



# Empowering Girls *since 1874*

Sixth Form Prospectus

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As a Year 11 student, you will have lots of questions about the next stage of your education. It is a hugely important stage where the choices you make can have a direct impact on your future university course and career opportunities. This booklet will provide you with our answers to the questions that really matter, as well as specific information about A-level courses.

Remember that MHSG is incredibly proud to have been educating young women since 1874 and the Sixth Form has a unique combination of strengths. These include:

- Committed, caring and successful teachers who are experts in the way high-ability students learn and who provide individual attention so that you can achieve your academic potential
- An established reputation for academic excellence that places us among the leading independent girls' schools in the country
- An impressive record of our students gaining places at prestigious universities; a direct result of our structured 'Futures' programme and our Higher Education advice (including individual UCAS guidance and interview practice)
- A wide range of subjects available at A-level and an academic enrichment programme that includes the opportunity to complete other courses alongside your A-levels, such as the Extended Project Qualification, as well as university aptitude test preparation

- Small teaching groups, usually fewer than 16 students
- Small, friendly tutorial groups that are at the heart of our carefully structured system of academic monitoring and pastoral care
- An exceptional range of extra-curricular activities aimed at developing self-esteem and self-confidence as well as interpersonal, leadership and team working skills. MHSG Sixth Form is not just about achieving outstanding academic results.

We want you to be happy, to have fun and to enjoy the experience of being part of our wider school community as well as members of our Sixth Form. There is a huge array of leadership opportunities available to our Sixth Form students and we will encourage you to participate in activities within school and alongside other schools, such as The Manchester Grammar School. We encourage you to benefit from all of the opportunities available to you in this remarkable school.

I look forward to welcoming you into our Sixth Form.

Mrs Helen F Jeys - Head Mistress



Mrs Helen F Jeys – Head Mistress

# Aims and Values

## Our Purpose

Manchester High School for Girls was founded in 1874 “To impart to the students the very best education which can be given and to fit them for any future which may be before them”.

Today, the School upholds these founding principles by encouraging each individual pupil to achieve educational excellence across a broad range of learning opportunities, both inside and outside the classroom. For each pupil, this all-round education fosters an awareness of their own value and a sense of responsibility towards others, both within our community and across the wider world.



## Our Aims

Manchester High School for Girls aims to educate and empower our pupils by:

- Supporting our pupils to develop an understanding of the value of education as an end in itself; instilling a lifelong love of learning, whilst striving for academic excellence alongside cultural awareness and understanding
- Inspiring pupils to achieve high academic standards within a culture of innovation, where they fulfil their individual potential
- Providing a broad and diverse range of subjects and extra-curricular activities that offer each individual pupil the opportunity to develop their talents and flourish
- Educating the whole child and prioritising their wellbeing so that pupils leave School with a sense of self-awareness, self-worth, self-discipline and an ability to contribute with confidence in an increasingly competitive and technological world
- Drawing on the School's social, cultural and religious mix of pupils to enable all to live and grow in an atmosphere of mutual respect and compassion
- Encouraging qualities of caring, kindness, honesty and loyalty, fostering high moral standards

## Our Mission

Our mission is to be a pioneering, academically selective school that embraces academic excellence and extra-curricular enrichment where the individual flourishes. The School empowers and inspires highly talented, intellectually curious students to become self-confident, independent, resilient and remarkable global citizens.

## Our Values

Manchester High School for Girls nurtures...



## Our Vision

**Our vision is excellence:** to deliver a pioneering, innovative and dynamic learning experience within a compassionate and caring environment for a needs blind, diverse community where the wellbeing and happiness of every individual and the fulfilment of their potential are our priority. As the School of choice for girls in the North-West, our pupils - like those who have attended the School before them - will go on to be global citizens and courageous motivators of change.



# Welcome

Manchester High School for Girls is a vibrant, dynamic and forward thinking school and our Sixth Form is no exception. Sixth Formers aim high both academically and in terms of their own personal development.

I am thrilled to be joining Manchester High School for Girls as the new Director of Sixth Form Studies. I look forward to bringing experience, enthusiasm and drive to the role, building on the excellence that I'm privileged to inherit. Having been a pupil at The Manchester Grammar School, before studying at the University of Oxford and King's College London, I have previously worked as a teacher and in school leadership in London, Manchester and Madrid.

My objective as Director of Sixth Form Studies is to make sure that every pupil fulfils their potential. This means not only encouraging students to aim high academically, but also ensuring they leave MHSG as compassionate, confident and multifaceted young people who are ready for the challenges of higher learning.

Our sixth formers benefit from fantastic A-level teaching, as well as a brilliant range of extra-curricular and leadership opportunities. This year we are excited to introduce our new Sixth Form Enrichment Programme, which will offer a wonderful range of intellectually and culturally stimulating mini-courses to expand our students' minds and horizons.

All this is supplemented by our successful higher education preparation programme. This focuses on supporting every sixth former's ambitions beyond their time at MHSG, whether that be at a top-ranking university, apprenticeship, medical school or art college.

**Mr Robert Crumpton**  
Director of Sixth Form Studies

This year's open events are on:

<b>Sixth Form Open Evening</b>	5pm to 8.30pm
Thursday 28th September 2023	
<b>Senior School Open Evening</b>	6pm to 8.30pm
Thursday 12th October 2023	
<b>Working Day Tour</b>	10am to 12.30pm
Monday 16th October 2023	
<b>Whole School Open Morning</b>	9.30am to 12.30pm
Saturday 11th November 2023	
<b>Working Day Tour</b>	10am to 12.30pm
Friday 17th November 2023	

For full details and to register, please visit [www.manchesterhigh.co.uk/openevents](http://www.manchesterhigh.co.uk/openevents)



# Sixth Form Pastoral Team

## How are students supported during their time in Sixth Form?

Form tutors, Heads of Year and the Director of Sixth Form Studies provide outstanding pastoral support for students in our care.

Each student is allocated to a tutor group at the start of Junior Sixth and remains with this group throughout Sixth Form. Form tutors quickly get to know students and actively support their academic progress and wellbeing.

The Director of Sixth Form Studies, Mr Crumpton, together with two Heads of Year, Mrs Sarah Norton and Mr Simon Vance, are responsible for monitoring all Sixth Form students, both academically and pastorally.

The Sixth Form Secretary, Mrs Finneran, is on hand every day to assist students with queries and manages all administrative tasks. Mrs Finneran also sends off all the UCAS forms so is a very important person indeed!

All staff have a duty of care for our students and students know they can talk to any member of staff should they need to.

Students can also speak to our school nurses, who may refer them to the school counsellor.

The Sixth Form Team comprises of:



<b>Mr Robert Crumpton</b> Director of Sixth Form Studies	<b>Mrs Sarah Norton</b> Head of Junior Sixth	<b>Mr Simon Vance</b> Head of Senior Sixth
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## How are students supported in making the transition to life in the Sixth Form?

- An induction day with follow-up activities helps students to settle in, whether they have joined us from other schools or have progressed from Year 11 at MHSG
- Our small tutor groups encourage new friendships to form quickly
- There are many opportunities to mix with students from other tutor groups, including helping with charity events, leading assemblies and organising house competitions.

# Life Skills

## How are Sixth Form students taught life skills and the importance of maintaining balance in their lives?

- Well Being lessons are timetabled for all students at the same time each week
- The programme of topics covered in Well Being includes positive physical and mental health, self-esteem, presentation skills for working life, citizenship, leadership, self-reflection, life skills, finance and more
- There are also 'theme weeks' with a pastoral focus. Themes have included balance, community, celebrating success and resilience.

# The Essentials

## What are the entrance requirements?

- At least five GCSEs at grade 7 or above, including good passes in English and Mathematics
- At least a grade 7 at GCSE in the subjects you wish to study at A-level
- If you studied Double Award Science at GCSE, you will need a grade 7 or above in Mathematics to study Biology, Chemistry or Physics in our Sixth Form.

We expect you to be an enthusiastic learner, to be able to work independently and be willing to contribute to the life of the School. Meeting our entrance requirements demonstrates that you have a strong foundation on which to build for future success and you will thrive on the academic challenge our Sixth Form offers.

## How many A-level subjects do students take in the Sixth Form?

- At least four in the Junior Sixth (some students take five) and at least three subjects in the Senior Sixth (some take four)
- Towards the end of the Junior Sixth year our students take internal examinations in all their subjects.

## How many students are there in teaching groups?

- Class size varies depending on the subject, typically ranging from 6 to 16 students.

## How good are the external examination results?

- Between 2020 and 2023, an average of 90.2% of our students' grades were A\*-B.
- Further analysis, which measures how well students do with respect to their ability, shows that the "value-added" performance of our students is excellent.
- Well over 50% of our students are going on to study STEM related courses at university, with an equally impressive number going on to study languages and a variety of Humanities courses in 2023.

## The Sixth Form Day

8.50am - Registration	12.05pm - Period Four
9.15am - Period One	12.55pm - Lunch
10.05am - Period Two	2.05pm - Period Five
10.55am - Break	2.55pm - Period Six
11.15am - Period Three	3.45pm - End of day

## Dress Code

We do not ask Sixth Formers to wear a uniform, but we do expect them to look smart and to adhere to our dress code:

- A suit consisting of a jacket and skirt, trousers or dress
- Suit trousers which are three quarters or full-length or ankle-length
- Skirts or dresses of a suitable length and no shorter than just above the knee
- A blouse or top of any colour
- Students may wear traditional dress instead of a suit
- Smart shoes or boots
- Discreet make-up
- Piercings only in the ear

## Responsibilities and Privileges

As the oldest members of the School, Sixth Formers are natural role models for the younger pupils and are expected to set a good example in terms of behaviour, appearance and attitude. Sixth Formers enjoy helping at events such as Celebration and Awards, Open Days and Sports Day. On these occasions Sixth Formers are ambassadors for the School and act accordingly. Along with their responsibilities, Sixth Formers have a number of privileges. They have their own purpose built Sixth Form Centre, complete with kitchen, café area, ICT suite, lecture theatre, lockers, comfortable seating for relaxing, desks for working and, of course, WiFi! Sixth Formers may also leave site during their study periods.

## Student Voice

Student voice is very important at MHSG. We regularly ask our Sixth Formers for feedback on curriculum matters, extracurricular provision, Well Being lessons, and, where appropriate, adjust our provision accordingly.

The School Council also offers Sixth Formers a forum in which to discuss issues with students from all year groups across the School and enact changes, when relevant.





# Enrichment & Support

## What do Sixth Formers study in addition to their A-levels?

- From September 2023, we are launching a new Sixth Form Enrichment Programme.
- Every student will have the opportunity to complete an additional qualification relevant to their interests and future plans (for example, the Extended Project Qualification).
- Every student will have access to a variety of “enrichment option” short courses; these courses each last approximately six weeks, and will cover a wide range of topics including preparation for university entrance examinations, introductions to subjects not covered at A-level, as well as opportunities for creativity, learning new skills and participating in physical activity.

## How do subject teachers support students in their learning?

- Our teachers are experts in their subjects and very experienced in utilising a range of teaching strategies for stimulating and encouraging able students
- Students are encouraged to analyse, evaluate, question, take intellectual risks, develop their own ideas and pursue personal academic interests
- Many of our teachers are also A-level examination board markers meaning we are able to give our students the most accurate and up to date information on how to achieve examination success.

## What additional support is available for students who might be struggling with their work?

- Individual support is given by all subject teachers who are always happy to help students
- Subject clinics are available on a regular basis for anyone who requires additional help.

## How well does the Sixth Form experience at MHSG prepare students for the next phase of their lives?

Our curriculum and extra-curricular activities, house system and Well Being programme provide extensive opportunities to develop every facet of your academic and personal potential. The majority of our students continue to university when they leave us; others choose art or drama school, music conservatoire or even take a degree level apprenticeship or a gap year. Whatever their plans and aspirations, we help students develop the skills and knowledge they need to succeed.

## School Sixth Form or College?

- Being part of a school with pupils aged between 4 and 18 provides a range of leadership opportunities within the community
- Colleges only have Sixth Form age students which creates a different ethos and atmosphere
- Our Sixth Form Centre, used exclusively by Sixth Form students, provides fantastic facilities for study and relaxation.

## Independent or state sector?

Universities do not discriminate against candidates from independent schools. They want the best students for their courses. 47% of all independent school A-level entries are awarded either an A\* or A compared to the national average of 26%. The proportion of independent school A-level entries awarded an A\* grade is double the national average. Statistically, students are more likely to achieve top grades at an independent school.

# Leadership and the Head Girl Team

Our extra-curricular activities provide opportunities to develop leadership skills, work effectively as part of a team and importantly, have fun! In addition, there are opportunities to take on leadership roles, for example in our Head Girl Team and House System.

## The Head Girl Team

Each year, students and staff elect a Head Girl and a team of five deputies. The team has a wide range of duties, including organising charity work, speaking at major school events, such as our 'Celebration and Awards Evening' usually held at the Bridgewater Hall, delivering assemblies and having weekly meetings with the Head Mistress.



### The following list highlights the variety of leadership roles available to Sixth Formers:

Assembly leaders	Mentors
House Captains and Deputy House Captains	Form prefects
Head Girl Team	Preparatory Department reading assistants
Lower School subject clinic helpers	Primary School Partnership Scheme
Library supervisors	Preparatory Department Science Club
Literacy leaders	School Ambassadors
	Swimming Assistants

### Sixth Form students are required to be on-site for the whole day, with some exceptions:

- With parental permission, all Sixth Formers are allowed off-site in their non-contact periods and at lunchtime
- Senior Sixth students are permitted to allocate one afternoon in the week when they can leave early if they have no lessons.

