Materials and components
- Processes
- Industrial and commercial practice
- Product analysis and systems
- Human responsibility
- Public interaction

Within each area, the content is further divided into sub-headings, each with specified content and amplification. The structure of the content within the endorsed route is shown in the tables on the school intranet.

The specification content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge and understanding at an advanced level in design and technology.

Method of assessment

Component 1: Design and Technology in the 21st Century

Written examination: 3 hours (50% of qualification)

The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of technical principles, designing and making principles, along with their ability to analyse and evaluate wider issues in design and technology.

Component 2: Design and Make Project

Non-exam assessment: approximately 80 hours (50% of qualification)

A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to identify, investigate and outline.

Drama and Theatre Studies

Board: Edexcel

A level Syllabus Code: NQF code 601/8302/0

Monmouth School for Girls Head of Department: Mrs J Knight

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Monmouth School for Boys Head of Department: Mr P Griffin

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Why study Drama and Theatre Studies?

This course will suit those students with an arts leaning. They should have the desire to study the development of theatre and its practitioners as well as wanting to produce their own performances. It is also an enjoyable, academic option providing breadth to Sixth Form studies. Theatre studies students would be well equipped to follow degree courses in Drama, Performing Arts, English, Journalism/Media Studies, Stage-Management and Arts Management.

In addition to fostering creative and critical skills, drama and theatre studies also increases confidence and leadership skills, along with training in team work. Recent A level students have gone on to do subjects ranging from Drama to Medicine and Law.

Theatre Studies trains students to develop:

- Competence in applied practical skills both as an individual and within a group

- An appreciation of a play from an actor's and director's viewpoint through the analysis of a variety of texts
- Knowledge of theatrical influences, conventions and styles related to the development of theatre and its relationship with society
- An appreciation of the contribution of selected practitioners to theatrical development
- A critical response to live performances.

Experiencing live performances is a vital part of the course and there will be ample opportunity to see a range of plays and productions. Students can also help with the running of the many drama department events staged throughout the year, giving them valuable "backstage" insight and experience and something interesting to add to their CVs.

Course content

Devising (9DR0/01) 40%

Students will devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes available.

Text in Performance (9DR0/02) 20%

Students will take part in a group performance of one key extract from a performance text. They will also perform a monologue/duologue or present a design realisation from one key extract from a different performance text.

Theatre Makers in Practice (9DR0/03) 40%

A written examination comprising:

- A live theatre evaluation
- The practical exploration and study of a complete performance text focusing on how this can be realised in performance
- The practical exploration and interpretation of another performance text in light of a chosen theatre

practitioner and focusing on how this text could be reimaged for a contemporary audience.

Method of assessment

Devising

- Internally assessed and externally moderated. There are two parts to the assessment
- A 3,000 word portfolio
- The devised performance/design realisation

Text in Performance

Externally assessed by a visiting examiner

Theatre Makers in Practice

Written examination: 2 hours 30 minutes

Economics

Board: Eduqas / WJEC

A level Syllabus Code: A520QS / 1520QS

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Monmouth School for Boys Head of Department: Mr K Madsen

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Why study Economics?

Economics is a very synoptic subject and there is considerable overlap between the components. Economics is concerned with the way we decide how to use scarce resources to produce goods and services. The nation cannot build all the factories, roads, schools, houses and hospitals required. Individuals have to decide how to use the resources available to them, i.e. their income and wealth. The student of Economics is concerned with how these choices are made, with the role of the Government and why particular policies in the fields of trade, exchange rates, interest rates, taxation, unemployment, investment, trade unions, inflation and the Developing World are pursued. The Economics student is encouraged to apply the economic concepts learnt to real world issues such as housing, health, education, transport, pollution and agriculture.

Economics is a challenging and stimulating subject and influences all our lives in very direct ways. Who can say that economic events do not affect them?

A good economist will develop a number of skills; ideally they should be numerate, have the ability to think and write clearly, concisely and logically. They should be able to interpret and analyse data which is presented in a variety of forms and be able to meet the logical demands of essay and short answer questions. 20% of the marks are based around numeracy and therefore a good GCSE grade in Mathematics is required.

Economics is seen by universities as an academic subject and is especially useful for those who are thinking of undertaking a Geography, Finance, Business or Economics degree. Indeed courses such as Law often include a first-year economics component. Economics combines well with a range of subjects including Mathematics, History, Geography and modern languages.

Monmouth School for Boys and Monmouth School for Girls currently follow a different specification.

Course content

- Opportunity cost
- Production possibility boundaries
- Demand and supply theory
- Labour markets
- Resource allocation and market failure
- Macroeconomic theory
- Macroeconomic objectives
- Policy instruments
- International trade
- Competition and competitive behaviour
- Cost revenue and profits
- Market structures
- Evaluating economic models and policies
- Evaluation of macroeconomic objectives
- Policy instruments and their failings
- Global economics
- Trade and protectionism
- Non-UK economies
- Economic development

Method of assessment

Assessment in economics is structured through four main types of questions:

1. Multiple choice questions
2. Structured short answer questions
3. Data response questions
4. Essay questions

English Literature

Board: OCR

A level Syllabus Code: H472

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Monmouth School for Boys Head of Department: Mrs E Arrand

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Why study English Literature?

At A level we offer a qualification in English Literature. This is an exciting course designed to broaden your experience of literature and prepare you for study at university level. It is a rigorous and well respected A level subject and carries much weight in your university applications. Studying English will hone your analytical skills, improve your higher level communication skills and broaden your understanding of the human condition. The OCR A level in English Literature allows learners to undertake independent and sustained studies to deepen their appreciation and understanding of literature, including its changing traditions. Students will study classic literature in the shape of Shakespeare or Samuel Coleridge's poetry as well as 20th and 21st century texts such as Margaret Atwood's *The Handmaid's Tale*, F Scott Fitzgerald's *The Great Gatsby* or Lionel Shriver's *We Need to Talk About Kevin*. There are opportunities to select texts which particularly interest you as part of your

coursework unit and you will study themed topics such as The Gothic Tradition; Dystopian Fiction or American Literature for your comparative study.

