



# Claremont Fan Court Senior School

## A LEVEL CURRICULUM BOOKLET



2018-2020



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<b>Faculty</b>	<b>Subject</b>
<b>English</b>	<i>English Language English Literature</i>
<b>Mathematics</b>	<i>Mathematics Further Mathematics</i>
<b>Science/Technology</b>	<i>Biology Chemistry Physics Food Science and Nutrition Media Studies Product Design Textile Design Computer Science</i>
<b>Arts and Sports</b>	<i>Fine Art Drama Music Photography Physical Education</i>
<b>Humanities</b>	<i>Business Economics Geography History Psychology Religion and Philosophy</i>
<b>Languages</b>	<i>French German Spanish</i>

# INTRODUCTION

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## A LEVEL COURSES

We warmly invite you to continue your educational studies here with us in the Sixth Form at Claremont Fan Court School. Whether you have come up through the School and know us well, or you are a prospective Sixth Form student looking for a dynamic, flexible and caring environment, our Sixth Form will provide you with a vibrant, stimulating and supportive experience and the balance you need at this crucial time of your educational growth and character development.

In this Curriculum Booklet, you will find a summary of all the courses we offer and the academic policies that support them.

Our Sixth Form open evening will give you excellent first-hand information which will help you make the right decisions about the next two years. There will be an exciting programme of subject presentations around the campus and you will also have opportunities to discuss subject choices with Heads of Faculty and Heads of Department. Mr Hitchcock, Deputy Headmaster (Academic), will speak in more detail about the challenges and opportunities of academic study at Claremont Fan Court. Mrs Wells, Acting Head of Year within Sixth Form, will explain more about the day-to-day life in the Sixth Form. Some of our Sixth Formers will also tell you about their own experiences and contributions to the school community. The Sixth Form Centre will also be open for you to look around and current Sixth Formers will be on hand to welcome you.

Our Sixth Form is a ninety strong group of fine young people who are aiming high in their academics yet also enjoying the camaraderie of a tight knit two year group. Opportunities to participate in first team sports, recreational sports, school plays, volunteering, as well as extensive trips contribute to an exciting and different two year course. In recent years the Sixth Form has enjoyed a highly successful visit to New York as well as having the opportunity to join the cross year geography trip to Iceland and/or the School ski trip to France. That Claremont Fan Court Sixth Form continues to grow is testament to our continuing commitment to provide 'education of the highest order' in excellent class sizes with committed teachers who will treat you as individuals.

Regular open mornings throughout the school year provide other opportunities to talk to staff and students about our Sixth Form and to visit the Sixth Form Centre. You can also go online and visit our website at [www.claremont-school.co.uk](http://www.claremont-school.co.uk) and, under the Sixth Form area, you will find out more about life in our Sixth Form.

We look forward to working with you.

Mr J Insall-Reid  
Headmaster, Senior School

Mr A Hitchcock  
Deputy Headmaster, Senior School

Mr P Jeffrey  
Head of Sixth Form

Mrs E Wells  
Acting Head of Year within Sixth Form

## TIMETABLE OF DATES

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Sixth Form Open Evening	Monday 2 October 2017 6.00pm
Scholarship application closing day	Friday 3 November 2017
Year 11 informal interviews with Head of Senior School/Deputy Head of Senior School	November – February
External academic scholarship examination and interviews	6-17 November 2017 (by appointment)
Internal academic scholarship interviews	November 2017 (interview times to be advised)
Art, drama, sports and music scholarship interviews and auditions	November (by appointment)
Scholarship offers sent	By end of December 2017
Scholarship acceptances and early deposits (10% discount scheme) to have been received by:	Friday 2 February 2018
Lower Sixth induction day	End of June 2018 date tbc
GCSE results day	Thursday 23 August 2017
GCSE review morning	Friday 24 August 2017
Lower Sixth induction afternoon	Wednesday 5 September 2018
Term begins	Thursday 6 September 2018 8.30am
Last day to change courses	30 September of Lower Sixth year

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## SIXTH FORM ACADEMIC PROCEDURE

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### A LEVEL

For our Year 11 students, staying on to the Sixth Form is a natural progression. Claremont Fan Court students may graduate to the Sixth Form without a formal application. Students from other schools should have a supportive reference from their current school.

At A level, students may choose to study any subject provided that they achieve an appropriate level at GCSE. For courses starting in 2018, these are as follows:

***Subjects requiring a Grade 7 at GCSE:***

Physics, Chemistry (Combined Science), Further Mathematics, French, German, Spanish

***Subjects requiring a Grade 6 at GCSE (B in DT Resistant Materials for Product Design):***

English Language, English Literature, Mathematics, Biology, Chemistry (separate science), Fine Art, Music, Geography, History, Physical Education, Food Science and Nutrition, Product Design, Textiles

***Subjects requiring a Grade 6 at GCSE in a related subject:***

Economics (Maths and English)

Government and Politics, Media Studies, Psychology (English)

Business (Maths)

Religion and Philosophy (RS and English)

Drama (Drama preferred and/or English)

Photography (grade 6 in Art preferred or, if not available, a suitable portfolio approved by the Head of Art)

Computer Science (Maths/Computer Science)

A level students are expected to have achieved seven or more GCSE grades at 9-4 (A\*-C in Business/DT/Media Studies) including Maths and English.