# Extra-curricular Opportunities

We expect all our students to participate in extra-curricular activities, including community service. For most students, Wednesday afternoons are set aside for this purpose. The following pages contain information about some of the activities available.

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## Assemblies

Some Sixth Form students help prepare and deliver religious assemblies on Friday mornings. This role requires good organisation, leadership and communication skills.

## Clinics

Maths Prefects assist with the running of Maths clinic on a Monday and Wednesday, Chemistry and Religion and Philosophy Clinics run every Friday lunchtime. Prefects engage with younger pupils by either supporting their progress in clinic or encouraging them to take part in the variety of extra-curricular activities the Departments have to offer. Many younger pupils greatly appreciate one-to-one support from students with experience of GCSE courses to help them.

## Doctors, Vets and Dentists (DVD) Club

This is an opportunity to present current and relevant medically related topics to a group of like-minded students and to lead the discussions that follow. Your UCAS application will benefit from attendance at this club. Previous presentations have included topics relating to genetics and stem cell research, animal testing, euthanasia and fluoride in drinking water. Later in the year we have sessions on admissions tests, writing personal statements and interview practice.

## Ethics Matters

Should you have the right to assisted dying without fear of prosecution? Is the death penalty the only effective deterrent? We have a small team of Sixth Form volunteers who organise a fortnightly debate, open to all years, on current ethical issues.

## House System

Sixth Form students can apply to become House Captain or Deputy House Captains, where they can develop leadership skills, run competitions and support a huge range of activities involving all year groups.

## Library Supervisor Prep Department

We encourage students to work in the Junior Library in the Prep Department. You will be fully trained in how to use the computerised system to help students borrow, return, locate, select and review books. We hope you will relish helping them to enjoy their time in the library and chatting to them about their reading.

## Literacy Leaders - English

If you have a passion for English and enjoy reading, writing and discussing texts, you could become one of the English Department's 'Literacy Leaders'. The role includes everything from supporting younger pupils, either at clinic or in one-to-one mentoring sessions, to helping out at Prep Book Group. You must have good written skills and be a confident communicator. You will gain valuable skills, such as working with young people, leading group discussion or literacy workshops, mentoring and liaising with staff members; all excellent qualities for your personal statement.

## Mentors

Sixth Form students act as mentors to younger pupils, usually meeting at lunchtime once a week to discuss homework or study related problems. The requests for mentors come from teachers, form tutors, parents and the students themselves. This is a successful scheme and provides you with the opportunity to develop effective communication skills and strengthen relationships between Sixth Form and younger students.

## Hannah Wall

Class of 2022



*“Being a Man High Girl means you learn integrity and determination. The teachers turn you into something else, they are incredible. They become your friends and through that you love to learn – you want to learn and then that shows in the grades.”*



### Music

There is a huge range of musical activities on offer in the Sixth Form and opportunities to perform throughout the year:

- Senior Choir
- Senior Orchestra
- Jazz Band
- Vocal group
- Wind Band
- Solo performance
- Theory and aural classes

Accompanists are available for students taking examinations or taking part in concerts or festivals.

### Model United Nations

Model United Nations is an exciting opportunity for students in the Sixth Form to represent UN member states and debate real-world issues with fellow students from around the UK, Europe and further afield. Students are required to write position papers and resolutions, depending on the views of their assigned country. They develop research skills, improve their knowledge of global issues and gain vital presentation and public speaking experience. The MUN club debates weekly during lunch hours and also participates in a number of regional conferences each academic year. Every year, Manchester High hosts its own MUN conference. It is organised for pupils by pupils and attracts over 300 students from different schools and colleges across the region.

### Onward

Since the publication of the very first issue in June 1992, Onward has been 'the voice of the students' at Manchester High School. Every year a new editorial team is selected from Junior Sixth volunteers, ensuring that new ideas and opinions are heard. From main and page editors to writers and layout designers, there are a number of roles available to students who are prepared to commit to meeting the deadlines of a half-termly edition. Onward is a great opportunity for anyone interested in the media or in writing!

### Philsoc

This is run jointly with The Manchester Grammar School and Withington Girls' School. Meetings consist of speakers and discussions on a variety of scientific and philosophical topics.

### Politics Club

This weekly club is a discussion and debate group covering all aspects of current affairs and politics, both national and international. Sixth Formers play a leadership role in the club, choosing discussion topics and organising, publicising and leading debates. We are hoping that the club will raise awareness of and interest in, political issues. The club will be heavily involved in helping to run mock elections, if relevant.

### Prefects – Years 7, 8 and 9

This is a rewarding job that will allow you to strengthen your communication and organisation skills. Sixth Form students provide valuable assistance to the form and form tutor by assisting with general tasks during one form time per week. In addition, you may also have the opportunity to help the form prepare assemblies and charity events.

### Prep Reading

A number of Sixth Form students assist in the Prep Department listening to pupils read. Students work with the same class each week to allow them to build a close supportive relationship with the younger students. This role allows you to demonstrate responsibility and provides you with the opportunity to act as a positive role model to Prep pupils.

### Primary School Outreach Programme

This activity takes place after school weekly from 3.45pm for an hour. The children, who come from a local primary school, look forward to their sessions at MHSG and engage in Science, English, Maths and Computing lessons. They benefit both from the facilities we offer here and the opportunity to work with you, with the aim of raising their attainment.

### Science Club and Prep Science Club

This is an opportunity to develop your interest in science beyond the A-level specifications. We also have a Prep Science club that involves our Year 5 students. You will work with individuals or pairs of pupils to help them with their experiments.

### Sport

In the Sixth Form, there are a wide range of opportunities available, including our Hockey, Netball, Water Polo and Swimming teams. Other recreational activities, for all levels of ability, include use of the fitness suite and a range of other facilities.

### Swimming assistance

Every year the PE Department enlists the help of Sixth Formers during Prep swimming lessons.

### Young Enterprise

This club allows you to experience setting up and running your own business and developing team work skills. Students elect a board of directors from amongst their peers, raise share capital, market and finance a real product or service of their own choice and sell it to the public. Additional opportunities include being able to take part in trade fair markets and the prestigious Young Enterprise Company of the Year Competition.

### Other extra-curricular opportunities available to Sixth Formers include:

- Art – Life Drawing
- Book Group
- Debating Society
- Duke of Edinburgh Award
- First Aid Courses
- Knitting Club
- Quiz / General Knowledge Competition Support
- School Production and Drama Club
- Mock Trial

For school wide extra-curricular activities available to all Senior and Sixth Form students, please take a look at our extra-curricular brochure.



*As you can see, there is something for everyone here at Manchester High! If there is an activity or club you would like to start up, we would love to hear from you.*

# The Futures Programme

## What support is given to students during the higher education (HE) process?

- Extensive individual support for each student from a dedicated and experienced HE advisor who helps with the choice of course and personal statement
- Practice interviews
- Outside speakers, including university admissions tutors
- Information and guidance regarding Degree Level Apprenticeships.

The majority of our students gain places on highly competitive university courses. We have a track record of supporting successful applications for Medicine and Oxbridge. Each year we have at least one student who wishes to pursue their education abroad and we have successfully supported applications to universities around the world. Apprenticeships in a range of areas such as Accountancy and Journalism are also gaining in popularity.

## Junior Sixth HE Programme

- HE introductory assembly
- MyFuture Choice university course profiling questionnaire and feedback
- HE information evening for students and parents
- UCAS exhibition
- HE days (an intensive programme of external and internal speakers, UCAS registration, course research and personal statement planning)
- University open days.

## Senior Sixth HE Programme

- One-to-one UCAS/HE application support
- University mock interview evening
- Admissions test support
- UCAS applications support & management
- Post application support and guidance
- A-level results day support.

## How are students supported on results days if they change their mind about their HE application or do not achieve their offer grades?

- We open at 8am on A-level results day in August to celebrate with and support our students and their families
- Staff are available to offer advice on marking reviews and university admissions, both on results day itself and the following days
- Individual help is given to students who decide to defer applications to take a gap year or those who have simply changed their mind.

## What sort of careers advice is available?

- HE advisors and careers teachers offer advice to all our Sixth Formers as part of our 'Futures' programme
- We draw on our alumnae community to provide information, advice and support through our 'Insight Into' talks and 'Project Pankhurst' mentoring scheme
- As part of the Well Being programme we deliver sessions on CV writing and interview techniques
- We are keen to ensure all Sixth Former experience a work placement and, at the start of Junior Sixth, we offer guidance on how to secure a role.



## 'Insight Into' Career Talks

MHSG is in contact with over 4,000 members of the School's alumnae community. Former pupils have gone on to be specialists and leaders in their chosen fields. Our alumnae boasts many 'firsts' including the first female executive director on the board of Marks and Spencer's, the first woman to be chief cashier of the Bank of England and the first female helicopter pilot in the British Army. Members of the alumnae community regularly return to pass on their expertise to the next generation of bold young women. The 'Insight Into' careers talks draw on the experience of the alumnae community as they return to give students and their parents the inside track on how they forged a successful career in a particular area. Talks have included a diverse range of topics such as politics, cyber security, science and BBC apprenticeships.



## 'Project Pankhurst' Mentoring Scheme

Our Sixth Form mentoring scheme is designed to help students prepare for the world beyond academia. The initiative enables students to make a connection with an MHSG alumna who will support them as they make decisions about their professional development. The programme is called 'Project Pankhurst' because the scheme enables our network of highly accomplished alumnae to uphold the Pankhurst legacy of women supporting each other. Participation in 'Project Pankhurst' is not compulsory and all students receive ongoing higher education and careers advice from the Sixth Form Team. That said, it is certainly very popular and students are encouraged to apply for a mentor.





# Sixth Form Enrichment Programme

Our Sixth Form Enrichment Programme offers students exciting learning opportunities beyond their A-level subjects. From student cookery to 80s pop music, and from classical Greek temple architecture to astronomy, there should be something for everyone!

## Year-long courses

Students in Junior Sixth will be able to enhance their studies with a variety of additional courses. The Extended Project Qualification (EPQ) is a popular option with students who wish to carry out their own research project on a topic of their choice, leading to the award of a formal qualification worth half an A-level.

Other year-long courses that are available include Gold Arts Award (in which students create a portfolio showcasing their work in an art form of their choice, for example, dance, painting, creative writing or drama), Silver/Gold Crest Award (involving student-led project work in STEM subjects), a beginners' Mandarin course (which leads to the Youth Chinese Test qualification) and a bespoke programme for students interested in pursuing Medicine, Dentistry or Veterinary Medicine at university.

## Short courses

In addition to the year-long courses, we offer short courses (one lesson per week for a total of approximately six weeks) from which students can "pick and mix". Through the short course programme, we offer "taster" courses for university subjects such as Philosophy, International Relations and Astronomy, opportunities to discuss and debate in courses on current affairs, politics, and recent scientific research, as well as the chance to develop new skills such as coding and crochet!

Our Sixth Form Enrichment Programme allows our students to find and pursue their passions, take intellectual risks, and develop their academic curiosity; it therefore plays a very important part in inspiring our sixth formers to develop a lifelong love of learning.

# Example Timetable

	Column A	Column B	Column C	Column D	Lunchtime
Year long courses	EPQ	EPQ	EPQ	Crest Award	Advanced Maths Support Programme
	Drama Performance	A Future in Biosciences	Gold Arts Award	EPQ	EPQ
			Mandarin for Beginners		
Short courses in Block I	Building web apps	Death and the Afterlife in Ancient Egypt	Introduction to knitting	Introduction to Western Philosophy	
	Archaeology	Drama Improvisation	Spanish for Tourism	Microsoft Office Skills	
	Photography	History of Modern Britain, c.1997-c.2020	A beginner's guide to Art Appreciation	Feed yourself well: Energy boosting dishes	
		Musicianship	Critical Thinking		

Short courses to look forward to later in the year...

80's Music  
Crime Scene Investigation  
A Journey Through the History of Scent  
International Music and Dances

Creative writing  
Upcycling denim  
Conspiracy theories  
...and many more!