Class sizes are smaller, co-educational and more intimate in the Sixth Form and this is an advantage in English A level. You will find yourself discussing a wide variety of texts, issues and themes. Sharing your opinions and responding to those of others is an integral and rewarding part of the course.

A love of reading is a necessary requirement of this course! In order to fully appreciate English A level you need to have an interest in literature of all genres.

Regular essay assignments on the chosen set texts are a key part of your assessment.

An understanding of the cultural, historical and social contexts in which a text is written is important at A level. Researching and presenting contextual information is a vital aspect of your studies.

The department organises theatre trips,

lectures and visiting speakers.

Course content

The A level examination consists of two examination papers and one coursework folder consisting of two assignments, one of which is on linked texts. You will be studying a mixture of pre and post 20th century texts.

Method of assessment

Component 1: Shakespeare & Poetry and Drama pre-1900

2.5 hrs. 60 marks 40%

A closed text exam on one Shakespeare play, one pre-1900 drama text and one pre-1900 poetry text. Candidates will be assessed on their knowledge and understanding of the texts, their ability to establish connections between the poetry and drama texts, while also exploring the influence of contexts and different interpretations across time.

Component 2: Comparative & Contextual Study

2.5 hrs. 60 marks 40%

A closed text exam on two texts from a topic area. Candidates will be assessed on their close reading skills, analysis of language, understanding of relevant contexts and their ability to establish connections between the texts.

Component 3: Literature post-1900

Coursework 3,000 words 40 marks 20%

Candidates will be required to study three literary texts in three different genres (prose, drama and poetry) and complete two assignments, focusing on close textual analysis, literary critical concepts and comparisons between texts.

Extended Project Qualification (EPQ)

Board: AQA

A level Syllabus Code: 7993

Monmouth School for Girls Coordinator: Mrs R Rees

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Monmouth School for Boys Coordinator: Mrs L Gregory

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Why study EPQ?

The EPQ is a self-directed and self-motivated project that carries UCAS points and is worth half an A level. Students must choose a topic, plan, research and develop their idea, and decide on their finished product.

Creativity and curiosity is encouraged and whilst the project topic may be directly related to a student's main study programme it should look beyond the specification. A finished product may take the form of:

- A research based written report
- A production (e.g. charity event, fashion show or sports event etc.)
- An artefact (e.g. piece of art, a computer game or realised design)

A written report must accompany these options and students must also record their project process in their production log. The process of recording and completing a project is as important as the finished product. Students will also be

required to present their project to a small audience. The production log, product and presentation all form part of the assessment.

Each candidate will be assigned a supervisor who will meet with the student to review initial ideas, agree the student's working title and proposal and complete the supervisor's sections in the production log. They will meet with each student for regular reviews and assess the project holistically applying AQA assessment objectives.

The taught element

The EPQ will require the teaching of necessary skills. The remaining time is allocated for the student's independent work and the individual supervision and guidance received. Teaching of the skills is likely to include:

- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area

- ICT skills that will enhance the production of the report and/or the development of the project
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills

Method of assessment

Throughout the EPQ, students will learn useful skills such as independent research, project management, reflection and self-directed learning. These skills complement the style of learning at university and form the basis for the AQA assessment objectives:

- **AO1 - manage** – identify, design, plan, and complete the project (or task within a group project), applying organisational skills and strategies to meet their stated objectives
- **AO2 - use resources/research** – obtain and select information from a range of sources, analyse data,

apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of their topic

- **AO3 - develop and realise** – use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve their aims
- **AO4 - review** – evaluate the outcome, including their learning and performance.

French

Board: AQA

A level Syllabus Code: 7652

Monmouth School for Girls Head of Department: Mrs H Smail

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Monmouth School for Boys Head of Department: Mrs L Parsons

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Why study French?

With over 128 million French speakers spanning five of the world's six continents, French offers students a wealth of diverse cultures and countries to explore. French speakers are world citizens and studying French puts you at the cutting edge in a global employment market.

France is renowned for its rich historic cultural heritage: philosophy, fine art, literature, gastronomy, cinema, human rights and revolution, classical music, rap, scientific invention, engineering and medical advances. Studying French allows you to access the arts as well as the sciences.

The study of French at A level provides a welcome contrast to science subjects and naturally complements arts and humanities courses. The subject has tremendous kudos with both universities and employers and can be combined with all other courses at university in the UK including Law and Medicine. Graduates are highly employable as language

communication skills are well-respected and sought after in this global age.

We aim to broaden the students' understanding of modern day France and the French-speaking world as well as instil an appreciation of its cultural past. Students will learn to express opinions, analyse themes and develop clear and justified arguments. They will learn to communicate with confidence about current issues as well as write persuasively. If you are interested in cultural diversity and enjoy cinema, if you would like to learn how to contribute effectively to discussion and write with conviction, then French could be the subject for you.

Course content

You will study the following topics in class using a variety of up to date resources: text books, video, listening, articles, websites, songs, etc.

Social Issues and Trends:

Aspects of French-speaking society - current trends: The changing nature of family, The "Cyber society" and the place of voluntary work.

Artistic Culture:

Heritage, contemporary music & cinema

Political and Artistic Culture:

Aspects of French speaking society

Current Issues:

Positive features of a diverse society, social exclusion and criminals and prison

Aspects of Political Life:

Teenagers, the right to vote and political commitment, Demonstrations, strikes, politics and immigration.

In addition, you will study one film and one text.

Method of assessment

Paper 1 - Listening, reading and writing: 2.5 hours

- 100 marks (50% of A level)
- Listening and reading comprehensions.
- Writing two summaries.
- Translation: French into English and English into French

Paper 2 – Writing: 2 hours

- 80 marks (20% of A level)
- Two essays: one on film and one on literature

Paper 3 - Oral: 21-23 minutes.

- 60 marks (30% of A level)
- 5 minutes: Structured discussion based on a stimulus card (5 mins prep time).
- 2 minutes: Presentation on an individual research project, followed by a 10 minute discussion.