Claremont Fan Court Year 11 students who have been on the discipline code during Key Stage 4 will need to make a new application on the standard application form. Admission through this procedure will be at the Headmaster's discretion.

Most students choose four subjects at the outset with the likelihood of moving to three at an appropriate point. The Deputy Headmaster may prescribe a three subject course from the outset.

A review of the Lower Sixth year in preparation for the second year of A level study will be held with the student and a senior member of staff after internal Lower Sixth examination results as necessary.

## **UPPER SIXTH**

In order for a student to continue smoothly into the Upper Sixth, both the following conditions must be met:

1. The student achieves at least an upper grade D in the Lower Sixth summer internal exams in the subject in question.
2. The student's track record of completion of assignments, attendance at lessons and personal attitude and behaviour in lessons during the Lower Sixth has been satisfactory in the opinion of the subject teacher(s) concerned and as documented in the academic review process. It is not anticipated that a student in the Sixth Form would be on the Discipline Code.

If the student fails to meet both these conditions, progression to the Upper Sixth may be dependent on an academic course review (including re-sit of Lower Sixth examinations) as a result of discussions with the Deputy Headmaster (Academic), subject heads and Head of Sixth Form.

## **THE SCHOOL STUDENT PARTNERSHIP**

Once you choose to study in our Sixth Form, we undertake to provide the following:

- The highest standard of teaching for you to obtain the best possible results
- Full guidance and information about programmes of study you have chosen
- Personal attention from your tutor who will work alongside you to maximise the benefits of your Sixth Form experience
- Additional tutors who will also provide you with support and counsel when you need it
- An induction day at which you will be fully equipped with information to begin this new stage of your education
- Details of what is expected of you in terms of attendance and contribution to life within and beyond the School community
- The facilities of the Sixth Form Centre
- Extensive weekly careers guidance throughout a two year programme from our Head of Careers.

In return we expect you to:

- Show courtesy and respect to all who use the School site
- Engage fully in the life of the School, participating in co-curricular sports, music and drama
- Produce all work to the very best of your ability
- Meet all coursework deadlines
- Attend all lessons punctually
- Adhere to the Sixth Form dress code
- Assist at School functions when required
- Share your talents and leadership skills for the benefit of others
- Complete supervisory duties as required
- Uphold the core standards and ethos of the School whether on or off the site.

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## **ENTRANCE SCHOLARSHIPS**

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You are invited to apply for prestigious scholarships to enter Claremont Fan Court Sixth Form. These scholarships recognise and reward achievement and Claremont Fan Court scholars typically apply to Oxbridge and Russell Group universities on completion of their A levels.

Provisional offers are made in December with confirmation after GCSE results. Scholarships will be awarded for the two years of Sixth Form study. Scholars will be expected to lead by example and assist in organising events in conjunction with the Head of Sixth Form, Heads of Faculty and other staff members of their department. Performance will be reviewed every six months and standards of academics, good character, contribution and achievement are expected to be maintained throughout the A level course.

### **THE PLIMMER AWARD**

In addition to the Sixth Form Scholarships detailed above, the Plimmer Award will be bestowed on the two most outstanding candidates from Claremont Fan Court School Year 11. A minimum of six grade 8 or 9 and four grade 7 at GCSE must be achieved (A\*-C in Business/DT/Media Studies).

This award brings a 25% reduction in tuition fees.

Full details of scholarships are described below. Application and reference forms can be downloaded from the School website.

### **SIXTH FORM ACADEMIC SCHOLARSHIP FOR 2018**

#### **Scholarships are awarded for up to 15% of tuition fees**

Year 11 students are invited to apply for an academic scholarship to enter Claremont Fan Court Sixth Form. In addition to achieving a high level of academic success, applicants for a scholarship are expected to be exemplary members of the Claremont Fan Court community.

The criteria for the award are as follows:

1. Applicants must achieve a minimum of three grade 8 or 9 and four grade 7 in GCSE exams including grade 7 in the subjects (or related subjects) which they intend to study at A level (grades A\*-C in Business/DT/Media Studies).
2. Two references of support must be received testifying to good character, exemplary behaviour and strong community involvement. (Internal references should include one from the Head of Year and one other teacher). A School template is available on the website.
3. An interview will be held with a Senior Leader from the Senior School in which we will seek evidence of an inquiring mind, breadth of knowledge and sound moral judgement.