University Destinations of Former Students





Study Paths of Former Students

Art

Animation  
Architectural Design  
Architectural Studies  
Art Foundation  
Fashion  
Fashion & Textiles Retailing  
Graphic Design  
History of Art  
Textile & Fashion Marketing  
Textile Management

Biology

Biochemistry  
Biochemistry with Molecular Biology  
Biological Sciences  
Environmental Science  
Equine Studies  
Human Genetics  
Marine Biology  
Medical Engineering  
Natural Science  
Neuroscience  
Nutrition and Food Science  
Optometry  
Physiotherapy  
Veterinary Science

Business

Business & Law  
Business & Marketing  
Business Administration  
Business Economics  
Business Studies  
Business Studies & Economics  
Business Studies & French Studies  
Commerce  
Commerce with Spanish  
European Business with Spanish  
French & Management Studies  
Hotel & Catering Management  
Human Resource Management  
International Business Studies  
International Management  
Law & Business  
Leisure Management  
Management Studies  
Mathematics with Business & Management  
Retail Estate  
Management

Chemistry

Biochemistry  
Biochemistry with Molecular Biology  
Chemical Engineering  
Chemistry  
Environmental Science  
Food Science  
Nutrition and Food Science

Classics

Classical Archaeology  
Classical Civilisation  
Classics

Computer Science

Computer Science  
Computing  
Games Design

English & Performing Arts

Creative Writing  
Drama & Theatre  
Drama  
English  
English & American Studies  
English & French Law  
English & Philosophy  
English Language & Sociology  
French with English  
Music  
Performing Arts

Economics

Economics with Economic History  
Economics with French  
Maths, Operational Research,  
Statistics & Economics  
Philosophy, Politics & Economics (PPE)

Geography

Environmental Sciences  
Geography & Geology  
Geography, Business & the  
Environment  
Geology

History

American Studies  
American Studies & History  
Ancient History & Archaeology  
Anthropology  
Archaeology & Anthropology  
Childhood Studies  
Comparative American Studies  
Economics with Economic History  
English & American Studies  
European Studies  
Hispanic Studies  
History  
History (Social & Economic)  
History & Politics  
History of Art  
Intellectual History  
International Relations  
Law & American Studies  
Law & European Studies  
Medieval & Modern History  
Oriental Studies

Languages

Arabic  
Chinese Studies  
Commerce with Spanish  
Economics with French  
European Business with Spanish  
French & German  
French & Hispanic Studies  
French & Management Studies  
French & Spanish  
French Studies  
French with English  
German and Russian  
Italian & Spanish  
Law with German  
Linguistics  
Modern European Languages  
Modern Languages

Law

Business & Law  
English & French Law  
Law  
Law & Business  
Law & American Studies  
Law & European Studies  
Law with German

Maths

Accounting  
Accounting & Finance  
Mathematics & Physics  
Mathematics with Business & Management  
Maths, Operational Research,  
Statistics & Economics

Media

Broadcast Journalism  
Broadcasting Business  
Communications  
Marketing  
Media, Culture & Society  
Multimedia Journalism

Medicine & Dentistry

Dentistry  
Medical Science  
Medicine  
Optometry  
Pharmacy

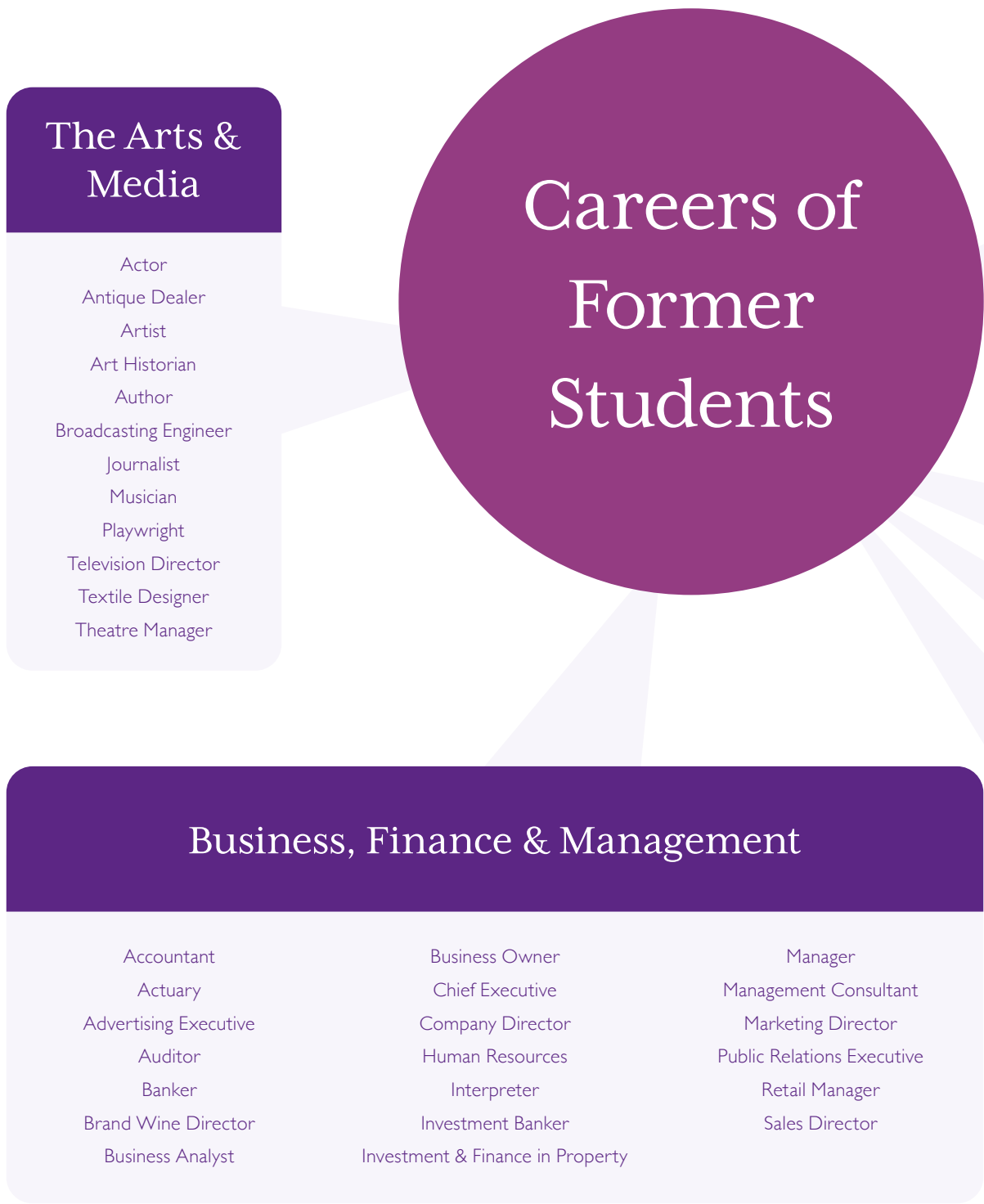
Physics

Aerospace Engineering  
Electronic Engineering  
Engineering  
Mathematics & Physics  
Mechanical Engineering  
Physics

Social sciences

Criminology & Sociology  
Divinity  
Education  
English & Philosophy  
English Language & Sociology  
Human Sciences  
Humanities  
Life Sciences  
Media, Culture & Society  
Philosophy  
Philosophy, Politics & Economics (PPE)  
Political Science  
Politics  
Politics and Sociology  
Psychology  
Social & Cultural Studies  
Sociology  
Sport Management  
Theology & Religious Studies







# Art and Design

## (Fine Art)

**Specification:** AQA Art and Design – Fine Art (7202)  
**Head of Department:** Mrs A Chambers

### Introduction

The Fine Art course at MHSG is centered on the individual student's potential and imagination. The Department's policy is to provide assignments broad enough in concept and subject matter to allow for personal interpretations, but at the same time, structured enough to ensure a gradual progression towards, eventually, completing the Fine Art specification. The resulting work may be representational, figurative, or abstract. Any media may be used in the preparatory studies and in the final pieces. The curriculum, together with the supporting specification, promotes the practice of art (2D & 3D) combined with studies of the artefacts of influential artists and designers, historical and contemporary. Studying Art improves performance in other subjects; Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis, and critical thinking skills. Coursework teaches self-discipline, focus, organizational, and time management skills. Those with a wide skill set have an advantage in any career. Those who are multi-skilled are vastly more useful, well-rounded, and capable of excelling in a wide range of professions.

### Overview of the course

#### Students will:

- Be introduced to a variety of experiences that explore a range of fine art media, processes, and techniques, both traditional and new media.
- Explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.
- Explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples.

### A-level Component 1: Personal Investigation

- This is a practical investigation supported by written material.
- Students are required to conduct a practical investigation, into an idea, issue, concept, or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.
- The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realization.

### A-level Component 2: Externally Set Assignment

- On the question paper, there will be a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1st February, or as soon as possible after that date. The timed sessions will take place at the end of the Spring Term/start of the Summer Term.

### Extra-curricular opportunities

- Life Drawing Classes.
- ARTiculation Prize is a nationally acclaimed annual event designed to promote the appreciation and discussion of art. Each student is invited to deliver a ten-minute presentation to an interested audience about a work of art, artefact, or architecture of their choice. The final takes place at the National Gallery, London.
- Visits to Art Galleries local, national, and international.
- LivingEdge Exhibition School Arts Competition is an annual exhibition held at The Lowry, Salford Quays.

## Assessments

### Component 1: Personal Investigation (7202/C): No time limit, 96 marks (60% weighting)

Non-exam assessment set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

### Component 2: Externally Set Assignment: Response to an externally set assignment (7242/X)

Preparatory period + 15 hours supervised time, 96 marks (40% weighting) non-exam assessment set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

## Careers and higher education links

This specification lays an appropriate foundation for further study of Art and Design or related subjects in Higher Education. A-level Art and Design prepares students for the Foundation Course in Art and Design, which is followed by a three-year BA (Hons) degree course. An art and design background is helpful for a variety of university degree courses such as Architecture, Engineering and Dentistry. It is also useful in such fields as advertising, marketing, publishing and the media. Art and Design can be an exciting and worthwhile subject: it does require imagination and a point of view. In addition, it is suitable for the diverse range of candidates who wish to develop their interest in and enjoyment of art and design, fostering its value in lifelong learning.





# Art and Design

## (Graphic Communication)

**Specification:** AQA Art and Design – Graphics (7203)

**Head of Department:** Mrs A Chambers

### Introduction

The Graphic Communication course at MHSG is centered on the individual student's potential and imagination. The Department's policy is to provide assignments broad enough in concept and subject matter to allow for personal interpretations, but at the same time, to be structured enough to ensure a gradual progression towards, eventually, completing the Graphic Communication specification. The resulting work may be digital, photographic, illustrative or a combination of all the above. Any media may be used in the preparatory studies and in the final pieces. The curriculum, together with the supporting specification, promotes the practice of art (2D & 3D) combined with studies of the artefacts of influential artists and designers, historical and contemporary. Drawing from direct observation is an integral part of all assignments. Studying Graphics improves performance in other subjects; design awareness enhances problem solving skills, lateral thinking, complex analysis, and critical thinking skills. Coursework teaches self-discipline, focus, organizational, and time management skills. Those with a wide skill set have an advantage in any career. Those who are multi-skilled are vastly more useful, well-rounded, and capable of excelling in a wide range of professions.

### Overview of the course

#### Students will:

- Be introduced to a variety of experiences that explore a range of fine art media, processes, and techniques, both traditional and new media.
- Explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.
- Explore relevant images, artefacts and resources relating to a range of art, craft, and design, from the past and from recent times, including European and non-European examples.

### Component 1: Personal Investigation

- This is a practical investigation supported by written material.
- Students are required to conduct a practical investigation, into an idea, issue, concept, or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realization.

### Component 2: Externally Set Assignment

- On the question paper, there will be a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1st February, or as soon as possible after that date. The timed sessions will take place at the end of the Spring Term/start of the Summer Term.

### Extra-curricular opportunities

- Life Drawing Classes.
- ARTiculation Prize is a nationally acclaimed annual event designed to promote the appreciation and discussion of art. Each student is invited to deliver a ten-minute presentation to an interested audience about a work of art, artefact, or architecture of their choice. The final takes place at the national Gallery, London.
- Visits to Art Galleries - local, national, and international.
- LivingEdge Exhibition School Arts Competition is an annual exhibition held at The Lowry, Salford Quays.

## Assessments

### Component 1: Personal Investigation (7202/C): No time limit, 96 marks (60% weighting)

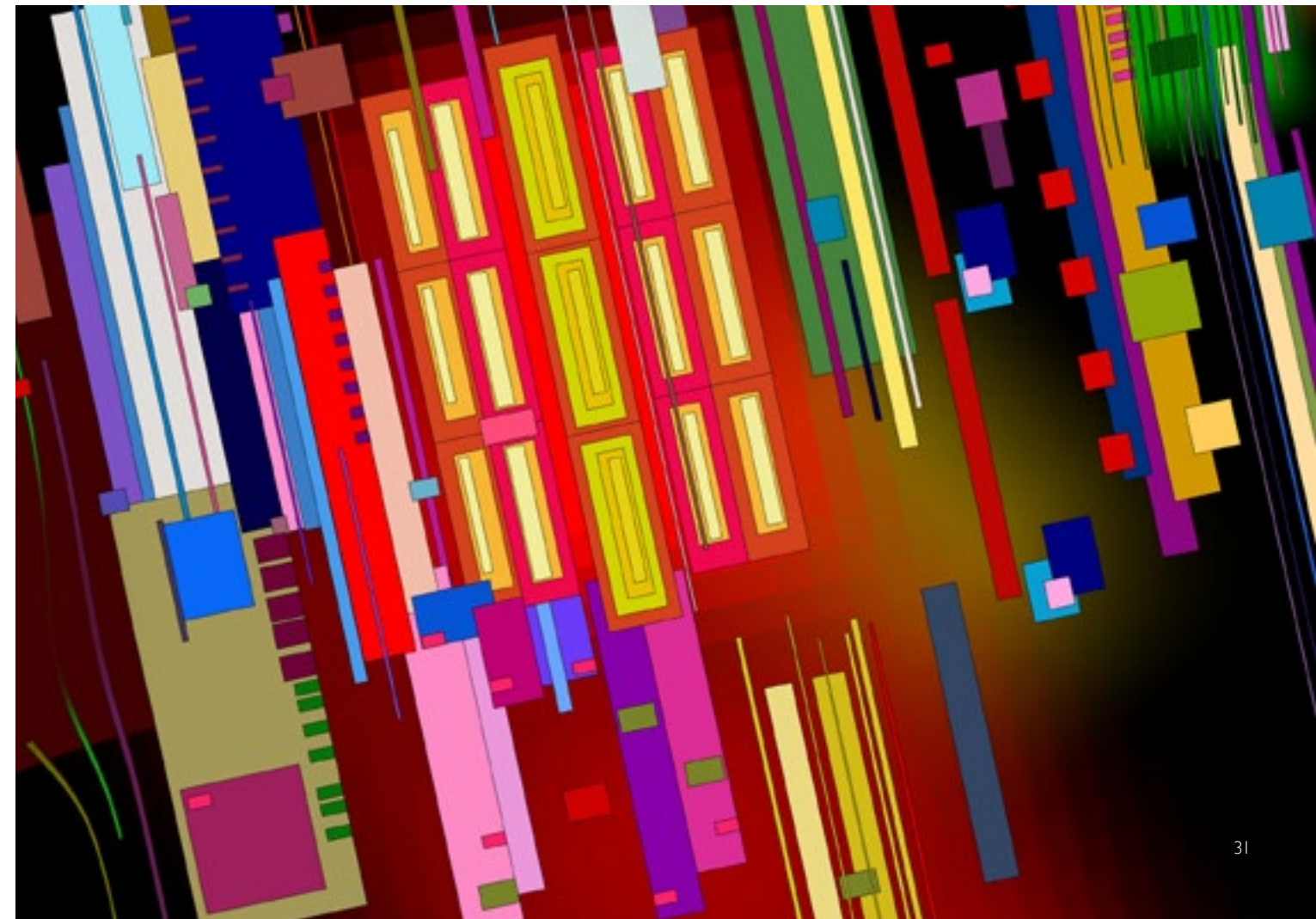
Non-exam assessment set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

### Component 2: Externally Set Assignment: Response to an externally set assignment (7242/X)

Preparatory period + 15 hours supervised time, 96 marks (40% weighting) non-exam assessment set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

### Careers and higher education links

This specification lays an appropriate foundation for further study of Art and Design or related subjects in Higher Education. A-level Art and Design prepares students for the Foundation Course in Art and Design, which is followed by a three-year BA (Hons) degree course. An art and design background is helpful for a variety of university degree courses such as architecture, engineering and dentistry. It is also useful in such fields as advertising, marketing, publishing, and the media. Art and Design can be an exciting and worthwhile subject: it does require imagination and a point of view. In addition, it is suitable for the diverse range of candidates who wish to develop their interest in and enjoyment of Art and Design, fostering its value in lifelong learning.