Geography

Board: Edexcel

A level Syllabus Code: 9GEO

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Monmouth School for Boys Head of Department: Mr G Stentiford

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Why study Geography?

The Edexcel course is designed to engage students critically with real world issues and places. Current world issues linked to North Korea and the USA, global trade and Brexit, the carbon cycle and climate change are integral to A level Geography. The course has a contemporary issues-based approach with an emphasis on geo-political issues linked to global trade, political institutions, global environmental issues linked to energy and water resources. Students also learn a wide range of geographical skills and fieldwork.

Being a social science, Geography has links with many subjects including: Biology, Business, Chemistry, Economics, Ethics, History and Mathematics. There has never been a more important time to study Geography with growing interest in issues such as resource use, climate change, migration and environmental degradation.

As a facilitating subject an A level in Geography opens doors. You will find that studying Geography is an excellent

step towards a wide range of university courses and/or employment opportunities. Geographers are highly employable, possessing a wide range of transferable skills (problem solving, decision making, report writing and team work) essential to the modern work place. Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths.

Course content

The course is broadly split between human and physical topics, however there is a constant interdependence between the two that is reinforced throughout the course. The topics include:

- Tectonics processes and hazards
- Landscape systems, processes and change
- Water Cycle and water insecurity
- Carbon Cycle and Energy Security
- Globalisation
- Shaping Places – Regenerating places
- Superpowers
- Migration, Identity and Sovereignty

Fieldwork

All students will attend a residential field trip to meet the exam board requirement of 4 days of fieldwork, where they will investigate a range of locations and differing geographical techniques. The data they will collect will be used to develop an independent geographical investigation of 4,000 words.

Method of assessment

Unit 1 – Physical World 9GEO/01

You will be examined on all physical topics studied over the two year course. Written examination: 2 hours 15 minutes. 30% of the A level qualification.

Unit 2 – Dynamic Places 9GEO/02

You will be examined on all human topics studied over the two year course. Written examination: 2 hours 15 minutes. 30% of the A level qualification.

Unit 3 – Geographical Issues 9GEO/03

A synoptic style written examination supported by a resource booklet: 2 hours 15 minutes. 20% of the A level qualification.

Unit 4 – Independent Investigation 9GEO/04

4,000-5,000 word fieldwork investigation report. 20% of the A level qualification.

German

Board: AQA

A level Syllabus Code: 7662

Monmouth School for Girls Head of Department: Mrs H Smail

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Monmouth School for Boys Head of Department: Mrs L Parsons

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Why study German?

Given the current shortage of English native speakers with a good level of fluency in German, students of German are in high demand. Germany is the UK's second largest export market and the country we import most from. With the largest economy in the EU, and the third largest in the world, Germany will remain a hugely important trading partner for us. To maintain a positive trading relationship, people who speak German, and who are familiar with the society, economy and history of German-speaking countries will therefore be at a considerable advantage.

Additionally, German is a widely-used scientific language. One in ten books is published in German, making it a significant vehicle of communication. At university, German can be combined with arts or science courses, such as Law or Medicine, thereby providing a versatile and valuable qualification. It is an academic language, mentally stimulating and suiting the student with a logical and systematic approach to learning.

Throughout the course, students will broaden their understanding of modern day Germany and gain an in-depth knowledge of aspects of modern German history. There is a particular emphasis on Berlin, as well as the opportunity to visit this fascinating capital city in Year 12 or Year 13. Students will learn to express opinions, analyse themes and develop clear and justified arguments. They will learn to communicate at a high level, using up-to-date vocabulary and idiom, with the aid of a German assistant.

Ben Bradshaw, MP and former BBC correspondent: "I would not have been made Berlin correspondent of the BBC if I hadn't spoken good German. A good command of German was relatively rare."

If you are interested in exploring a language closely related to your own, or enhancing your future travel experiences and career prospects, then German could be the subject for you.

Course content

You will study the following topics in class using a variety of up to date resources: text books, video, listening, articles, websites, songs, etc.

- Social issues and trends: modern and traditional values, cyberspace, youth culture and contemporary music and cinema.
- Artistic culture: traditions, art and architecture, Berlin- its past and its future
- Multiculturalism in German-speaking countries – immigration and its challenges
- Aspects of political life: the current political landscape, youth politics, the reunification of Germany and its consequences.

In addition, you will study one film and one text.

Method of assessment

Paper 1 - Listening, reading and writing: 2.5 hours

- 100 marks (50% of A level)
- Listening and reading comprehensions.
- Writing: Two summaries.
- Translation: German into English and English into German.

Paper 2 – Writing: 2 hours

- 80 marks (20% of A level)
- Two essays: one on film and one on literature.

Paper 3 - Oral: 21-23 minutes

- 60 marks (30% of A level)
- 5 minutes: Structured discussion based on a stimulus card (5 mins prep time).
- 2 minutes: Presentation on an individual research project, followed by a 10 minute discussion

History

Board: AQA

A level Syllabus Code: 7042

Monmouth School for Girls Head of Department: Mr M Seaton

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Monmouth School for Boys Head of Department: Dr J Harrison

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Why study History?

If you enjoy the study of the past both for its own sake and also for the light it throws on the present, then History A level is for you. The study of history trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgements about controversial issues and present a well-ordered case backed by supporting evidence, thereby equipping you for a wide variety of careers. It is certainly an ideal grounding for law, involving, as both do, the deployment of argument based on evidence.

The skill most developed by history is that of critical analysis and the ability to express ideas, knowledge and interpretations clearly and coherently. In the fields of Management, Marketing, Journalism, Administration, and Accountancy this is a highly valued asset. Many employers regard A level History as an excellent training in the marshalling of arguments and in decision-making. As a well-respected academic discipline, History is

considered a worthwhile A level subject for entry to almost all degree courses. It will furthermore provide those applying for predominantly scientific courses with academic breadth.