GCSE mock examination results will be used as evidence of academic achievement on which to base a conditional offer subject to actual grades received in summer.

External students applying for Sixth Form academic scholarships may be required to sit an examination in November comprising papers in English, mathematics and critical thinking. The same criteria as above will apply.

Conditional offers, subject to final grades, will be made by the end of December with confirmation after GCSE results have been received in August 2018. Five and above grade 7 (or A grade) passes will result in an Exhibition worth a 10% tuition fee reduction.

Scholarships and exhibitions will be awarded for the full two year A level course and are dependent on maintaining a good overall standard of achievement (minimum of one A grade and two B grades in the end of year internal examination for scholarships, exhibitions at the Head's discretion) and endeavour (grades 1-2 on the Sixth Form academic review).

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

## **SIXTH FORM SPORTS SCHOLARSHIP FOR 2018**

### **Scholarships are awarded for up to 15% of the tuition fees**

Students are invited to apply to apply for a sports scholarship to enter Claremont Fan Court Sixth Form.

The criteria for the award are as follows:

1. Selection and participation in either one sport at county or national level in a Claremont Fan Court representative school sport or a range of sports at school and club level.
2. Applicants will need to meet the expected requirements of the school for entry into the Sixth Form as detailed in the Sixth Form academic procedure.
3. Two references of support must be received testifying to good character, exemplary behaviour and strong community involvement. (Internal references should include one from the Head of Year and one other teacher.) We will be asking the student's PE teacher to send a confidential reference directly to the Head's office giving information on ability and achievements. A reference from a County Team or club, if applicable, should also accompany the application form. A school template is available on the website.
4. GCSE PE is not necessarily required, nor is the intention to study A level PE. Applicants must always demonstrate the highest standard of sportsmanship. Mentoring and coaching for younger players is expected. The applicant should have a passion for the subject and be willing, enthusiastic, reliable, hard-working and able to persevere through to a successful outcome.
5. An interview will be held with a Senior Leader from the Senior School and Head of Department in which we will seek evidence of an inquiring mind, breadth of knowledge and sound moral judgement.

The criteria for a Sports Scholarship will take into consideration sporting ability and achievements, contribution to sports teams throughout the year, sportsmanship and leadership potential. Applicants must be committed to attending practices at lunchtime and after school and to participate in all team matches for which he or she is selected.

In November, applicants will be required to perform practically in their chosen sport(s) and to attend an interview.

Offers, subject to final grades, will be made by the end of December with confirmation after GCSE results have been received in August 2018. Scholarships will be awarded for the full two year A level course and are dependent on maintaining a good overall standard of achievement, endeavour (grades 1-2 on the academic review) and continuation of the criteria above.

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

## **SIXTH FORM DRAMA SCHOLARSHIP FOR 2018**

### **Scholarships are awarded for up to 15% of tuition fees**

Students are invited to apply for a drama scholarship to enter Claremont Fan Court Sixth Form.

The criteria for the award are as follows:

1. Applicants will need to meet the expected requirements of the School for entry into the Sixth Form as detailed in the Sixth Form academic procedure. Scholarship applicants must intend to study A level drama for the full two year course; drama exhibitions may be available to students not intending to study A level drama at the discretion of the Headmaster.
2. An interview will be held with a Senior Leader from the Senior School and the Head of Drama in which the applicant should be able to produce evidence illustrating an active and ongoing involvement in drama and theatre and should be prepared to present an audition piece.
3. Two references of support must be received testifying to good character, exemplary behaviour and strong community involvement. (Internal references should include one from the Head of Year and one other teacher). A School template is available on the website.
4. Applicants must demonstrate to the interview panel that they will make a positive contribution to the School. The applicant should be willing, enthusiastic, reliable, hard-working and able to persevere through to a successful outcome. A willingness to participate in a varied programme of theatre visits and workshops and to assist in organising events in the Drama Department in conjunction with the Director of Drama is of the utmost importance.

Offers, subject to final grades, will be made by the end of December with confirmation after GCSE results have been received in August 2018. Scholarships will be awarded for the full two year A level course and are dependent on maintaining a good overall standard of achievement (minimum grade B in internal Lower Sixth drama examinations), endeavour (grades 1-2 on the academic review) and continuation of the criteria above.

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

## **SIXTH FORM MUSIC SCHOLARSHIP FOR 2018**

**Scholarships are awarded for up to 15% of tuition fees**

Students are invited to apply for a music scholarship to enter Claremont Fan Court Sixth Form.