# Biology

**Specification:** AQA Biology (7402)  
**Head of Department:** Miss M Bramley

## Introduction

Biology is the study of life in all its forms. If you want to learn how the body works, how we can cure disease, how organisms interact with each other, or how every living organism is supremely adapted for life in its environment, then A-level Biology is for you. From the ecology of huge ecosystems to the biochemistry of tiny molecules within cells, Biology is a diverse subject that is relevant to many aspects of our everyday lives and has something in it for everyone.

Alongside gaining factual knowledge, you will consider the ethical and moral implications of new developments in Biology, particularly in rapidly evolving and high-profile fields such as gene technology. There are also plenty of opportunities for the development of practical skills and girls are expected to carry out a wide variety of experiments and investigations both in the laboratory and in the field. Good biologists are able to apply their subject knowledge to unfamiliar problems, are effective communicators, can analyse and evaluate scientific evidence and are able to think creatively. An A-level in Biology can help to open the door to many opportunities in life beyond MHSG.

## Overview of the course

The course is divided into eight topics. Topics 1 to 4 are studied in the Junior Sixth. Students then go on to study Units 5 to 8 in the Senior Sixth. The topics are:

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

Practical work and the development of important mathematical skills are fully integrated into the A-level course. As they progress through the course, students not only learn the relevant biological theory, but also learn important biological techniques and build on their generic skills so that by the end of the course they are able to plan, research, risk assess and implement an investigation. They also become competent at recording their observations, analysing their data, and drawing relevant conclusions.

There are 12 specific, compulsory practical activities required by the examination board that must be carried out, but there are plenty of additional practical opportunities throughout the course and through our extra-curricular programme.

## Extra-curricular opportunities

- Occasional visits to talks or events of interest.
- Royal Society of Biology competitions.
- In-school competitions.
- Enrichment programme sessions for aspiring medics or dentists.

## Assessment

**Component 1** - Examination worth 35% of total A-level marks  
Features content from topics 1 to 4

**Component 2** - Examination worth 35% of total A-level marks  
Features content from topics 5 to 8

**Component 3** - Examination paper worth 30% of total A-level marks  
Features content from topics 1 to 8

## Careers and higher education links

Chemistry is a subject that can lead to a wide range of career options both in the chemical industry and many other fields. A degree in Chemistry can be used for any employment opening which requires applicants to be educated to degree level and is highly regarded, as students will have acquired practical, numerical and communication skills, as well as knowledge of a subject which requires problem-solving and logical thinking. Chemistry is also an essential subject for those who wish to study a variety of subjects at university; including medicine, dentistry, pharmacy, natural sciences, biochemistry, and biological studies. It is also beneficial to many areas of applied science such as chemical engineering, environmental sciences, food science, geology and materials science.



# Chemistry

**Specification:** AQA Chemistry (7405)

**Head of Department:** Mr A Guinan

## Introduction

From the moment you are born and throughout your life you are surrounded by Chemistry: the air you breathe, the clothes you wear and the food you eat. Every material in existence is made up of matter; including our own bodies. Chemistry is the study of substances, what they are made of, how they interact, and the role they play in living things. Chemistry, known as the 'central science', helps to connect physical sciences such as Maths and Physics with applied sciences like Biology, medicine and engineering.

By studying A-level Chemistry you will cover a range of topics using modern contexts such as materials science, green chemistry and drug development. As a practical subject, there are plenty of opportunities to develop research, problem solving and analytical skills. Chemistry can be a challenging subject, but it is also very rewarding. An enquiring mind and a willingness to undertake independent study as well as being prepared to seek help when needed are all assets in the study of Chemistry.

## Overview of the course

You will study the three branches of Chemistry for A-level Chemistry.

## Physical Chemistry

You will study atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle, oxidation, reduction and redox equations, thermodynamics, rate equations, equilibrium constant  $K_c$  and  $K_p$ , electrode potentials and electrochemical cells, acids and bases.

## Inorganic Chemistry

You will study periodic trends, the properties of Group 2 & 7 elements, transition metal chemistry, and the reactions of ions in aqueous solution.

## Organic Chemistry

In this section you will cover hydrocarbons, alcohols, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, organic synthesis, and instrumental analytical techniques such as infra-red and nuclear magnetic resonance spectroscopy.

Practical activities are a core component of the course, helping you to develop your practical skills, as well as reinforcing your understanding of key chemical concepts. Over the course of the Junior Sixth academic year, you will complete six required practical activities and a further six practical activities during the Senior Sixth year.

## Extra-curricular opportunities

- Advanced Chemistry discussions club.
- Cambridge Chemistry Challenge (J6).
- Apply for a Headstart four-day residential course.
- Discover Chemistry Day at the University of Manchester.
- International Chemistry Olympiad (S6).
- Schools' Analyst competition (team competition).
- Mentoring for Prep Science club.

*“The A-Level Chemistry course provides a fantastic contextual understanding of both the man-made and natural world that surrounds us. There is a great focus on practical work and the students develop many key skills to equip them well for their future career aspirations.”*

- Mr Alex Guinan, Head of Chemistry at MHSG

## Assessment

**Paper 1** - Examination worth 35% of total AS marks  
Physical and Inorganic Chemistry paper including relevant assessed practical questions.

**Paper 2** - Examination worth 35% of total AS marks  
Physical and Organic Chemistry paper including relevant assessed practical questions.

**Paper 3** - Examination worth 30% of total A-level marks  
Features multiple choice questions on content from all sections and structured questions on the required practical elements of the course.

## Careers and higher education links

Chemistry is a subject that can lead to a wide range of career options both in the chemical industry and many other fields. A degree in Chemistry can be used for any employment opening which requires applicants to be educated to degree level and is highly regarded, as students will have acquired practical, numerical and communication skills, as well as knowledge of a subject which requires problem-solving and logical thinking. Chemistry is also an essential subject for those who wish to study a variety of subjects at university; including medicine, dentistry, pharmacy, natural sciences, biochemistry, and biological studies. It is also beneficial to many areas of applied science such as chemical engineering, environmental sciences, food science, geology and materials science.

## Poppy Tobolski

### Class of 2018

- Studied Chemistry, Biology and Mathematics at A-Level
- Graduated from Imperial College London with an MSci in Chemistry
- Continuing at Imperial to do a PhD in Chemistry, researching into radiotracers for PET imaging.

*“Overall, I have utterly loved living in London. I love the diversity and business of the big city. To be honest, I kind of just see it as a bigger Manchester. There are tonnes of different areas within London which are super exciting to get to explore. I definitely think a huge benefit to London over other cities, is that you can have the nightlife and find student clubs like other universities however, you also have endless amounts other types of activities you can do. There is also a large amount of networking you can do which is beneficial for the future.”*

*“Generally, my PhD project will be based on synthesising radiopharmaceuticals targeting a specific cancer (still unsure which cancer at the moment). I find this area super exciting because you get to combine radiochemistry and synthetic chemistry with medicinal chemistry and the ultimate aim is to develop products which will hopefully help cancer patients.”*





# Classical Civilisation

**Specification:** OCR Advanced GCE in Classical Civilisation (H408)  
**Head of Department:** Miss J Welsby

## Introduction

Classical Civilisation is an exciting, interesting and wide-ranging course which provides students with a broad, coherent and rewarding study of the literature and culture of the Classical world. The course embraces art, archaeology, history, literature, politics, philosophy and religion.

You will have the opportunity to study some of the world's most powerful literature and visual material, both of which have had a profound and wide-reaching influence on modern culture, giving you not only a depth and breadth of knowledge about the ancient world, but an insight into the modern world. Our culture has been and continues to be influenced and inspired by Classical models - from Greek tragedy to Shakespeare, from Greek comedy to satire and modern stand-up comedy, from the Parthenon to the Lincoln memorial..

## Overview of the course

The A-level course is made up of three components:

### Component 1: The World of the Hero

This is a compulsory component comprising an in-depth study of either Homer's Iliad or Homer's Odyssey and Virgil's Aeneid.

### Component 2: Culture and the Arts

Students study one component in this group, chosen from Greek Theatre or Imperial Image or Invention of the Barbarian or Greek Art.

### Component 3: Beliefs and Ideas

Students study one component in this group, chosen from Greek Religion or Love and Relationships in the Greek and Roman world or Democracy and the Athenians.

## Junior Sixth

You will study one element of Component 1 – Homer's Odyssey. This epic poem is fundamental to the western literature and is the second oldest extant work of western literature. It focuses on the journey from Troy to his home in Ithaca of the Greek hero Odysseus.

For Component 2 you will study three fascinating plays from the golden age of Greek drama – Bacchae, Oedipus the King and Frogs. Despite the fact that these plays were written approximately 2,500 years ago, they are still as relevant today as when they were written and provoke discussion about questions such as the importance of family, fate and politics.

## Senior Sixth

You will study the second element of Component 1 – Vergil's Aeneid. The story of Aeneas who escaped the fall of Troy and journeyed across the Mediterranean to eventually reach Italy. It is also the story of the foundation of Rome and its empire and of the Augustan age which produced the poem.

In Component 3 you will study either Greek Religion or Love and Relationships in the Greek and Roman world. Over the whole A-level course you will study four major topics which will incorporate elements of Art and Architecture, Archaeology, Comedy, Culture and Society, Epic Poetry, Philosophy and Tragedy.

No previous knowledge of the subject is needed. You do **NOT** need to have studied Latin or Greek to examination level to take this course. All the texts will be read in **ENGLISH**.

*“Studying the literature, theatre, art, and philosophies that came out of Ancient Greece and Rome has opened my eyes to the profound impact that classical civilisations have had in shaping today.”*

- Natalie, S6

## Extra-curricular Opportunities:

- Performances of Greek tragedy.
- Performances of Greek comedy.
- Greek Drama study day at Warwick University.
- British Museum visit.
- Manchester Museum Graeco-Roman day.
- Lectures at local universities.
- Classical Association Reading Competition.

## Assessment

- Component 1** - Examination worth 40% of the total A-level marks.
- Component 2** - Examination worth 30% of the total A-level marks.
- Component 3** - Examination worth 30% of the total A-level marks.

## Higher Education and Careers Links:

Classical Civilisation is accepted as an academic subject for entry into a wide range of courses by all universities, including Oxford and Cambridge. It is particularly useful for the study of Art, English, History and Politics, as well as the full range of Classics courses.

The course provides you with opportunities to develop and demonstrate the key skills of communication, working with others, problem solving and improving your own learning and performance. In the past Classical Civilisation has proven popular both with students studying Science subjects and those studying Arts subjects. Former students have gone on to work in art galleries, the Foreign Office, journalism, the legal system, the medical professions, museums, radio, teaching and television.





# Computer Science

**Specification:** OCR Computer Science (H446)  
**Head of Department:** Mr J Chadwick

## Introduction

Computer Science is part of everything we do. The power of computers is utilised in all areas of life, from medicine to space exploration via transport and the entertainment industry. Expertise in Computer Science enables you to solve complex and challenging problems. It drives innovation in the sciences, engineering, and business, such as the human genome project, vaccine research, environmental monitoring and protection. At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.

## Overview of the course

The course is made up of three components:

### Computer Systems

You will study the fundamental building blocks of computer systems such as hardware, software, data and networks. You will gain a deeper understanding of the technology that drives the systems we use. You will also study the impact that these innovations in technology have on individuals and wider society.

### Algorithms and Problem Solving

You will study the core principles of computational thinking and problem solving. You will study the key algorithms behind the software we use and develop your ability to think algorithmically. You will put theory into practice by developing programs in a range of languages and for a range of problems.