The department organises a large number of activities as well as maintaining close contact with university departments in history, law and politics. We have an excellent record in helping students achieve Oxbridge places as well as places at the whole gamut of higher education institutions. The student-run Agincourt Society meets about three times a term and, as part of that, university speakers and students alike give papers and debate. The department regularly goes to hear lectures at student conferences and, in addition, visits sites of historical interest; we have recently taken five-day field visits to Berlin and to St Petersburg.

Course content

The A level course is a two year course consisting of one Breadth Study, a Depth Study and an Historical Investigation. A lot of students take A level History and we would plan to run at least three courses (each made up of a British and non-British paper) from the options below:

Component 1: Breadth Study

Stuart Britain and the Crisis of Monarchy, 1603-1715, OR Russia in the Age of Absolutism and Enlightenment 1682-1796, OR Tudor Britain 1485-1603

Component 2: Depth Study

The Birth of the USA 1760-1801 OR Wars and Welfare: Britain in Transition 1906-1957

Component 3: Historical Investigation

A personal study based on any topic of the student's choice

Method of assessment

Component 1: Written exam 2 hours 30 minutes.
Three questions (one compulsory source question), 80 marks, 40% of A level.

Component 2: Written exam, 2 hours 30 minutes.
Three questions (one compulsory), 80 marks, 40% of A level

Component 3: Historical Investigation
3,000-3,500 words, 40 marks, 20% of A level.

Latin

Board: OCR

A level Syllabus Code: H443

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Monmouth School for Boys Head of Department: Mr R Whiteman

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Why study Latin?

The study of the Latin language and Roman literature in the original language is at the heart of the unique area of study described as classics. The value of a classical language as a mental discipline should not be underestimated: it encourages precision, logic and concise expression in a way that few other subjects can replicate. These qualities make classical languages an obvious choice for someone going on to read Law or Liberal Arts, for instance. The influence of Latin on the languages and cultures of Western Europe cannot be overstated, making Latin a wise choice also for students of European languages and history. A report by Professor Shearer West of Oxford University, in the wake of the economic crisis, demonstrating the impact and value of studying humanities over sciences, concluded that employers are looking for candidates with “succinct and persuasive written and verbal communication skills and the capacity for critical analysis and synthesis”. Furthermore, quite aside from

its extrinsic value, the joy and enormous satisfaction of reading some of the world’s most influential literature (e.g. Cicero, Virgil and Ovid, to name but three) in the original language is naturally another strong incentive for those who choose Latin A level.

Latin is a rigorous A level; it is necessary to have achieved a good GCSE grade or equivalent previous study in order to cope with its demands. It complements and enhances many other subjects. Latin will not only develop linguistic ability, but also analytical and evaluative skills, highly prized by universities and employers. It will provide a very good foundation for a wide range of university courses and careers.

Course content

Latin Language

Further reading of Latin authors enables students to develop the skills and confidence to translate unseen passages of Latin verse and prose, as required on paper 1. There is no defined vocabulary list for this paper.

For the second language paper students will either undertake an unseen comprehension passage from the works of Pliny or translate a passage of English into Latin prose.

Latin Prose Literature

Two Latin prose set texts are studied in depth within their literary, social and historical context; the focus is on knowledge, understanding and appreciation of the text. Additional literature in translation is also studied for appreciation of the context. Prose set texts are selected from the works of Cicero, Tacitus or Seneca. There is a choice of texts.

Latin Verse Literature

Two Latin verse set texts are studied in depth within their literary, social and historical context; the focus is on knowledge, understanding and appreciation of the text. Additional literature in translation is also studied for appreciation of the context. Verse set texts are selected from the works of Virgil, Ovid, Propertius and Tibullus, while the unseen author is Ovid. There is a choice of texts.

Method of assessment

There are four written examinations as follows:

1. Unseen translation 1 ¾ hours (33% total marks)
2. Unseen comprehension or prose composition 1 ¼ hours (17% total marks)
3. Prose literature 2 hours (25% total marks)
4. Verse literature 2 hours (25% total marks)

Mathematics

Board: Edexcel

A level Syllabus Code: 9MA0

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Monmouth School for Boys Head of Department: Dr H Evans

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Why study Mathematics?

Mathematics is studied in the Sixth Form for many different reasons. Some study it because they enjoy the challenge of solving problems of a numerical or logical nature. Others choose Mathematics because it supports their work in other subjects such as Science, Psychology or Economics and will continue to do so in a variety of further education courses ranging from Geography to Meteorology, Business to Law or Pharmacy to Medicine. Some students choose Mathematics because the skills it requires and develops are totally different from those in their other A level subjects.

The most important attributes to bring to the course are a previous enjoyment of, and success in, studying Mathematics, an ability to think and communicate logically and the determination to work at a problem until you have solved it.

Course content

- Pure Maths (Algebra, Trigonometry, Calculus, Exponentials & Logarithms, Sequences & Series, Numerical Methods, Proof)
- Mechanics (Kinematics, Forces & Newton's Laws, Moments)
- Statistics (Sampling Techniques, Data Presentation, Probability, Statistical Distributions & Hypothesis Testing)

There are now no optional units in A level Mathematics and the above content is split in a 2:1 ratio between pure and applied mathematics.

Method of assessment

Papers 1&2 - Pure mathematics: 2 hours each.
100 marks (33.33% of A level) for each paper. Paper 1 and Paper 2 may contain questions on any topics from the pure mathematics content.

Paper 3 – Applied mathematics (Mechanics & Statistics): 2 hours.
100 marks (33.33% of A level)

Further Mathematics

Board: Edexcel

A level Syllabus Code: 9FM0

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Monmouth School for Boys Head of Department: Dr H Evans

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Why study Further Mathematics?

This is a course for those who have a passion for the subject combined with a proven ability at GCSE level. Successful candidates usually have a very good grade at GCSE (or equivalent) and have often studied Maths beyond the taught GCSE course e.g. Additional Maths (although this is not necessary).

Further Mathematics is a course that is sometimes a requirement by some of the more prestigious universities for Mathematics, Physical Science or Engineering courses.

Students who opt for Further Mathematics will study Mathematics and Further Mathematics alongside two other A level subjects giving a total of four A levels.