The criteria for the award are as follows:

1. Applicants will need to meet the expected requirements of the school for entry into the Sixth Form as detailed in the Sixth Form academic procedure.
2. GCSE music is not necessarily required, nor is the intention to study A level music, but applicants should be able to demonstrate interest, commitment and achievement, for example, by playing in an orchestra, singing in a choir or through grade examinations.
3. Applicants need to offer two instruments (one can be voice), one of which should be at Grade 6.
4. Two references of support must be received testifying to good character, exemplary behaviour and strong community involvement. (Internal references should include one from the Head of Year and one other teacher). A School template is available on the website.
5. Music scholars are expected to work hard to further their individual music studies and to make a significant contribution to the wider musical life of the school through participation in at least two ensembles and a variety of concerts and assemblies each term.

Auditions will be held in November for entry into the School the following September. The audition will consist of:

- Performing a piece with or without accompaniment (we can provide an accompanist if required)
- Rhythmic tests
- Sight-reading tests
- An interview will be held with a Senior Leader from the Senior School and the Director of Music. Applicants should be prepared to discuss:
  - the music that they have played
  - their musical achievements thus far
  - their musical plans for the future.

Offers, subject to final grades, will be made by the end of December with confirmation after GCSE results have been received in August 2018. Scholarships will be awarded for the full two year A level course and are dependent on maintaining a good overall standard of achievement and endeavour (grades 1-2 on the academic review) and continuation of the criteria above.

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

## **SIXTH FORM ART SCHOLARSHIP FOR 2018**

**Scholarships are awarded for up to 15% of tuition fees**

Students are invited to apply for an art scholarship to enter Claremont Fan Court Sixth Form.

The criteria for the award are as follows:

1. Applicants will need to meet the expected requirements of the School for entry into the Sixth Form as detailed in the Sixth Form academic procedure. A grade 8 or 9 is required in art (or textiles for a textiles-based scholarship). Applicants should intend to study A level art, textile design and/or photography for the full two year course.
2. An interview will be held with a Senior Leader from the Senior School and the Head of Art/Head of Textiles when the applicant needs to present a portfolio displaying skills in drawing, painting and sculpture; or skills in textiles for pupils applying for a textiles scholarship.
3. Two references of support must be received testifying to good character, exemplary behaviour and strong community involvement. (Internal references should include one from the Head of Year and one other teacher.) A School template is available on the website.
4. Applicants should demonstrate to the interview panel that they will make a positive contribution to the School. The applicant should have great enthusiasm for the subject and be willing, reliable, hard-working and able to persevere through to a successful outcome. A willingness to visit art galleries and museums and an interest in researching art are essential. All art scholars studying Fine Art are expected to demonstrate their commitment to the subject by participating in life drawing sessions offered by the school in addition to timetabled lessons.
5. Applicants will be invited to attend a drawing or textiles assessment for one hour.

Offers, subject to final grades, will be made by the end of December with confirmation after GCSE results have been received in August 2018. Scholarships will be awarded for the full two year A level course and are dependent on maintaining a good overall standard of achievement (minimum of B grade in internal Lower Sixth art or textiles examinations) and endeavour (grades 1-2 on the academic review).

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

## **TENNIS SCHOLARSHIPS FOR 2018**

Tennis scholarships are awarded for up to 15% of tuition fees

Tennis Scholarships at Claremont Fan Court School are run with the intention of establishing a core of high performance tennis players who will represent the School, county and country. Tennis Scholars will enjoy high quality academic programmes and the opportunity to further their tennis career.

Pupils are invited to apply to apply for a tennis scholarship to enter Claremont Fan Court Sixth Form.

The criteria for the award are as follows:

1. Selection and participation in tennis at school and club and ranked close to or within the top 100 players nationally by age or with a strong potential to achieve at this level. Tennis ratings should also reflect ability and ambition.
2. External applicants will be required to pass the general entrance assessment before being offered a Scholarship.

3. Two references of support must be received testifying to good character, exemplary behaviour and strong tennis involvement. Internal references should include one from the teacher or Head of Year and one PE teacher or tennis coach.
4. Applicants must always demonstrate the highest standard of sportsmanship. Mentoring and coaching for younger players is expected. The applicant should have great enthusiasm for tennis and be willing, reliable, hard-working and able to persevere through to a successful outcome.
5. An interview will be held with a member of the Senior Leadership Team and Director of Sport in which we will seek evidence of talent, sportsmanship, ambition and sound moral judgement.

Applicants must be committed to attending tennis practices and to participate in all tennis matches for which he or she is selected.

Applicants will be assessed by our Head of Tennis for suitability for this scholarship.

If further financial assistance is required, a separate application should be made to the Bursar on the bursary application form. Scholarships will be awarded up to 15% of School fees.

Responsibility for tennis coaching costs remain with the applicant's family.

Successful applicants and their families will be invited to a meeting with the Head of Tennis and Deputy Head of the Senior School to discuss an appropriate academic and sporting programme.

Tennis scholarships will be awarded up to the end of Sixth Form. These are dependent on maintaining a high overall standard of achievement and endeavour and continuation of the criteria above. They will be reviewed annually.