### Programming Project

You will develop a major software project for a purpose of your own choosing. You can decide on the programming language in which to specialise. Past projects include games, web apps, simulations and artificial intelligence (AI) systems. This is a highly practical and very enjoyable part of the course.

## Assessments

**Computer Systems:** Written examination worth 40% of the total marks.

**Algorithms and Problem Solving:** Written examination worth 40% of the total marks.

**Programming Project:** Coursework worth 20% of the total marks.

### Extra-curricular Opportunities:

- Visit to a Computer Science conference at Disneyland Paris.
- Annual competitions in cryptography, cyber security, programming and computational thinking.
- Work experience in the technology sector.

### Careers and Higher education links

Computer Science is driving every aspect of our economy and will give you a competitive advantage in any future career, regardless of the field you choose. The technology sector continues to grow at a rapid pace and job vacancies remain unfilled each year. As a result, workers in the technology sector are among the highest paid and have the highest job satisfaction. A-Level Computer Science is recognised as a desirable subject for those wishing to study a variety of subjects at university, such as computer science, mathematics, engineering, economics and natural sciences.

## Olivia Gibson

**Class of 2023**

Olivia made it to the national finals of the FDM EveryWoman in Technology Awards in March 2023. The awards shine a spotlight on tech's most exceptional talent and she was a finalist in the 'One to Watch' category.

Early in February 2023, Olivia also had the chance to visit Bletchley Park, where she was announced as the overall winner (with 'the closest to perfect solution') of the Trinity College, Cambridge award in the National Cipher Challenge.

What's more, she was also named the Girls' School Association's Woman of the Week in February 2023.

She is now studying Computer Science at Durham University.





# Drama and Theatre Studies

**Specification:** AQA Drama and Theatre Studies 7262  
**Head of Department:** Mrs J Haves

## Introduction

Drama in the Sixth Form at Manchester High School for Girls is exciting and rigorous. All students are encouraged and challenged to create, perform and respond to high quality practical work. The students work cooperatively and collaboratively in a creative environment, producing daring and precise practical end products. Performing in front of a live audience requires courage and discipline. Teachers support students in year Junior and Senior Sixth, making this a natural part of their lessons.

In addition to this, students learn to evaluate their own work and that of their peers in a sensitive, honest and specific way. By developing a specialist dramatic vocabulary, they have the correct language to move practical work forward. Students explore theory through practice and are continuously challenged and supported to look beyond their everyday spheres to more international practices, more marginalised playwrights and more exciting theatrical processes.

We aim to instil in our students a lifelong appreciation of the dramatic arts. We will extend their knowledge, understanding and enjoyment of the subject through stimulating, energetic and well-planned lessons. We want them to see that 'process' Drama sits comfortably alongside 'product,' allowing them to grow as people and develop their self-esteem through the actual doing, as well as producing high quality products fit for an audience.

## Overview of the course

The A-level course incorporates practical and theory work. The theory components incorporate the study of set plays and the evaluation of the work of live theatre makers. The practical components incorporate the creation and performance of devised drama as well as the performance and interpretation of a number of extracts. In each of the practical components, students may contribute as performers, designers or producers.

## Extra-curricular opportunities:

A whole school musical is staged each November as well as a Cabaret evening during the Spring term. Sixth form Drama students often take part in both of these events.

Examination classes show their work to parents and friends in an evening presentation prior to their moderation dates and Sixth Form students will also perform to their peers during Wellbeing lessons.

The upper school Theatre Committee see an average of two shows in London per year. These are often overnight trips. We have also visited New York and took a trip to Dublin in 2018. Sixth Form Drama students see around six to eight shows a year. Recent highlights include: *Complicite*, *Dario Fo*, *Wise Children* and *Everybody's Talking About Jamie*.

*"I took drama A Level as it gives you the opportunity to explore a range of texts and topics through performance and analysis. It's great to take a subject that involves as much practical work as it does written work, as it helps you think more creatively."*

- Ruby, S6

## Assessment

### A-level Drama

**Component 1** - An open book written examination of three hours, worth 40% of A-level marks.

**Component 2** - A devised performance and an accompanying working notebook, worth 30% of A-level marks.

**Component 3** - A performance of an extract and an accompanying reflective report, worth 30% of A-level marks

### Careers and higher education links

A number of students who choose to study Drama for formal examinations do so not to pursue a career on the stage. Instead, they recognise the importance of the many transferable skills that Drama gives them. The confidence, communication skills, teamwork and sense of humour required within our subject may be applied to any number of professions. Similarly, the literary and critical skills required in the study of theatre and performance are useful preparation for careers requiring research and analysis. That said, we consistently have students who do go on to pursue extremely successful careers within the creative and performing arts industry.



Sixth Form pupils take leading roles in our annual Production. In 2022, this was 'Grease'.

# Economics

**Specification:** EDEXCEL Economics B (9EB0)

**Subject Leader:** Mrs K Chisnall

## Introduction

*"Economic issues affect everyone and it is important for all informed citizens to reflect upon them." - Paul Ormerod*

The Economics A-level course has been developed from the Economics and Business course which we have taught successfully since 1995. The recently updated A-level Economics B course aims to integrate economic and business concepts and apply them to a range of contemporary real-world issues, to bring the subject to life. We aim to encourage an investigative approach to the understanding and evaluation of the market economy and the role of citizens, businesses and governments within it. We also aim to follow a progressive learning strategy, which builds upon and shares the students' own experiences. We seek to enable the key skills of communication, application of number, IT, problem solving, and working with others to be acquired and practised.

## Overview of the course

The A-level course covers four themes, with Themes 1 and 2 covering concepts such as normal demand and supply, business efficiency and profit, motivation and lean production, competition and government policy on taxation, public spending, unemployment and inflation. Ethical and environmental issues are also explored in these two themes.

Theme 3 focuses particularly on competition between firms and in international markets, exploring issues which a company trading internationally would have to consider. Theme 4 considers why certain markets fail and how government decision making affects the economy, businesses and the income and welfare of private individuals.

No previous knowledge of Economics is necessary, allowing everyone to start from a level playing field. The course demands strong written technique, along with data handling and analytical skills. Just as important is a lively and enquiring mind, an interest in current business and economic affairs and a willingness to use initiative in exploring new ideas.

## Extra-curricular Opportunities:

We will encourage you to become involved in a range of activities. In the past this has included participation in events such as:

- Financial Times competitions and a Student Advocacy Roles.
- Discover Economics online webinars.
- Visit to a Business Conference at Disneyland Paris.
- Young Enterprise Award Scheme to apply theories and concepts covered in the course.
- Links with the University of Manchester and visiting speakers from Institute for Fiscal Studies and Royal Economics Society.

## Assessment

The A-level award is assessed in three written examinations, each two hours long.

The first examination component (35% of the final grade) covers Themes 1 and 4. The second examination component (35% of the final grade) covers Themes 2 and 3. The third examination component (30% of the final grade) is a synoptic paper, covering all four of the themes. This paper is based upon a short, pre-released context.

## Careers and higher education links

The study of Economics is an excellent preparation for a wide range of degree courses, particularly those in Economics itself, International Business, Management Science, Finance and Accountancy, Psychology, Politics and Law. Increasingly, science and modern language degrees also incorporate an element of Economics. Career possibilities are equally varied both in the private and public sectors. The Government is the country's main employer of graduate economists and many of our former students are in well paid jobs with the major accounting and business consultancy firms. We have students studying at the LSE, as well as at other prestigious institutions such as Oxford, Cambridge, Edinburgh and Warwick University Business School



*“Studying Economics has massively increased my understanding of current affairs - including the long-term impacts of Covid, Brexit and the role geopolitics has in contributing to inflation rates.”*  
- Emilia, S6

## Young Enterprise

Our Sixth Formers consistently take part in perform exceptionally well in the National Young Enterprise Challenge. Teams create and manage their own small product-based businesses as part of the programme and in 2023, our student teams reached the Greater Manchester Area finals.



# English Language

**Specification:** AQA English Language Specification B (7702)  
**Head of Department:** Mrs J Taylor

## Introduction

How do men and women speak differently? How do babies learn to talk? How is technology affecting the way we use language in everyday life? Studying English Language at A-level is very different from GCSE; it can involve exploring almost any use of words and it often addresses big questions such as these. At A-level, you will have the opportunity to study the ways in which English Language is used in a variety of forms, from casual spoken conversations and advertising material, to texts and tweets, and even legal and medical discourse. You will also be able to study language from a range of periods and cultures, exploring the evolution of the English language from its Anglo-Saxon beginnings, and looking at the variety of forms of English in use across the world today. In the Senior Sixth, you will also investigate children's language acquisition alongside the completion of an independent research project.

## Overview of the course

Initially, you will learn the Language Framework and how to apply it to a range of unseen texts. You will also have the opportunity to explore areas of Sociolinguistics, incorporating Language and Gender, Language and Identity and Language and Occupation modules. You will study two further units on Language Change and Child Language Acquisition, while completing an independent language project on a topic of your choice.

## Extra-curricular Opportunities:

- Writing or editing the school magazine, Onward.
- Creative Writing trip to Ty Newydd in Wales.
- Literacy Leaders.
- English/Drama residentials.
- Sixth form book group with Withington Girls' School and the Manchester Grammar School.
- Lancaster or Manchester Metropolitan University Linguistics conference.

## Assessment

### A-level

You will sit two final examinations.

Paper 1 involves an essay question on Child Language Acquisition, alongside a question requiring you to apply the Language Framework to a range of unseen texts.

Paper 2 tests your understanding of the Sociolinguistic modules studied: Language and Gender, Language and Identity, and Language and Occupation, alongside either an essay or article task on Language Change. Each paper makes up 40% of the overall A-level.

You are also required to complete a non-examination assessment which comprises of an independent investigation into a topic of your choice, plus an attached original writing piece. This unit is worth 20% of the A-level and is assessed by teachers initially, before being moderated by AQA

### Careers and higher education links

English Language is the perfect pathway to a host of careers. Media and journalism, whether broadcast or print, is a popular choice. Publishing, advertising, marketing, PR, teaching, academia, law and even business are all careers that demand the types of skills you will learn in English Language.



Students enjoy a creative writing trip to Ty Newydd National Writing Centre in North Wales every year.



# English Literature

**Specification:** AQA English Literature B (7717)

**Head of Department:** Mrs J Taylor

## Introduction

English Literature is not just for those who love reading and books; it concerns the big questions affecting our very existence. English Literature has always been a highly respected A-level that can be instrumental in helping you gain a university place in a variety of subjects, largely because it involves so many transferable skills. In English Literature, we teach you to think analytically, to consider other points of view, and to listen effectively and sensitively; important skills for the seminar-style environment you will find at university. One of the most important skills you will learn is how to write coherently and critically. This is key for a host of other subjects at A-level and is invaluable in higher education and the world of employment.

## Overview of the course

The course focuses on the themes of Tragedy and Crime. Initially, you will study one Shakespeare text (usually Othello), one modern drama text (usually Miller's Death of a Salesman) and one collection of pre-1900 poetry (usually Keats). You will go on to take a further unit on Elements of Crime, for which you will study two additional prose texts and one poetry text.

## Extra-curricular Opportunities:

- Writing or editing the school magazine, Onward.
- Junior Sixth Stratford Residential.
- Creative Writing trip to Ty Newydd in Wales.
- Literacy Leaders.
- Frequent theatre trips.
- English/Drama residentials.
- Sixth form book group with Withington Girls' School and the Manchester Grammar School.

## Assessment

You will sit two final examinations.

Paper 1 tests you on your understanding of Tragedy and is split into three questions; Questions 1 and 2 are on the Shakespeare text and Question 3 invites you to write an essay linking the other texts that you have studied for the tragedy unit. One of these must be the modern drama text. This examination lasts for 2 hours 30 minutes and is closed book. It accounts for 40% of the overall A-level.

In Paper 2, you will be tested on your understanding of Elements of Crime in fiction. You will answer three questions: the first question includes an unseen passage which you must analyse through the lens of crime fiction; the second question asks you to write an essay on one of your set texts; the third question asks you to write an essay connected to your two additional texts. This examination lasts for three hours and is open book. It accounts for 40% of the overall A-level.

You are also required to complete some non-examination assessment which comprises of the study of two texts: one prose and one poetry, informed by study of AQA's Critical Anthology. You are required to submit two essays of 1500 words each, responding to a different text and linking to a different aspect of the Critical Anthology. This unit is worth 20% of the A-level and is assessed by teachers initially, before being moderated by AQA.

## Careers and higher education links

English Literature is the perfect pathway to a host of careers. Media and journalism, whether broadcast or print, is a popular choice. Publishing, advertising, marketing, PR, teaching, academic, law and even business are all careers that demand the types of skills you will learn in English Literature.

*“English Literature A-level allows you to study a wide range of texts – from crime to tragedy – at much greater depth than GCSE. We are given much more independence in interpretation and have complete freedom of thought with our coursework.”*

- India, S6





# Geography

**Specification:** AQA Geography (7037)

**Head of Department:** Mrs R Daly

## Introduction

*“Geography is one of those richly comprehensive subjects whose relevance is all around us. Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly in the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about our planet – how we use it and how we abuse it.”* Michael Palin

Many students choose Geography at A-level for its relevance to the world around them. There are media stories relating to Geography every day; pollution, changes in our cities, environmental degradation, earthquakes, landslides, climate change, population trends, migration and many other pressing, current issues. Geography helps us to understand more about the environment and the geographical influences and relationships which link people with their surroundings. Increasingly, we all, including businesses and governments, have to consider the environmental impacts of our activities. As we become globally more interconnected, we need to be familiar with the world in which we live. This will involve an understanding of the cultures and backgrounds of people from other parts of the world.