Those opting to study Further Mathematics would complete the whole single Mathematics A level course throughout Year 12 and then move on to the Further Mathematics material in Year 13.

Course content

Compulsory A level topics include:

- Complex Numbers, Matrices, Polar Coordinates, Hyperbolic Functions, Differential Equations, Further Calculus
- The core Pure Mathematics makes up 50% of the course.

Optional A level modules are:

- Mechanics, Statistics, Decision Maths, Additional Pure Maths

There are two modules for each of these. We currently plan to follow the mechanics and statistics courses to give breadth to the topics studied, although the combination can be tailored to suit the aspirations of the group.

Method of assessment

Papers 1&2 - Core pure mathematics:

1½ hours each. 75 marks (25% of A level) for each paper

Papers 3&4 – Optional units:

1½ hours each. 75 marks (25% of A level) for each paper

Music

Board: Eduqas

A level Syllabus Code: A660PA or A660PB

Monmouth School for Girls Head of Department: Mr D Harris

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Monmouth School for Boys Head of Department: Mr D Lawson

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Why study Music?

The broad aim of the course is to develop aural, historical and analytical, performing and composition skills to an advanced level.

Music is a highly fulfilling course for suitable candidates. You might be a suitable candidate if you have gained a good GCSE grade, but if you do not have Music GCSE you may still be a suitable candidate if you can demonstrate other levels of achievement, for example success at Grade 5 Music Theory and/or Grade 5 practical examinations. You should consider taking Music A level if you have an interest in listening to and performing music of all styles. Those who do best at Music A level tend to be proficient to Grade 5 on an instrument at the start of the course.

Students will need A level Music to enter a university or college to study music. It can also be an exceptionally rewarding support subject and is compatible with a wide range of other disciplines. Candidates

will be expected to involve themselves in a range of extra-curricular musical activities in school. Music A level can be a wonderful opportunity for academic and creative development within the same subject.

Method of assessment

Component 1 - Performing

- Between 6-12 minutes, in which they showcase their skills as a solo and/or ensemble performer.
- Assessed by visiting examiner

Component 2 - Composing

- Two or three compositions
- Total composition time between 4-10 minutes (depending on chosen weighting towards composition)
- At least one composition will be required to fit a technique-based brief set by the examination board.
- Externally marked

Component 3 - Appraising

A 2¼ hour listening/written paper, in which familiar and unfamiliar pieces of music are used to explore the candidate's understanding of how music works. The paper includes dictation, analysis and extended written response.

Areas of study will vary between examination boards.

Areas of study:

- AoS1: The Western Classical Tradition; particularly the development of the Symphony from 1750-1900) – set work Symphony No. 104 in D major, 'London' (Haydn), Symphony No. 4 (Mendelssohn)
- AoS2: Musical Theatre
- AoS3: Into the Twentieth Century including two set works: Trio for Oboe, Bassoon and Piano, Movement II (Poulenc) and Three Nocturnes, Number 1, Nuages (Debussy)

Philosophy

Board: AQA

A level Syllabus Code: 7172

Monmouth School for Girls Head of Department: Dr H Whately

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Why study Philosophy?

Philosophy A level asks students to think for themselves, to think rationally and to be open-minded. Students develop and refine a range of transferable skills, such as the ability to ask penetrating questions, to analyse and evaluate arguments, and to present their own arguments clearly, logically and with precision.

The course content raises stimulating and challenging questions about what we know of reality, and what we can and cannot know of reality. The nature of human consciousness is questioned, and the role of logic, reason and rationality are interrogated. Grounded in such foundational concerns students then engage with the underlying assumptions found in a range of ethical and philosophical questions about the nature and purpose of human life.

Philosophy is a highly respected academic subject, and at A level standard it sets apart those who are passionate about clear thinking on profound issues. Universities

and employers across the spectrum value the critical independence of mind shown by those who study philosophy, and it forms a core part of the famous PPE degree taken by many leading politicians and business people.

Philosophy is currently taught at Monmouth School for Girls.

Course content

- Epistemology: the study of what knowledge is. Issues covered include questions about the existence of the world outside of the human mind, the nature of knowledge itself, and what we can really ever actually 'know' of what our senses tell us.
- Moral Philosophy: Engaging critically with ethical theories such as those of Aristotle's Virtue Ethics, Kant's Duty-based approach, and Utilitarianism. Issues covered include telling lies, simulated killing in computer games and eating animals.
- Metaphysics of God: Introduction to issues around religious language

and arguments for and against the existence of God. Issues covered include ways of 'proving' the existence of God, paradoxes such as whether an all-powerful God could create a stone which was too heavy for he/she to pick up, and the role of logic in the use of language.

- Metaphysics of Mind: Alternative views of the mind-body problem, and how they relate to each other. Perspectives covered include dualism, materialism and behaviourism, as well as the issue of philosophical zombies and the uses of theoretical arguments.

Method of assessment

Two three hour written exams:

- Paper 1: Epistemology and Moral Philosophy.
- Paper 2: Metaphysics and God and Metaphysics of Mind.

The papers contain a combination of 3 mark, 5 mark and 12 marks questions which assess knowledge and

understanding, and a 25 mark essay which assesses critical reasoning and evaluative skills in developing arguments.

Religious Studies or Philosophy?

Religious Studies A level and Philosophy A level do share some content areas, and we would not advise opting for both. Instead we recommend pursuing a qualification in one or other of the subjects. They take distinctively different approaches: Religious Studies emphasizes an understanding and appreciation of religious thought and its contribution to the individual, communities and society. Philosophy, however, emphasizes the ways in which philosophers have identified underlying ideas about the validity of arguments and their premises.

Physical Education

Board: AQA

A level Syllabus Code: 7582

Monmouth School for Girls Head of Department: Miss L Scott

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Monmouth School for Boys Head of Department: Mr A Jones

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Why study Physical Education?