Application and confidential references must be returned to the Headmaster, Senior School by 3 November 2017. Confidential reference forms must be returned by the referee directly to the Headmaster.

Applications for tennis scholarships may be submitted after this date but will be subject to a place being available.

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## **BURSARIES AND FINANCIAL ASSISTANCE**

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There are a small number of bursaries available for the Sixth Form. For external students, the School must be informed of the requirement for a bursary at the time of application. Internal students should discuss with the bursar any funding requirements for Sixth Form study. Both external and internal students may apply for a bursary in addition to a scholarship. Scholarships are awarded on merit irrespective of means. All bursaries are means-tested.

### **Criteria for Award**

For the Sixth Form, prospective parents should discuss their circumstances with the Bursar before making a bursary application.

The amount of the bursary (percentage of fees remitted) will be assessed before an offer of a place is made, and also re-assessed prior to entry into the School. The value of a bursary is related to an applicant's circumstances and may be for up to 50% of fees. Bursaries are reviewed annually.

The award of a bursary is conditional upon an offer of a place at the School. If demand for bursaries exceeds the number available, bursaries will be awarded with reference to performance in the assessment procedure.

The continued tenure of a bursary is subject to satisfactory performance and good conduct and adherence to the School's terms and conditions. Financial assistance may be applied for at any time during a student's time at the School in cases of unforeseen hardship or temporary difficulty, to ensure continuity of education in deserving cases.

As parents' circumstances vary, criteria for qualifying for a bursary are not disclosed and are confidential to the School. All aspects of a parent's income are taken into account including salaries, assets (including property), other income, siblings and other relevant factors.

The Bursar is available to advise parents considering an application for a bursary in advance of the application being made.

### **How to Apply**

An application for a bursary should be made in a letter or email to the Bursar ([bursar@claremont.surrey.sch.uk](mailto:bursar@claremont.surrey.sch.uk)). A confidential means testing application form will need to be completed and can be downloaded from our website [www.claremont-school.co.uk/admissions/scholarships](http://www.claremont-school.co.uk/admissions/scholarships) and bursaries.

If you would like to be considered for financial assistance for September 2018, please return the completed documents to the Bursar by 3 November 2017.

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## **CAREERS**

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Mrs Knight heads the Careers Department and she has both a wealth of experience and an affinity with universities and students which enables her to offer a most valuable programme of instruction, career investigation and university application.

Every member of the Sixth Form has a careers lesson once a week. In this lesson, students discuss career paths, course selection, pitfalls of university life, personal presentation and other skills. The Careers room is well stocked with university and career resources.

During careers lessons, UCAS application procedure is explained in depth and students are encouraged to research possible university and college courses. Issues including accommodation, budgeting and student travel are discussed in detail. A meeting is held in the Lower Sixth year for parents to keep them informed of the UCAS system and of the latest changes to university applications. The Lower Sixth all attend a Higher Education convention which gives them an opportunity to speak with representatives from most higher education institutions and they are encouraged to visit universities on Open Days.

In the Upper Sixth, the students complete their UCAS application online or fill in applications for art colleges or colleges in the USA. Help and advice is given for those wishing to take a gap year and past students are always welcome to return to the Careers Department for further advice after they have left the School.

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## DESTINATION LIST 2008-2017

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Claremont Fan Court Sixth Form students have successfully gained places at the following universities:

### UNIVERSITY

Aberystwyth University  
ACM Guildford  
Arts University College of Bournemouth  
Bangor University

Bath Spa University

Bath University

Birmingham University

Bolton University  
Bournemouth University

Bristol University  
Bristol University of the West

Brighton University  
Brunel University

Camberwell College of Art  
Cambridge University  
Canterbury Christ Church University  
Cardiff University  
Chichester University  
Central St Martin's College of Art

### STUDYING

Biochemistry  
Mathematics  
Music Production  
Fine Art  
Zoology  
Creative Writing  
Media Communications  
Creative Writing/English Literature  
Commercial Music  
Chemistry  
Mathematics  
Natural Sciences  
Education with Psychology  
Pharmacy  
Social Sciences  
Business Management with year in Industry  
Biological Sciences  
Sport and Exercise Sciences  
Games Design  
Events Management  
Communications and Media  
Psychology  
Advertising  
Hospitality  
Chemistry  
Marketing  
International Event Management  
English  
Sport Product Design  
Business and Management  
Industrial Design  
Foundation diploma in Art and Design  
Mathematics, History, Economics  
Primary Education  
Environmental Geoscience  
Media Production and Media Studies  
Foundation Diploma in fashion, styling and textiles