## Overview of the course

The A-level course includes a wide variety of interesting and contemporary topics. Physical Geography topics explore important natural processes, such as water and carbon cycles, and specific environments and their associated processes, such as tectonic hazards and coastal systems.

Human topics investigate our increasingly connected world and the ways in which it is governed, and changes to the ways in which we live with a depleting resource base and rising population. The key theme of sustainability runs through these topics.

Fieldwork is an integral part of the Geography A-level. Students will carry out four days of fieldwork over the two years and will analyse their data in an independent investigation, worth 20% of their grade.

## Extra-curricular Opportunities:

- Day trip to Formby Point to assess sand dune ecology and geomorphology, and to Formby town centre.
- Day trips around the local area to assess the changing nature of the place.
- Public lectures.
- Geographical Association lectures at The University of Manchester.
- Tectonic Hazards conference.
- International trip, e.g. Iceland, Arizona (optional).

## Assessment

### Component 1 – Physical Geography

Content: Water and Carbon Cycles; Coastal Systems and Landscapes; Hazards.

### Component 2 – Human Geography

Content: Global Systems and Governance, Changing Places, Population and the Environment.

Components 1 and 2 are examinations each worth 40% of A-level marks

### Component 3 – Geographical Fieldwork Investigation

Geographical Fieldwork Investigation

Non-examined component worth 20% of A-level marks.

Students complete an individual investigation which must include data collected in the field.

## Careers and higher education links

Statistics show that geographers are amongst the most employable graduates, because they possess the abilities and skills many employers are looking for. There are many possible careers associated with Geography; including those with obvious links with Geography, such as transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, development, tourism and conservation. Combine Geography with another subject, such as a language, and the scope widens even further.



Students enjoy a trip to Iceland each year, including glacier walking.

*“Through the study of geography a level I have been able to continue my learning about people, places and their future.”*

- Georgia, S6



# History

**Specification:** OCR History (H505)

**Head of Department:** Mr J Clarke

## Introduction

History is one of the oldest academic disciplines and has been written, studied and argued about since civilisation began. People enjoy History because we all like a good story; and any History course is crammed with compelling narratives and larger than life characters. However, at a deeper level, we study History because it explains how our world came to be as it is and where we fit into it as individuals. Current affairs and news would be meaningless without the context that History provides. Without a developed understanding of the past, the present day makes no sense. In our multi-faith, multi-cultural society it is increasingly difficult to present an explanation of History that satisfies everyone, but it is the job of the Historian to try.

## Overview of the course

The course is divided into four units with Units 1 and 2 studied in the first year and units 3 and 4 in the second.

**Unit 1: England 1547-1603: the Later Tudors.** This unit is focused on a mixture of source analysis skills and essay work. The sections on the reigns of Edward VI and Mary I require you to analyse and evaluate a range of primary source material.

**Unit 2: Russia 1894-1941.** This unit is focused on essay work, with particular emphasis on the comparison and evaluation of historical interpretations.

**Unit 3: Civil Rights in the USA 1865–1992.** In this unit, we trace three separate themes across a century of American History, with an emphasis on historical interpretations.

**Unit 4: The Topic-based Essay.** You choose your own question, with guidance from your teacher, and use all the skills taught in the other three units to explore and evaluate the way rival Historians have interpreted an historical controversy. You are encouraged to choose a question from one of the other units you have covered, but you are free to choose from any historical period in which you have a particular interest. You must produce a 3,000 to 4,000-word essay that draws upon secondary and primary source material.

## Extra-curricular Opportunities:

- We take Junior Sixth and Senior Sixth students to an annual lecture day in Manchester to help deepen their understanding of one of their course units as well as periodically running other enrichment trips.
- The History department runs the Mock Trial team for the annual Sir Rhys Davies Mock Trial Competition.

## Assessment

Unit 1 (the Later Tudors) is tested through a 1 hour 30 minutes source-based examination paper that accounts for 25% of the overall marks.

Unit 2 (Russia) has a 1 hour examination paper that accounts for 15% of the overall marks.

Unit 3 (Civil Rights in the USA) is tested in a 2 hour 30 minutes examination paper that makes up 40% of the total marks.

Unit 4 (the topic-based essay) accounts for 20% of the total mark and the coursework essay is completed by December and internally assessed, before a sample is moderated by the exam board.

## Careers and higher education links

Distinguished history graduates are to be found in a whole range of occupations; from politics and the media to business and finance. Many of our leading politicians, civil and diplomatic servants, lawyers, barristers, educators, businessmen and women, financiers and managers are history graduates. This is because History teaches valuable transferable skills which can be applied across a broad range of careers, such as the ability to interpret and organise information, as well as research skills and strategies. History students learn how to be objective when interpreting issues and events, and they develop excellent verbal and written communication skills. The format of our lessons and the demands of the course develop students' confidence to argue, debate and speculate. Surveys of employers consistently show that History students are seen as having highly desirable skills and employability ratings.

*“History is not just about learning facts and dates, but about trying to piece together and make sense of past events. You will come to understand the hand that history has had on shaping today.”*

**- Natalie, S6**





# Latin

**Specification:** OCR Advanced GCE in Latin (H443)

**Head of Department:** Miss J Welsby

## Introduction

The Latin AS and A-level specification forms part of the OCR Classics suite which provides the prospect of a holistic study of Classical authors in their social and historical contexts. Although the A-level course obviously builds on the GCSE course, Latin is not just about grammar, vocabulary and translation. It gives you the opportunity to study the language and literature of ancient Rome.

The power and the beauty of the Latin language cannot fully be appreciated at GCSE level, but at A-level you will be exposed to the writing of some of the most famous poets and prose writers in history. You will experience elements of the culture, language, literature and social and political life of the Roman civilisation which have inspired, and had a profound influence on, many later generations. You will acquire knowledge and understanding of important issues by considering a range of political, social, religious and ethical questions encountered in the material you study.

## Overview of the course

The A-level course is made up of three components: Language, Prose Literature and Verse Literature.

## Latin Language

In this paper students must demonstrate their ability to understand a passage of Latin, by translation into good English and answering a series of comprehension questions. Students need to display a good knowledge and understanding of vocabulary, grammar and syntax.

## Latin Verse and Prose Literature

Study at this level provides students with the opportunity to hone their translation skills and to deepen their literary appreciation by further study of authors in both prose and verse. The papers require the close study of set texts considered central to an appreciation of Latin literature as a whole. Questions test comprehension, knowledge of the subject matter and context and appreciation of the style and literary qualities of the prescribed texts. Students need to demonstrate understanding of literary techniques and develop their ability to form a personal response to the texts.

In order to study Latin in the Sixth Form, students must

have an A in Latin at GCSE, an interest in and enjoyment of aspects of language, literature and culture. The course is a great choice for students who have a love of discussion and debate, and a willingness to learn.

## Extra-curricular Opportunities:

- Performances of Greek and Roman tragedy and comedy.
- British Museum visit.
- Manchester Museum Graeco-Roman day.
- Lectures at local universities.
- Classical Association reading competition.
- Study tours of Rome and Sorrento / Greece.

## Assessment

### Component 1

(i) Language examination, worth 33% of the total A-level marks

(ii) Prose comprehension or Comprehension, worth 17% of the total A-level marks

### Component 2

Prose literature examination, worth 25% of the total A-level marks.

### Component 3

Verse literature examination, worth 25% of the total A-level marks.

## Careers and higher education links

Latin is accepted as an academic subject for entry into a wide range of courses by all universities, including Oxford and Cambridge. The course provides you with opportunities to develop and demonstrate the key skills of communication, working with others and problem solving. It also helps improve your own learning and performance.

Latin is popular with both Science and Art students and is often chosen by those who want to study Medicine. Students go on to work in art galleries, the Foreign Office, journalism, the legal system, the medical professions, museums, radio, teaching, and television, to name but a few.



*“I enjoy Latin because it challenges me and really makes me think about the way I use language.”*

- Sasha, J6

# Mathematics and Further Mathematics

**Specification:** Edexcel Level 3 Advanced GCE in Mathematics (9MA0)  
Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)  
**Head of Department:** Mr G Davies

## Introduction

Mathematics provides a means of communication which is powerful, concise and unambiguous. Its study develops logical and analytical thought processes that make mathematicians excellent problem solvers. As well as being a subject in its own right, Mathematics is an important element in many other disciplines and fields where the power of Mathematics to explain and predict events has made possible many technological advances.

## Overview of the course

### Single Maths

This course combines Pure Mathematics with Mechanics and Statistics. Students will be taught to use and apply standard techniques: reason, interpret and communicate mathematically, and to solve problems within mathematics and in other contexts.

The Pure modules consist of areas of mathematics with which the students are already familiar: algebra, trigonometry, co-ordinate geometry, sequences and series. They also explore new areas such as calculus, exponential and logarithmic functions and numerical methods. There are two Pure Mathematics examinations that are taken at the end of the Senior Sixth.

Mechanics covers topics concerned with the motion of particles and the effect of forces on objects. Statistics involves the analysis of data in a variety of forms and the study of probability theory. In both applied disciplines, students will learn to model real life situations mathematically in order to make predictions. There is a single Applied Mathematics examination that is taken at the end of the Senior Sixth: Mechanics and Statistics are equally weighted in this assessment.

### Further Maths

Students will be taught the A-level Mathematics content, alongside the Further Mathematics content in both years. They will need to take a further four examinations at the end of the Senior Sixth to form the Further Mathematics A-level qualification, alongside the three examinations for the Single Maths A-level qualification. Students will study Core Pure Mathematics, which develops the topics covered in the Single Mathematics course, and introduces new concepts, such as complex numbers and matrices. They will also study at least two other options, which may include Further Statistics, Further Mechanics, Further Pure or Decision Mathematics.

Further Mathematics is a demanding course requiring a very secure understanding of GCSE techniques and beyond. The most able mathematicians find it enjoyable and immensely satisfying but students are advised to seek advice from their teacher about their suitability for the course. Students considering studying Medicine at university should be aware that some institutions will only accept one of Mathematics or Further Mathematics at A-level. These students should make sure they study two other subjects to A-level standard as well.

## Extra-curricular Opportunities:

- Maths Inspiration Workshops.
- IMA Annual Lecture.
- Maths Clinic Assistants and Maths Mentors.
- UKMT Maths Individual and Team Challenges.
- UCAS Support for STEP/MAT/etc. Entrance Examinations.

## Assessment

### A-level Mathematics

**Paper 1:** Pure Mathematics 1 (2 hours, 100 marks).

**Paper 2:** Pure Mathematics 2 (2 hours, 100 marks).

**Paper 3:** Applied Mathematics: Statistics and Mechanics (2 hours, 100 marks).

Each paper is worth 33.3% of the final grade.

### A-level Further Mathematics

**Paper 1:** Core Pure Mathematics 1 (1.5 hours, 75 marks).

**Paper 2:** Core Pure Mathematics 2 (1.5 hours, 75 marks).

**Paper 3:** Further Maths Option 1 (1.5 hours, 75 marks).

**Paper 4:** Further Maths Option 2 (1.5 hours, 75 marks).

Each paper is worth 25% of the final grade.

## Calculators

You will be expected to use a graphical calculator effectively throughout the course and will need one in all external examinations. At MHSG, we use the Casio FX-CG50 model which can be purchased through the school. The cost will be in the region of £84, so you may wish to look out for a second-hand machine, which will be perfectly acceptable. Please note that the teachers will only be able to instruct you on the use of the model they are familiar with, so please check the number carefully.

## Higher education and careers links

If you intend to continue Mathematics as a main course of study at university, then both Mathematics and Further Mathematics are desirable. Although most universities will make offers to students who have only studied single Mathematics, the double subject provides a better grounding and will make the transition from school easier. There are an increasing number of degrees that now require Further Mathematics, particularly those at the top universities in subjects such as Computer Science and Economics.

There is a wide range of opportunities for those with an A-level in Mathematics. It is considered a credible academic qualification on its own and combines well with other subjects. There are numerous joint courses where Mathematics is combined with subjects ranging from Economics, Business and Finance to Modern Languages, Philosophy and Music.

In the job market, mathematics qualifications tend to be highly valued with evidence showing that the earning potential of mathematicians is, on average, higher than other students.

*“The support given by staff is amazing. It’s not always easy content, but the teachers support you and work with you individually, finding the best way of working to suit your needs until you understand above and beyond what you thought you would.”*

- Eve Pessagno, Class of 2023





# Modern Foreign Languages

**Specification:** AQA French (7652) | German (7662) | Spanish (7691)  
**Head of Department:** Mrs E Counsell and Mrs R Thompson

## Introduction

We would advise seriously considering doing a Modern Foreign Language as part of your portfolio of A-levels. This will offer you the opportunity to acquire an essential skill for a career in the global market, in international law and finance, in scientific and commercial fields, politics, education and administration. The ability to learn a language at a higher level is likely to impress employers and mark you out as a good communicator. Learning a language at a higher level also opens up an exciting new world of culture. Once you understand more, you are able to enjoy foreign music, literature, film and television and the ability to converse fluently will be admired by all those who can't.

In lessons you will have the opportunity to find out more about topical issues and to join in lively discussions and debates. You will develop the ability to think on your feet and to see things from another perspective.

## Why choose French/German/Spanish?

- To develop and build on the skills acquired at GCSE.
- To enhance employment prospects.
- To facilitate foreign travel.
- To have an insight into another culture and society.
- To have a sound basis for further study.

*"The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world."* - Qualifications and Curriculum Authority



## Overview of the course

Although each language is assessed in the same way, the topics covered vary to reflect different cultural and topical emphases.