Physical Education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. By learning ‘through and about’ movement, they will gain an understanding that movement is integral to human expression and can contribute to people’s pleasure and enhance their lives. Physical Education teaches students to critically inquire into the social and cultural significance of movement, so that they can better understand what influences people to engage and participate in physical activity and it provides authentic contexts in which to learn. Pupils challenge themselves to develop their physical and interpersonal skills required for working with and relating to others; this subject provides the learning opportunities to develop these skills. The specification offers breadth and balance - giving students the chance to study a wide array of theoretical areas that underpin physical education, whilst also getting the chance

to experience and develop an interest in a variety of roles and activities. Under the three main titles of physiology, psychology and sport and society, the theoretical aspects of the AQA specification allow students to build on their knowledge from previous study and learn about factors that optimise performance.

Studying Physical Education facilitates a variety of career pathways and recent pupils have progressed to such careers as PE teaching, physiotherapy and sports journalism as well as less directly related careers such as engineering and military officer

Pupils will study the following topics in class using a variety of up to date resources: text books, video clips and e-resources.

Course content

- Applied anatomy and physiology – Energy systems
- Skill acquisition – Memory models
- Exercise physiology – injury prevention and the rehabilitation of injury
- Biomechanical movement – linear motion, angular motion, projectile motion, fluid mechanics
- Sports psychology – Achievement motivation theory, attribution theory, self-efficacy and confidence, leadership, stress management
- Sport and society and the role of technology in physical activity and sport – concepts of physical activity and sport, development of elite performers in sport, ethics in sport, violence in sport, drugs in sport, sport and the law, impact of commercialisation on physical activity and sport and the relationship between sport and the media.

In addition, pupils will be assessed as a performer or coach in a full sided version of

one activity and produce a written analysis and evaluation of performance which equates to 30% of A level marks.

Method of Assessment

Component 1 – Paper 1:

- Factors affecting participation in physical activity and sport
- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Written exam paper (2 hours) worth 35% of A level.

Component 2 – Paper 2:

- Factors affecting optimal performance in physical activity and sport
- Exercise physiology and biomechanics
- Sports psychology
- Sport and society and technology in sport
- Written exam paper (2 hours) worth 35% of A level.

Physics

Board: AQA

A level Syllabus Code: 7408

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Monmouth School for Boys Head of Department: Dr D Jones

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Why study Physics?

Physics A level is a challenging and interesting course which is usually studied in combination with Mathematics and another science.

The course includes both traditional physics, such as mechanics and modern disciplines, such as quantum and particle physics. Students find much to engage their enthusiasm and can extend their interest beyond the curriculum by participating in the Monmouth Science Initiative programme and the Monmouth Astronomical Research Society.

Most candidates go on to study Physics, Mathematics and Engineering at university. A lesser number study Economics and Medicine. Physics is a key subject in a large range of undergraduate courses, providing core numeracy skills and is one of the most highly regarded A level subjects for entry into Russell Group Universities. A surprising number of City of London workers are former physicists.

Course content

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- Astrophysics

Method of assessment

Paper 1 - Sections 1 to 5 and 6.1 (Periodic motion)

- Written exam: 2 hours
- 85 marks: 34% of A level
- 60 marks of short and long answer questions and 25 multiple choice questions on content

Paper 2 – Sections 6.2 (Thermal Physics), 7 and 8 plus assumed knowledge from sections 1 to 6.1

- Written exam: 2 hours
- 85 marks: 34% of A level
- 60 marks of short and long answer questions and 25 multiple choice questions on content

Paper 3 - Section A Compulsory section: Practical skills and data analysis and Section B: Astrophysics

- Written exam: 2 hours
- 80 marks: 32% of A level
- 45 marks of short and long answer questions on practical experiments and data analysis.
- 35 marks of short and long answer questions on optional topic

Psychology

Board: Edexcel

A level Syllabus Code: 9PS0

Monmouth School for Girls Head of Department: Mrs K Smith

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Why study Psychology?

Psychology is the scientific study of human mind and behaviour; uncovering what makes humans think and behave the way we do, and what makes us unique. Psychology involves understanding many psychological approaches which explain a diverse range of everyday behaviour, and how these different approaches contrast with one another. This makes Psychology one of the most relevant subjects you are likely to study at A level.

During the course you will explore topics such as aggression, phobias and criminality, as well as conduct your own research practicals in these areas. You will study how psychological knowledge has changed over time and how the rise of technology has encouraged more rigorous scientific research.

Psychology presents a range of topics that complement both science, literature and arts; from cognitive neuroscience to the consideration of ethical and moral issues in psychology. The first year of study

builds the foundations of your knowledge of psychology and the second year of the course encourages application of your knowledge to investigating clinical and criminological psychology; understanding abnormal and criminal behaviour, and the ways we go about treating these.

Throughout the course you will develop methodological skills that enable you to critically unpick psychological research, and gain essential mathematical skills involving data analysis and probability which help guide the interpretation of research findings.

We aim to encourage critical thinking skills, statistical numeracy, and essay writing skills that enable psychology students to write cogently and analytically. These skills are desirable for further study in university and increase employability.

Psychology is currently taught at Monmouth School for Girls.

Course content

Foundations of psychology (Year 1):

- Social psychology - how others influence our behaviour
- Cognitive psychology - the human memory system
- Learning theories – the acquisition of phobias
- Biological psychology - neuroscience and cause of aggression

Foundations of psychology (Year 2):

- Clinical psychology – schizophrenia and anorexia nervosa
- Criminological psychology – criminality and the psychology of the courtroom
- Psychological skills

Method of assessment

Paper 1 – Foundations in psychology: 2 hours

- 90 marks (33.33% of A level)
- Asking a range of short answer and essay questions (8-12 marks)
- Calculator paper

Paper 2 – Applications of psychology: 2 hours

- 90 marks (33.33% of A level)
- Asking a range of short answer and essay questions (8-20 marks)
- Calculator paper

Paper 3 – Psychological skills: 2 hours

- 80 marks (33.33% of A level)
- Asking a range of short answer and essay questions (8-20 marks)
- Calculator paper

Religious Studies

Board: OCR

A level Syllabus Code: H573

Monmouth School for Girls Head of Department: Dr H Whately

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Monmouth School for Boys Head of Department: Mrs R Wynne Lord

Email: WynneLord.Rhiannon@habsmonmouth.org

Why study Religious Studies?