Derby University	Music with History Photography
Durham University	Biology Sociology
East Anglia University	English and American Literature Film and Television Studies Geography and International Development
East London University	Film Studies with Media Studies Biological Sciences Product Design Religious Studies
Edinburgh University Epsom College of Art Essex University	Art Foundation Year Management and Mathematics Foundation in Mathematics Management and Economics
Exeter University	English Business and Management with European Study Philosophy and History Physics Mechanical Engineering Politics Psychology Digital Media Advertising Early Childhood Studies Equine Sports Science Philosophy
Falmouth College University Gloucestershire University	
Hartpury College West of England University Heythrop College University of London	
Hull University Imperial College London	Chemical Engineering Medicine Mathematics Physics with Theoretical Physics IT and Philosophy Sociology
Keele University	Architecture Legal Studies Mathematics and Accounting and Finance Sociology and Politics Drama and Theatre History
Kent University	Geography Mathematics Biology Pharmacy Business Studies Art Foundation Year Foundation Diploma in Art and Design
King's College University of London	
Kingston University	

	Architecture (Masters)
Lafayette University (USA)	Engineering
Lancaster University	English Language with Creative Writing Media and Culture Studies Psychology
Leeds University Leeds Metropolitan University	Ancient History and History Accounting and Finance American Studies Psychology
Leicester University	
	Veterinary Science Chinese and Cultural Studies Geography and Mathematics History Neuroscience
Liverpool University	
Loughborough University	Textiles
Manchester Metropolitan University	Film and Television Studies/Marketing Advertising Management and Brand Management Film and Media Psychology Computer Science & Business Management Biology Politics and Criminology History Print journalism Psychology Business Management and Marketing Fashion Marketing Philosophy and International Relations Photography/Photography in Europe Interior Architecture and Design Scholarship Management Studies American Studies Art History Computer Science Politics Biochemistry Media Technology International Hospitality Management Religious Studies Photography
Manchester University	
Nottingham Trent University	
Northern College of Music Nottingham University	
Oxford University Oxford Brookes University	
Plymouth University	

Portsmouth University	Business Studies Biological Sciences Marketing Human Biosciences Psychology
Principia College USA	Liberal Arts
Queen Mary University of London	Aerospace Engineering Medical Materials
Royal Holloway University of London	French with Management Computer Science Politics
Southampton University	History Biology Civil Engineering Pharmacology Psychology Mathematics with Finance Mathematics with Operational Research Ship Science/Naval Engineering
St Andrews University	English - Film Studies
St Martin's College of Art	Art Foundation Year
Surrey University	Politics Mathematics
Sussex University	Economics
UCL London	Mathematics (plus scholarship) Natural Sciences Statistics History Law Film Production Foundation Diploma in Art and Design
University for the Creative Arts Epsom	
UWE Bristol	Business Studies with Accounting and Finance Business Studies
York St John University	History

# English Language

## Faculty of English

### A level: English Language

**Contact Teacher Mrs B Clarke**

**Exam Board AQA 7702**

### Who should study English Language?

If you are interested in the way people use words, enjoy writing and want to find out more about how gender/social groups/technology impact on the way we use language, then you will enjoy this course. You need to be analytical in your approach and able to write accurately under exam conditions. You need a minimum of a grade 6 at GCSE to study this course.

### A Level English Language

This course requires learners to demonstrate a range of skills which will be examined at the end of the Upper Sixth. These skills include:

- Analysing a variety of spoken and written texts using grammatical and linguistic frameworks
- Demonstrating accurate writing skills

### Course Overview

Component 1: Language and the Individual  
Assessed:

- Written exam 2 hours 30 mins
- Three compulsory questions requiring data analysis on how meaning and representation is created, including one comparison. Plus a discursive essay on child language development.
- 40% of A level

Component 2: Language diversity and change (includes: gender, occupational language, class, accent and dialect, plus language change and attitudes to language diversity and change)

Assessed:

- Written exam: 2 hours 30 mins
- 3 exam questions including a discursive essay, a comparative essay and a directed writing task
- 40% of A level

Component 3: Language in Action

Assessed:

- Coursework
- Language investigation

- Piece of original writing
- 20% of A level

This subject is an excellent basis for university entrance. When you begin a career, you will find linguistic study will make you a skilled and flexible employee. Graduates of English language can be found in a wide and dynamic variety of fields such as journalism, publishing, law, advertising, business and politics.

# English Literature

## Faculty of English

### A level: English Literature

**Contact Teacher Mrs B Clarke**

**Exam Board OCR H472**

Do you love reading? If the answer is yes, then this is the course for you. You will read a wide range of literature; both modern and traditional. We aim to inspire you to develop your skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. At the same time, you should gain a deeper understanding of the heritage and changing traditions of literature in English. You need a grade 6 or above at GCSE to study this subject. This qualification is linear which means that students will sit all the A level exams at the end of their A level course.