## French

In the first year, you will cover the following areas of study:

Theme	Sub-theme
Aspects of French-speaking society: current trends	• The changing state of the family (La famille en voie de changement)
	• The cyber-society (La cyber-société)
	• The place of voluntary work (Le rôle du bénévolat)
Artistic culture in the French-speaking world	• A culture proud of its heritage (Une culture fière de son patrimoine)
	• Contemporary francophone music (La musique francophone contemporaine)
	• Cinema: the 7th art form (Cinéma: le septième art)

In addition, you will study and write about one literary text or film from a list prescribed by the examination board.

In the second year, you will cover the following areas of study in addition to those studied in the Junior Sixth:

Theme	Sub-theme
Aspects of French-speaking society: current issues	• The positive aspects of a diverse society (Les aspects positifs d'une société diverse)
	• Life for the marginalised (Quelle vie pour les marginalisés?)
	• How criminals are treated (Comment on traite les criminels?)
Aspects of political life in the French-speaking world	• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
	• Demonstrations, strikes – who has the power? (Manifestations, grèves – à qui le pouvoir?)
	• Politics and immigration (La politique et l'immigration)

In addition, you will study one film and one literary text from a list prescribed by the examination board

# German

In the first year, you will cover the following areas of study:

Theme	Sub-theme
Aspects of German-speaking society	<ul style="list-style-type: none"><li>• The changing state of the family (Familie im Wandel)</li><li>• The digital world (Die digitale Welt)</li><li>• Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)</li></ul>
Artistic culture in the German-speaking world	<ul style="list-style-type: none"><li>• Festivals and traditions (Feste und Traditionen)</li><li>• Art and architecture (Kunst und Architektur)</li><li>• Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)</li></ul>

In addition, you will study and write about one literary text or film from a list prescribed by the examination board.

In the second year, you will cover the following areas of study in addition to those studied in the Junior Sixth:

Theme	Sub-theme
Multiculturalism in German-speaking society	<ul style="list-style-type: none"><li>• Immigration (Einwanderung)</li><li>• Integration (Integration)</li><li>• Racism (Rassismus)</li></ul>
Aspects of political life in the German-speaking world	<ul style="list-style-type: none"><li>• Germany and the European Union (Deutschland und die Europäische Union)</li><li>• Politics and youth (Die Politik und die Jugend)</li><li>• German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)</li></ul>

In addition, you will study and write about one literary text or film from a list prescribed by the examination board.

# Spanish

In the first year, you will cover the following areas of study:

Theme	Sub-theme
Aspects of Hispanic society	<ul style="list-style-type: none"><li>• Traditional and modern values (Los valores tradicionales y modernos)</li><li>• Cyberspace (El ciberespacio)</li><li>• Equal rights (La igualdad de los derechos)</li></ul>
Artistic culture in the Hispanic world	<ul style="list-style-type: none"><li>• The influence of famous role models (La influencia de los ídolos)</li><li>• Spanish regional identity (La identidad regional en España)</li><li>• Cultural heritage (El patrimonio cultural)</li></ul>

In the second year, you will cover the following areas of study in addition to those studied in the Junior Sixth:

Theme	Sub-theme
Multiculturalism in Hispanic society	<ul style="list-style-type: none"><li>• Immigration (La inmigración)</li><li>• Integration (La convivencia y la integración)</li><li>• Racism (El racismo)</li></ul>
Aspects of political life in the Hispanic world	<ul style="list-style-type: none"><li>• Today's young people, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)</li><li>• Monarchies and dictatorships (Monarquías y dictaduras)</li><li>• Political and social movements (Movimientos sociales y políticos)</li></ul>

## Extra-curricular Opportunities:

- Theatre visits and university study days.
- Spending time each week with the Foreign Language Assistant.
- Organising language clubs or film clubs for younger students.
- Acting as mentors for younger students who are experiencing difficulties.
- Local modern language debating competitions.
- The North West regional Mother Tongue, Other Tongue poetry-writing competition.
- Overseas residential visit.

In addition, all our students are encouraged to read widely, and we have a large library of books and films for them to borrow.

# Assessments

**Paper 1:** Listening, reading and writing with translation into and from English (2 hours 30 minutes), worth 50% of the total A-level marks.

**Paper 2:** One essay on a prescribed literary text and one essay on a prescribed film, worth 20% of the total A-level marks.

**Component 3:** Speaking (21 - 23 minutes) - One sub-theme and an individual research project are tested, worth 30% of the total A-level marks.

## Careers and higher education links

If you have enjoyed studying languages at GCSE level, you should think about continuing at least one language to A-level. If you wish to study languages at university, you would be well advised to study two languages at A-level. It is, however, possible to start a new language at beginner level at many universities. If you are not considering studying languages at university, you should remember that a language at A-level combines well with other arts subjects or with Mathematics, Science or Economics. Studying a language at A-level shows that a student has the potential to learn new languages and may lead to exciting opportunities to study and work abroad. Whether you intend to become a lawyer, an accountant, a doctor, an engineer or an entrepreneur, languages will always stand you in good stead and may give you the edge over your rivals!





# Music

**Specification:** Edexcel Music (9MUO)  
**Head of Department:** Mr A Bradley

## Introduction

Music is an extremely versatile subject, and it can be taken in combination with just about any other subject at A-level. It keeps the doors open to many degree courses, in addition to pure Music or Performing Arts courses at university or conservatoire. As you can see below, the Edexcel Music syllabus at A-level offers students the possibility to explore many new and interesting areas, whilst continuing to encourage the development of their existing skills and musical interests. In short, the course provides an excellent basis for lifelong learning and love of music.

## Overview of the course

### Unit 1: Performance

- You are required to give a public performance of one or more pieces, given as a recital. This will be recorded and sent to Edexcel.
- A performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- The total performance time across all pieces must be eight to 10 minutes.
- Performances must be recorded after 1st March in the year of certification.
- The expected standard of performance will be around ABRSM Grade 7-8 level.

### Unit 2: Composition

- You are expected to submit two compositions.
- The combined duration should be six minutes.
- One composition should be to a brief set by Edexcel and one should either be a free composition or to a different Edexcel brief.
- An example of a typical brief might be: "Compose a piece over a ground bass for solo instrument and accompaniment to be performed as part of a recital."

### Unit 3: Appraising

- Students are expected to show knowledge and understanding of musical elements, contexts and language.
- Students are expected to apply their knowledge through the context of six areas of study, each with three set works. The areas of study are Vocal Music, Instrumental Music, Music for Film, Popular Music, Jazz, Fusion and New Directions.
- The set works for each of the areas of study are shown in the table below.



*"The course is so varied, studying music from throughout history and across a multitude of genres; from jazz to baroque. The ability to study such a range of music allows us to study what each individual loves most whilst exploring whole new sound worlds."*

- Eve Pessagno, Class of 2023.  
Eve is now studying Music at Lady Margaret Hall, Oxford

## Set Works for Music A-level

<b>Vocal Music</b>	<b>J.S Bach</b> <i>Cantata Ein Feste Burg</i>	<b>Mozart</b> <i>The Magic Flute</i> (extracts)	<b>Vaughan Williams</b> <i>On Wenlock Edge</i>
<b>Instrumental Music</b>	<b>Clara Schumann</b> <i>Piano Trio in G minor Op. 1</i>	<b>Berlioz</b> <i>Symphonie Fantastique</i>	
<b>Music for Film</b>	<b>Danny Elfman</b> <i>Batman Returns</i>	<b>Bernard Herrmann</b> <i>Psycho</i>	
<b>Popular Music and Jazz</b>	<b>Courtney Pine</b> <i>Back in the Day</i>	<b>Kate Bush</b> <i>'Hounds of Love'</i>	<b>Beatles</b> <i>Revolver</i>
<b>Fusions</b>	<b>Debussy</b> <i>Estampes</i>	<b>Familia Valera Miranda</b> <i>Caña Quem'a</i>	<b>Anoushka Shankar</b> <i>Breathing Under Water</i>
<b>New Directions</b>	<b>Kaija Saariaho</b> <i>Petals for Violoncello and Live Electronics</i>	<b>Stravinsky</b> <i>The Rite of Spring</i>	

## Extra-curricular Opportunities

We like to give our A-level students opportunities to shine, be it running an ensemble, or performing a concerto with the school orchestra. Examples of these include:

- Orchestra
- Choir
- Chamber Choir
- Wind Band
- Jazz Band
- Chamber Ensembles
- Trips to concerts
- Tours abroad

## Assessment

### Unit 1: Performance

This is a non-examined component. Performances are externally assessed by Edexcel. This component is worth 30% of the total A-level marks.

### Unit 2: Composition

This is a non-examined component. Compositions are externally assessed by Edexcel. This component is worth 30% of the total A-level marks.

### Unit 3: Appraising

This component is assessed by a two-hour examination. Listening extracts are provided on an audio CD. Section A features three questions relating to the set works and one short melody or rhythm completion exercise. Section B features two essay questions, one of which requires students to draw links from their study of the set works to an unfamiliar extract. This examination is worth 40% of the total A-level marks.

## Careers and higher education links

Music graduates move into a variety of exciting careers; not only limited to working in the performing arts, they also go on to be journalists, historians, lawyers, accountants, work in the city, fly planes or join the armed forces. It is a subject highly valued by employers, because musicians are considered to be hugely motivated (you do, after all, have to put in all that practice), creative, academic, confident and excellent communicators. With Music on your CV, you could go on to do anything!

# Physical Education

**Specification:** AQA PE (7582)  
**Head of Department:** Mrs S Newman

## Introduction

Here at MHSG, we offer a Physical Education course that expands on many of the ideas and concepts already experienced at Key Stage 4 and GCSE. The course enhances students' knowledge and increases their understanding of the factors that affect performance and participation in Physical Education. Study PE in our Sixth Form and find out why your body responds in certain way when you play sport, from your muscular and skeletal system through to your mental psyche.

Physical Education is an extremely varied subject which encompasses physiology and anatomy, psychology, as well as the history and sociology of sport. Studying A-level PE provides our students with the opportunity to trace the history of sport from its popular 'mob games' origins, through to its rationalisation and commercialisation today. We study the elite sports stars who have become household celebrities in their own right. We consider the effects of technology and equipment innovation and specialised training aids that give them the edge when it comes to setting world records. We delve into the cardiovascular, respiratory, neuromuscular and musculoskeletal systems, along with biomechanical principles to understand and apply to physical activity and performance. We also look at how the mind influences the individual, as well as team dynamics, and how this can be controlled and altered to achieve a high level of performance.

As the course progresses, we research deviance in sport through violence, performance enhancing drugs as well as sport and the law. The new AQA specification that we follow offers students the opportunity to experience and develop an interest in a variety of roles in sport, such as a player or performer and coach.

## Overview of the course

The course is divided into six sections. All six sections are studied in the Junior Sixth and Senior Sixth and are examined through two papers. In Senior Sixth, the work is revisited and additional topics are covered.

## Paper 1 – Factors affecting participation in physical activity and sport

**Section A** – Applied anatomy and physiology.

**Section B** – Skill acquisition.

**Section C** – Sport and society.

## Paper 2 – Factors affecting optimal performance in physical activity in sport

**Section A** – Exercise physiology and biomechanics.

**Section B** – Sports psychology.

**Section C** – Sport and society and technology in sport.

You will be required to carry out a non-examined assessment (NEA). This is the practical side of the course, for which you are expected to perform or coach in your chosen sport. This part of the course is worth 30% of your overall marks and is assessed by the PE Department, as well as through external moderation by AQA.

## Extra-curricular Opportunities:

- 'Girls Go Gold' conference.
- Outside Speaker from UK Athletics and UKAD Drugs agency.
- Manchester Tennis and Racquet Club and Championship Women's Football matches.
- Trip to the Ashbourne Shrovetide Games.
- Any other relevant conferences or seminars to which we are invited.
- Participating in extra-curricular sports clubs, both performing and coaching, in both Senior and the Preparatory Department.

## Assessment

There are three components (as listed above).

The first two components are papers assessed by written examination lasting 2 hours, worth 35% each towards the final mark.

The third is a practical performance (internal assessment and external moderation) in physical activity and sport with students assessed as a performer or coach in the full sided version of one activity plus a written/verbal analysis of performance. This is worth 30% of the A-level marks.

## Higher education and careers links

Participating in Physical Education can open up many different career opportunities within the world of sport. Universities today are offering a wide range of sports related degree courses including Sport and Exercise Science, Biomechanics and Research and Innovation, Sports Nutrition, Medicine, Broadcast Media, Sports Studies, Sports Psychology, Sports Therapy, Sports and Recreation, and Sports and Leisure Management. Many of these degrees can lead to professions in teaching, coaching, sports psychology, medicine, physiotherapy, sports injury rehabilitation and podiatry. With so much home-grown success at both the London and Rio Olympic Games, Glasgow Commonwealth Games and the Rugby Union World Cup hosted in UK, it is an interesting time to get involved in the world of sport.

*“Studying PE has vastly increased my knowledge in the world of sport and science. It has helped me understand and appreciate the anatomy and physiology of the human body, whilst also teaching me the history and the development of sport today.”*

- Imaan, S6





# Physics

**Specification:** AQA Physics (7408)  
**Head of Department:** Mr P McDaid

## Introduction

The primary objective of this course is to instil in students a genuine interest, enjoyment, and a sense of accomplishment through their study of Physics. Building upon the topics covered in Key Stage 4, the course also introduces a few new concepts to further broaden their understanding. Opting for A-level Physics is ideal if you aspire to unravel fundamental questions about the nature of the Universe, comprehend the mechanisms behind motion caused by forces, and grasp the behaviour of light and electricity. Our exploration will encompass a wide range of length scales, spanning from the minuscule nucleus to the expansive dimensions of outer space. Furthermore, Physics forms the foundation of numerous modern advancements in communication, transportation, medicine, and energy technologies. By undertaking this course, you will develop a comprehensive understanding of the fundamental principles underlying these groundbreaking technologies.