Religious Studies is an engaging, well respected and academically rigorous subject which introduces students to a stimulating range of ethical, philosophical and theological issues. The subject fits well as a complement to other arts and humanities subjects, and broadens and deepens the academic profile of those taking science subjects. Throughout the course, students will engage with some of the great philosophical questions with which humankind has wrestled, as well as examining moral and ethical principles from a variety of standpoints. Through their study of this subject, students will enhance their ability to argue and to communicate, as well as their skills of research, evaluation and analysis.

With religious and ethical issues so often in the news it may not be surprising that the subject is increasingly popular: Research shows that nationally the number of students choosing to study A level Religious Studies has increased more than any arts, humanity or social science subject

over the past 10 years. The Russell Group of top universities has also made it clear that Religious Studies A level provides ‘suitable preparation for University generally’. In other words, it can help applicants in both science and humanities subjects.

Religious Studies A level offers excellent opportunities to develop critically informed perspectives on the nature of human experience, perception, belief and society. The skills taught include building arguments, marshalling evidence and examples to support different points of view, and evaluating the strengths and weaknesses of different perspectives. The course content and the skills developed will appeal to anyone interested in big questions about meaning, purpose and reality, and there is a clear focus on lively classroom discussion and debate.

Religious Studies provides excellent preparation for a wide variety of arts, humanities, medical and science degrees, as well as leading on to varied career opportunities in law, medicine, journalism,

education, academia, civil service and more. In our increasingly globalised world universities and employers place a high premium on critical and well-informed engagement with the beliefs, values and ethical issues around the world.

If you are interested in life’s big questions, if you enjoy lively discussion and debate, and if you want to examine the impact of religion on culture and society, religious studies could certainly be the subject for you.

Course content

Study of a Religion

Christianity: a focussed investigation of different Christian beliefs and practices within the context of their social and historical development. This includes looking at issues such as gender, pluralism and secularism.

Philosophy of Religion

The influence of Plato, Aristotle and Descartes, debates about the mind and the soul, arguments for and against the

existence of God, the nature of religious experience and the problem of evil. Influence of analytic philosophy, uses of analogy and Wittgenstein’s language games.

Introduction to Ethics

Ethical theories and systems such as Situation Ethics, Natural Law and Utilitarianism, looking at how these are applied to a range of issues such as business ethics and euthanasia.

Method of assessment

All by written exam which cover the three topics: Philosophy, Ethics and Christianity. There is no coursework.

Russian

Board: Edexcel

A level Syllabus Code: 9RU0

Monmouth School for Boys Head of Department: Mrs L Parsons

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Why study Russian?

Russia is the largest country in the world, spanning eleven time zones. Russian is one of the six official languages of the UN and is spoken by around 166 million people. Russia, a member of G20 and the Council of Europe, is an important but often difficult to understand country; studying Russian provides an insight into modern day life there, as well as developing a distinctive linguistic ability.

Russian literature, philosophy, music, art and history are world famous: Tolstoy, Shostakovich, Solzhenitsyn, Dostoevsky and many other famous artists are all renowned for being important thinkers of our time. The history of the Russian revolution and the Cold War is often taught as part of GCSE and A level history courses, and these will be studied in the context of learning the language in contemporary Russia. Students also study the beguiling cities of Moscow and St Petersburg and there is the chance to visit those cities with the school.

All students start the language from scratch in the Sixth Form, and complete an accelerated GCSE course in the first year of study. The A level course is taught in the second year. The study of Russian is a demanding and fascinating experience. It is looked on favourably by universities, and is especially relevant for those linguists looking to start another language from scratch at university. Potential employers include business, law, the military, the intelligence services and government.

Russian is currently taught at Monmouth School for Boys.

Course content

The course draws on a variety of sources: e.g. textbooks, authentic material including websites and music.

GCSE topics (Year 1):

- Identity and culture; Holidays and travel; School; Future aspirations; International and global issues.

A level topics (Year 2):

- The development of Russian society: health, education, work, equal rights.
- Political and artistic culture in the Russian-speaking world: the media, music, dance, festivals and traditions.
- Moscow or St Petersburg: changes in a major Russian city, population change, social problems including homelessness, crime and environmental issues.
- The last years of the USSR – Gorbachev (1985 – 1991) Perestroika, economic change, Glasnost, problems for the USSR pre-1991, the August coup and the fall of the Soviet Union.
- In addition, you will study one film and one text.

Method of assessment

Paper 1 - Listening, reading and translation: 2 hours

- 80 marks (40% of A level)
- Listening and reading comprehensions.
- Translation: Russian into English.

Paper 2 – Writing: 2 hours 40 minutes

- 120 marks (30% of A level)
- Translation: English into Russian
- Two essays: one on film and one on literature.

Paper 3 - Oral: 21-23 minutes

- 72 marks (30% of A level)
- Discussion on a theme from the specification, independent research presentation and discussion on the research project.

Spanish

Board: AQA

A level Syllabus Code: 7692

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Why study Spanish?

With over 400 million Spanish speakers, official status in 21 countries and ranked as the second most spoken language in the world in terms of native speakers, Spanish is consistently seen as one of the most important languages to learn. Studying Spanish offers students a vast range of diverse cultures and countries to explore, across several continents. With many Spanish countries experiencing vast economic growth and becoming world trade partners, many businesses are now increasingly favouring job candidates with Spanish skills.

Hispanic culture is renowned for having a rich, historic and cultural heritage such as fine art, literature, gastronomy, cinema and music. With a diverse range of eminent Scientists and Inventors, studying Spanish allows you to access the arts as well as the sciences.

Spanish has tremendous kudos with both universities and employers and can be combined with all other courses at

university in the UK including Law and medicine. Spanish graduates are highly employable as language communication skills are well-respected and sought after in this increasingly global age, with a demand for Spanish speakers in the world of commerce, politics and academia.