### A level English Literature

This course requires learners to build on the knowledge, understanding and skills established at GCSE and to be of grade 6 standard or above. These skills include:

- developing judgement and independence as they synthesise and reflect upon their knowledge of a range of texts.
- showing knowledge and understanding of the ways texts are interpreted by different readers over time
- identifying the significance of cultural and contextual influences on readers and writers.

Students will study a minimum of eight texts.

### Course Overview

Component 1:

A study of one Shakespeare play (*Hamlet*), drama (J Webster: *The Duchess of Malfi*) and poetry (S.T Coleridge Selected Poems) pre-1900.

Assessed:

- Written exam: 2 hours 30 mins
- Closed text
- 40% of A level

Component 2:

A study of two literary texts from American literature 1880-1940 (F.S Fitzgerald: *The Great Gatsby* and J Steinbeck: *The Grapes of Wrath*).

Assessed:

- Written exam: 2 hours 30 mins
- Closed text/open text
- 40% of A level

Component 3

A study of three texts including prose, poetry and drama (tbc). Texts will range from post 1900 to post 2000.

Assessed:

- Coursework
- 20% of A level
- Assessed by teachers and moderated by OCR.

This subject is an excellent basis for university entrance and literature graduates are found in many fields such as journalism, publishing, law, politics, advertising and marketing.

# Mathematics

**Faculty of Mathematics**  
**A level: Mathematics**

**Contact Teacher Mrs S Philip**

**Exam Board: Edexcel 9MA0**

## **Who should study mathematics?**

Do you enjoy solving problems? Do you get a feeling of satisfaction from following an intricate argument or proof? Do you want to maximise the range of career and employment opportunities available to you when you graduate? If you do, maths should be high on your list of subjects to consider studying in the Sixth Form. Furthermore, if you intend to study physics, social sciences, engineering or indeed any numerate discipline at A level or beyond, you should certainly be planning to take maths A level.

## **Skills gained**

The ability to analyse and formulate problems, in precise mathematical form, presented in a variety of contexts and apply a wide range of problem-solving techniques using notions of algebra, trigonometry, graphs, differential and integral calculus. These techniques are fundamental thinking skills which are transferable to all other subjects and have a wide range of applications in all professions.

## **Content and structure of the A level**

For students starting the course in September 2018, the A level will comprise of two pure maths papers and one applied paper covering both mechanics and statistics. Calculators are allowed to be used on all three papers.

In pure maths, you will learn about a wide range of mathematical techniques in algebra, trigonometry and calculus. This will include the analysis of sequences and series, the principles of coordinate geometry and simple numerical methods. A number of particular functions are studied in depth including the trigonometric functions and the exponential and logarithmic functions.

In statistics, you will learn about the basic statistical measures of mean, median, variance and standard deviation, the most common statistical distributions, probability and the techniques of hypothesis testing. You will learn how to make informed and valid decisions in a variety of practical situations. Statistics is particularly useful for students of biology, geography, sociology, psychology and economics.

Mechanics is the application of pure mathematical techniques to physical situations. It involves the study of forces and moments, motion under gravity and the physical laws governing friction, projectiles and linked systems. The mechanics content of the course is extremely useful for those studying A level physics.

# Further Mathematics

**Faculty of Mathematics**

**A level: Further Mathematics**

**Contact Teacher Mrs S Philip**

**Exam Board: Edexcel 9FM0**

## **Who should study further mathematics?**

If you are enthusiastic, enterprising and able, you may relish the challenge of further mathematics. This is a full A level which goes beyond A level single maths and which will allow you to study a wider range of analytical techniques, thus considerably extending the range of your problem-solving skills.

## **Skills gained**

A much deeper understanding of fundamental mathematical principles together with the ability to analyse complex problems and identify precise techniques of solution; in particular applications of complex algebra, vectors, matrices, integral calculus and numerical methods to situations involving differential equations, three dimensional geometry and unfamiliar non-linear functions. In applied maths, you will tackle much more realistic and challenging problems in statistics and mechanics.

## **Content and structure of the A level**

For students starting the course in September 2018, the A level will comprise of four exams. There are two compulsory pure papers and two optional papers from a choice of further pure, mechanics, statistics and decision maths.

In the pure modules, you will learn about complex numbers, hyperbolic functions, different coordinate systems, conics, matrix algebra, vector algebra and harder differential equations.

# Biology

**Faculty of Science and Technology**  
**Department of Science**  
**A level: Biology**

**Contact Teacher Mr A Boothe**

**Exam Board EDUQAS A400QS**

## General

It is rare to pick up a newspaper these days and not to find an article or discussion about a biologically related issue. Whether the issue is MRSA super bugs or AIDS, designer babies or the cloning of embryos, an understanding of biology has never been so important. Diverse issues such as global warming and fertility treatment are brought together in this important discipline. It could be argued that biology is the fastest moving field in science today.