Each year, students take part in the Industrial Cadets Gold Project Engineering Challenge.

In 2023, our students won the Project of the Year and People's Choice awards.

Head of Physics, Mr McDaid, said: "Students are so enthusiastic about Science, Technology, Engineering & Maths subjects and get so much out of the scheme. We hope to see more of them entering the field of engineering over the coming years. Next year's budding engineers have much to live up to, but we are sure they are more than up for the challenge!"

Mr McDaid also works with Physics Partners, an organisation which provides expert training to physics teachers locally.

## Overview of the course

The course is divided into nine topics. Topics 1 to 5 are studied in the Junior Sixth and Topics 6 to 9 are studied in Senior Sixth.

1. Measurements and their errors.
2. Particles and radiation.
3. Waves.
4. Mechanics and materials.
5. Electricity.
6. Further mechanics and thermal physics.
7. Fields and their consequences.
8. Nuclear physics.
9. Astrophysics.

There is quite a lot of mathematics in the Physics A-level course: 40% of assessment is mathematical. However, all of the mathematics is of GCSE standard, so none is especially difficult. Do not worry, you will get plenty of practice throughout the course.

Practical work is fully integrated into the course and students develop their skills of planning, application, data analysis and evaluation by carrying out experiments. This will be integrated with the theory of measurements and their errors. There are 12 specific, compulsory practicals required by the examination board that must be carried out, but there are plenty of additional practical opportunities throughout the course.

## Extra-curricular Opportunities:

Recent opportunities have included:

- Senior Sixth Study day at Jodrell Bank.
- Physics Olympics and Olympiad competitions.
- Trip to CERN Geneva.
- Chance to apply for Industrial Gold Cadets Project.
- Oxbridge Problem Solving Group.

## Assessment

### A-level

**Component 1:** Examination worth 34% of total marks

Features content from topics 1-6 above.

**Component 2:** Examination worth 34% of total marks

Features content from topics 6-8 above.

**Component 3:** Examination worth 32% of total marks

Features content from topic 9 above and on practical skills and data analysis.

### Careers and higher education links

Physics at university is increasing in popularity and if this is your interest, you should study Physics and Mathematics at A-level. Modern life is enriched by advances in Physics and an A-level in Physics (as well as Mathematics) is essential for further study in Engineering, Materials Science and Architecture. It is also one of the most highly valued qualifications for students wishing to study Medicine, Dentistry and Law. Other university courses, especially those looking for numerate graduates (such as Economics), also highly value A-level Physics. It is advisable that if you already know that you want to apply to Oxford or Cambridge to study Physics or Engineering then you should take Further Mathematics..



In 2023, our Sixth Form students were announced Project of the Year Winners in the regional Industrial Cadets Gold Project Engineering Challenge

# Politics

**Specification:** AQA Politics (7152)  
**Head of Department:** Mr J Clarke

## Introduction

We are living in a time of huge political upheaval and change and A-level Politics will help you to make sense of it all. This course is lively, relevant, and controversial. If you are interested in what is happening in the world today, then this will be one of the most fascinating and engaging qualifications you can possibly choose. Covering news and current affairs from the UK and USA, it helps you to understand how these countries are governed and why political arguments and debates are crucially important for the future of both nations.

Politics A-level develops research, written communication and debate skills. It is ideal if you are considering studying course like politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in a range of industries and professions including politics, international organisations, the media, government and the civil service.

## Overview of the course

The A-level course is divided into three units.

### Government and Politics of the UK

Government of the UK: The nature and development of the British constitution; the structure and role of Parliament; the role and powers of the Prime Minister, Cabinet and judiciary; the issue of devolution.

Politics of the UK: Democracy and participation in elections; referendums and elections; the role of political parties and pressure groups; the role of the EU in British politics.

### Government and Politics of the USA

The US constitution; the role and power of Congress; the Supreme Court and judiciary; elections, political parties and pressure groups; civil rights in the US today.

You will also study the similarities and differences between the USA and UK and why these exist.

## Political Ideas

You will study four political ideas which have shaped the Modern world: Liberalism, Conservatism, Socialism and Nationalism.

You will be looking at what these ideas are, who the key thinkers in each tradition are and what they say about human nature and the purpose of the state.

## Extra-curricular Opportunities:

We give our Politics A-level students the opportunity to visit the British Parliament during their time in the Sixth Form and to hear from and engage with external speakers from a range of backgrounds. There is a bi-weekly Politics Club in which current political controversies will be debated. The Department also organises a team for the annual 'Mock Trial' competition, which gives other opportunities for students to improve their debating and public speaking skills.

*“Studying Politics A-Level has added context to my knowledge of current affairs, further broadening my perception of the world.”*  
- Aleena, S6

## Assessments

**Paper 1:** Government and Politics of the UK.

**Paper 2:** Government and Politics of the USA.

**Paper 3:** Political Ideas.

Each paper is a two hour exam paper worth 33.3% of total A-level

All three A-level papers are a mixture of medium length 'explain...' questions and essay style questions.

## Careers and higher education links

If you study Politics, you will have acquired a good understanding of politics on a local, national and international level. You will have touched on other related topics such as economics, history and law and developed many transferable skills. These include being able to debate and examine issues from all standpoints, as well as the ability to identify, analyse and find solutions to problems. Politics students also develop the ability to make reasoned arguments as well as excellent communication skills. You should also have acquired good research and teamwork skills that will prove a bonus in a wide variety of professions. Politics A-level is a very well-regarded academic subject that will provide excellent support for any student applying for humanities and social science degrees. Politics graduates go on to a huge range of careers, including working directly for government (both local and national), political parties, charities and pressure groups. Politics graduates also go on to careers in journalism, media and industry, to name but a few of the possibilities.



A-level students visit Westminster and the Houses of Parliament



# Psychology

**Specification:** AQA Psychology (7182)

**Head of Department:** Mrs C Ryan

## Introduction

Psychology is the scientific study of the human mind and behaviour. The mind is something intangible that exists within our brain; an unseen process of enzymes, chemicals and electrical currents. Psychologists conduct studies to discover how these internal processes, alongside external factors, influence the way people behave. They try to discover what motivates, challenges or changes us and use this understanding to tackle personal and social problems. It is a fascinating science with cutting-edge research that has real world application in contemporary society; one reason why students enjoy it so much!

Participating in practical investigations helps students understand the research methods that psychologists use to investigate behaviour. Furthermore, you get to explore questions such as: How does our memory work? Why do some people obey authority and others disobey? Why do people develop phobias? How should we deal with criminal behaviour? Other important aspects of Psychology are critical evaluation and an ability to understand something from multiple perspectives; both transferable skills which are valued by universities and employers alike.

*“Studying psychology provides me with a diverse set of skills and experiences: from learning scientific theory to critical thinking, and history to essay writing. It complements most other subjects too. The wide variety of fascinating topics, psychopathology being one of my favourites, makes me look forward to each lesson.”*

– Arwa, S6

## Overview of the course

The topics covered in the A-level course are-

- Social Influence.
- Memory.
- Attachment.
- Psychopathology.
- Approaches in Psychology.
- Biopsychology.
- Research Methods.
- Forensic Psychology.
- Relationships.
- Schizophrenia.
- Issues and Debates in Psychology.

Knowledge and understanding of research methods and mathematical skills are developed through practical research activities. These include designing research, conducting research, and analysing and interpreting data. The required mathematical skills (for example, inferential statistics and probability) and biological knowledge (for example, the action of neurotransmitters) are taught throughout the A-level Psychology course.

## Extra-curricular opportunities

- Psychology workshop run by Chester Zoo.
- True Life Crime Conferences - Life Behind Bars.
- Brain Day workshop.
- Psychology Film Club.
- Corpus Christi College, Cambridge Essay Competition.
- Opportunities to attend conferences.

## Assessment

### A-level

#### Paper 1: Introductory Topics in Psychology

Social Influence, Memory, Attachment, Psychopathology.

#### Paper 2: Psychology in Context

Approaches in Psychology, Biopsychology, Research Methods.

#### Paper 3: Issues and Options in Psychology

Issues and Debates, Relationships, Schizophrenia and Forensic Psychology.

Each paper is worth 33.3% of the final A-level grade.

## Careers and higher education links

How the mind works and how people behave in certain situations affects us all and all aspects of work. Psychology can therefore be of use in any career. Psychology is currently one of the most popular subjects in UK Higher Education and can be taken at degree level as a Single Honours degree or in combination with another subject. The A-level course provides a good introduction to Psychology and would be very useful to anyone considering studying the subject at a higher level. Careers linked to the subject are extremely diverse. Students often go on to become Chartered Psychologists, specialising in areas such as clinical, educational, occupational, health, counselling, neuropsychology or forensic psychology. However, a degree in Psychology is also excellent preparation for other careers which involve working with people. These include medicine, social services, business management, the media, marketing, teaching and government agencies.

For more information on possible careers in Psychology, visit the BPS website, here:

[www.bps.org.uk/public/become-psychologist](http://www.bps.org.uk/public/become-psychologist)



# Religious Studies

**Specification:** WJEC Eduqas GCE A-level in Religious Studies

**Head of Department:** Mrs K Stedman

## Introduction

If you have an open and enquiring mind, then Religious Studies could suit you at A-Level. Religious Studies includes the study of philosophy, ethics and religion to give you a wide-ranging study of the nature of human experience. In this course, you will be introduced to the views of philosophers who have caused landslides in the way we view the world. In part, the course asks you to consider whether we can prove that God exists or whether the existence of evil succeeds in undermining such arguments. You will also study ethics. This entails studying the reasons why we choose to act as we do. You will examine major ethical theories as well as considering various responses to modern ethical issues such as abortion, euthanasia and animal experimentation.

This course will also appeal to those students who wish to engage in an in-depth study of religion, learning more about key religious beliefs and concepts, and how religion has developed in response to the modern challenges of secularisation and feminism. An A-Level in Religious Studies will broaden your horizons and help in the development of your independent, critical thinking. You will be encouraged to adopt an enquiring and reflective approach to your studies and will have an opportunity to develop your own values, opinions and attitudes in the light of the topics we study.

## Overview of the course

### Component 1: A study of Buddhism

- Religious figures and sacred texts – including the life of the historical Buddha, key Buddhist scriptures and contemporary Buddhist teachers.
- Religious concepts and religious life – including the Three Marks of Existence, karma, rebirth, the Four Noble Truths and the Eightfold Path.
- Social and historical developments in Buddhism – including the development of key Buddhist traditions, and the response of Buddhism to the challenges of science and secularisation, and the relationship between religion and society.
- Religious Practices that shape religious identity – including different forms of meditation, Tibetan Buddhist traditions, the Mindfulness Movement and Socially Engaged Buddhism.

### Component 2: Philosophy of Religion

- Inductive and deductive arguments for the existence of God – including the classical cosmological argument presented by Aquinas; the teleological argument presented by Paley and F.R.Tennant; the ontological argument presented by St Anselm and developments by Descartes and Norman Malcolm.
- Challenges to religious belief – including the problem of evil as presented by Epicurus and religious responses from Augustine and Irenaeus, and the challenges from psychology (Freud and Jung) and atheism.
- Religious experience – including types of religious experience such as visions, conversions, mysticism, prayer and miracles.
- Religious language – including a range of understandings of religious language as meaningless, analogical, symbolic or mythical.

### Component 3: Religion and Ethics

- Ethical thought – including a study of Divine Command Theory, Virtue Theory, Ethical Egoism, Naturalism, Intuitionism and Emotivism.
- Deontological ethics – including Aquinas' Natural Law, John Finnis' Natural Law, Bernard Hoose's Proportionalism, abortion, voluntary euthanasia, immigration and capital punishment.
- Teleological ethics - including Fletcher's Situation Ethics, Bentham and Mill's Utilitarianism, sexual relationships, animal experimentation and the use of nuclear weapons.
- Determinism and free will – including the study of predestination, determinism, free will and libertarianism.

## Extra-curricular opportunities

- Academic student conferences.
- Visit to Buddhist place of worship.
- 'Ethics Matters' debating group.
- Working with younger pupils at RS clinic.

## Assessment

A-Level Religious Studies has three components (as listed above). Each component is assessed by written examination lasting 2 hours. Each examination is worth 1/3 of the A-Level qualification.

## Careers and higher education links

A-Level Religious Studies is accepted by all universities for the purpose of entrance requirements. It is particularly relevant for courses in Philosophy, Politics, Philosophy & Economics (PPE), Theology, Psychology and any arts or law degree courses. The skills enhanced in Religious Studies lessons are particularly useful for those wishing to pursue a career in law, journalism, business or government. Religious Studies combines well with subjects such as English, History and Psychology, sharing many skills and topic areas with these subjects. Many students also find Religious Studies useful as a supplement to their courses in the Sciences. For those wishing to study medicine, the study of medical ethical issues such as abortion, euthanasia and animal experimentation would be a useful precursor to university studies.



*Religious Studies A Level provides a space wherein students can ask fundamental questions of meaning and purpose and engage in debate and discussion with their peers and teachers. It is for those who enjoy pushing the boundaries of conventional thinking and considering world views and philosophies that they might never have previously considered.*

– Mrs Kate Stedman, Head of Religion & Philosophy at MHSG.



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