Throughout the course, students will broaden their understanding of modern day Spain as well as current global issues. They will also absorb an understanding of Spanish history, literature and the rich cultural differences of the Spanish-speaking world. Students will learn to express opinions, analyse themes and develop clear and justified arguments.

If you are interested in exploring the Hispanic world, studying the challenges facing Spaniards today or enhancing your future travel experiences, then Spanish is the subject for you.

Course content

You will study the following topics in class using a variety of up to date resources: text books, video, listening, articles, websites, songs, etc.

- Social issues and trends including: Modern and traditional values, Cyberspace & Equal rights.
- Artistic culture: Modern day idols, Spanish regional identity, cultural heritage or landscape.
- Aspects of Political life: today's youth, tomorrow's citizens, Monarchies & Dictatorships, Popular movements.

In addition, you will study one film and one text.

Method of assessment

Paper 1 - Listening, reading and writing: 2.5 hours

- 100 marks (50% of A level)
- Listening and reading comprehensions
- Writing: Two summaries.
- Translation: Spanish into English and English into Spanish

Paper 2 – Writing: 2 hours

- 80 marks (20% of A level)
- Two essays: one on film and one on literature

Paper 3 - Oral: 21-23 minutes

- 60 marks (30% of A level)
- 5 minutes: Structured discussion based on a stimulus card (5 mins prep time)
- 2 minutes: Presentation on an individual research project, followed by a 10 minute discussion

Destination of leavers

Monmouth School for Girls

**AECC University College,
Bournemouth**
Chiropractic

Bath
Architecture
Health & Exercise Science (2017
leaver)
Modern Languages & European Studies
Sport and Social Sciences

Birmingham
Physics
Psychology

Brighton
Psychology (2017 leaver)

Bristol
Computer Science and Electronics
Economics (deferred 2019)
English (2017 leaver)
French and Italian
French and Spanish
Geology with Study Abroad
Geophysics
Medicine
Modern Languages
Veterinary Science (deferred 2019)

**Cambridge
Corpus Christi**
Natural Sciences (2017 Leaver)

Cardiff
Architecture
Civil & Environmental Engineering
Law

Durham
Combined Honours in Social Sciences
(deferred 2019)

Education Studies - Psychology
Marketing and Management

Edinburgh
Ancient History
Chemical Physics
Fine Art

Essex
Business Management

Exeter
Anthropology (2017 leaver)
Liberal Arts
Medical Sciences (2017 leaver)
Medicine (2017 leaver)
Philosophy and History

Glasgow
Physics

Harper Adams
Countryside Management

Hartpury
Animal Behaviour and Welfare
Bioveterinary Science

Hereford
Art Foundation

Hull
Philosophy, Politics & Economics (PPE)
(2017 leaver)

Leeds
Law
Law (2017 leaver)

Leeds College of Art and Design
Art Foundation

Leicester
Physiotherapy

Lincoln
Nursing with Registered Nurse (Adult)

Liverpool
Biological and Medical Sciences

Liverpool Hope
Primary Education with QTS

**London
King's College**
Liberal Arts (deferred 2019)

Queen Mary
Geography with a Year Abroad
Mathematics

University College
Cancer Biomedicine
Management Science

Loughborough
Geography (deferred 2019)

Manchester
Biomedical Sciences
Pharmacy

Newcastle
International Business Management
(deferred 2019)
Speech and Language Therapy

Nottingham
History

Nottingham Trent
Primary Education
Psychology (2017 leaver)

**Oxford
Jesus College**
English Language and Literature

Oxford Brookes
Life Sciences Foundation
Sports Coaching, Fitness and
Rehabilitation

Plymouth
Marine Biology and Oceanography

Portsmouth
Criminology and Cybercrime
Illustration

Reading
Business & Management (2017 leaver)

RNCM
Vocal Performance

Stafford
Interior design

Surrey
Economics

University for the Creative Arts
Fashion Media and Promotion

Warwick
Law and Business Studies

York
History/Politics

Foreign study
Los Angeles - Art & Design

Four applying in 2019-20 (gap year)

Monmouth School for Boys

Bath

Economics
 Mechanical Engineering
 Civil Engineering
 Economics
 Business Administration

Birmingham

History

Brighton and Sussex Medical School

Medicine

Bristol

Civil Engineering
 German
 Aerospace Engineering

Brunel

Electrical and Electronic Engineering

Cardiff

Biochemistry
 Economics and History
 Dentistry x2
 Medicine
 Physiotherapy

Cardiff City College

Fine Art (Foundation)

Cardiff Metropolitan

Sport and Exercise Science

Coventry

Psychology

Durham

Business, Econ, Accounting, Finance

St. John's College

General Engineering

Trevelyan College

Classics

St Mary's College

General Engineering

Edinburgh

History and Politics x2
 Biomedical Sciences (deferred 2019)

Exeter

Law x2
 Politics and International Relations
 (2019 deferred)
 History and International Relations
 History
 Modern Languages (2019 deferred)
 Computer Science
 Law with European Study
 Criminology

Gloucestershire

Computer Games Design

Harper Adams

Agriculture

Kent

Art History and Film
 Sociology

Liverpool

Medicine
 History (deferred 2019)

London

University College

Economics
 Civil Engineering
 Philosophy, Politics and Economics
 Chemistry

City University

Banking and International Finance

Loughborough

Mechanical Engineering
 Sports Management
 Aeronautical Engineering

Newcastle

Classics

Nottingham

Economics

Oxford Brookes

Int. Business Management
 Business and Management

Plymouth Marjon

Physical Education (Secondary)

Portsmouth

Business and Management

Reading

Biomedical Engineering

Royal Agricultural University

British Wildlife Conservation

Strathclyde

Business Analysis and Technology

Swansea

Economics (deferred 2019)
 Accounting and Finance
 Economics and Business
 Aerospace Engineering
 Law
 Business Management
 Computer Science

Warwick

Economics

Worcester

Biochemistry

York

Psychology

Foreign study

Hong Kong
 Germany
 Paris

Three to employment

10 applying in 2019-20 (gap year)

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