With a qualification in biology, you can go on to higher education to follow a degree course in biology, environmental sciences, medicine, botany, ecology, physiotherapy, genetics, dietetics and ophthalmics as well as appreciating biology as a valuable subject in itself.

The course aims to develop interest in, and enthusiasm for biology that could lead in turn to further study and a career in biology. This popular A level will suit students who are passionate about being deeply informed about the world we live in and its future.

## Content and structure of A level

Students follow the EQUQAS AS or A level biology course (Code: B400QSL and A400QSL). The A level course is divided into three components. All components are assessed via external examination at the end of the course. The practical endorsement is teacher assessed and endorsed internally. The components covered are as follows:

### **AS**

#### Component 1

Basic biochemistry and cell organisation

*Biological compounds, cell structure and organisation, cell membranes and transport, enzymes, nucleic acids and inheritance of genetic information.*

#### Component 2

Biodiversity and physiology of body systems

*Evolutionary history of organisms, adaptations for gas exchange, transport and nutrition.*

### **A level**

#### Component 1

Energy for life

*Importance of ATP, photosynthesis, respiration, microbiology, ecosystems and human impact on the environment*

#### Component 2

Continuity of life

*Evolutionary history of organisms, inheritance of genetic information, sexual reproduction in plants and animals, genetics, variation and evolution.*

#### Component 3

Requirements for life

*Adaptations for gas exchange, transport and nutrition, homeostasis, the kidneys and the nervous system. Immunology and disease, human musculoskeletal anatomy, neurobiology and behaviour.*

# Chemistry

**Faculty of Science and Technology**  
**Department of Chemistry**  
**A level: Chemistry**

**Contact Teacher Mrs R Michael**

**Exam Board EDUQAS A410QS**

## **Who should study A level Chemistry?**

Chemistry is known as the 'central science' because it helps to connect the physical sciences such as mathematics and physics with applied sciences like biology, engineering and medicine. Students who have scientific curiosity and are keen to develop a deeper understanding of the world we live in opt for advanced level chemistry.

## **Skills gained**

Students will develop competence and confidence in a variety of practical, mathematical and problem solving skills. They will also acquire a set of transferable skills such as written and oral reporting, analysis and evaluation and computing and data handling, which are desired by both the scientific community and a huge range of prospective employers.

## **Content and structure of the A level**

Students follow Eduqas Chemistry course (Code: A410QS). At AS level, the course is divided into two components. At A level, there are three components and a Practical endorsement which is a non-examination assessment carried out internally throughout the duration of the two-year course.

<b>AS Level</b>		
Component 1	50%	Formulae and equations, basic ideas about atoms, chemical calculations, bonding, solid structures, the Periodic Table and simple equilibria and acid-base reactions
Component 2	50%	Thermochemistry, rates of reaction, the wider impact of chemistry, organic compounds, hydrocarbons, halogenoalkanes, alcohols and carboxylic acids and instrumental analysis
<b>A Level</b>		
Component 1	40%	The language of chemistry and structure of matter, chemical change and chemistry of carbon compounds
Component 2	40%	Electrochemistry, more complex patterns of the Periodic Table, chemical kinetics and energy changes and equilibria
Component 3	20%	Higher concepts in organic chemistry, organic compounds containing oxygen, organic compounds containing nitrogen and organic synthesis and analysis

**Career possibilities**

Chemistry is one of the few subjects that underpins a wide range of science-based degrees courses and careers. Success in A level chemistry will prepare students for a future in careers such as medicine, chemical engineering, toxicology, biochemistry, biomedical sciences, pharmacy and dentistry. It is also a highly regarded A level for those intending to apply to study other academically rigorous subjects such as law and actuary as well as good training for careers in journalism, business and finance and much more.

# Physics

**Faculty of Science and Technology**  
**Department of Science**  
**A Level: Physics**

**Contact Teacher Miss A Jackson**

**Exam Board Eduqas A420QS**

## Who should study physics A level?

Students who have an inquiring mind concerning the world around us, who are logical thinkers and who have good skills in mathematics will enjoy studying physics. It is essential that A level mathematics is studied alongside physics.

## Skills gained

Students will gain key skills in analysis, problem solving and numeracy alongside skills such as team work and communication which are vital to the modern workplace. Physics is a practical subject so scientific laboratory skills are also developed throughout the duration of the course.

## Content and structure of A level

Students follow the Eduqas Physics A level course (Code A420QSL). There are three components plus a Practical Endorsement which is a non-exam assessment carried out internally throughout the duration of the two years of study.

<b>A Level</b>		
Component 1	31.25%	Basic physics, kinematics, dynamics, energy concepts, circular motion, vibrations, kinetic theory, thermal physics
Component 2	31.25%	Conduction of electricity, resistance, D.C. circuits, capacitance, solids under stress, electrostatic and gravitational fields of force, using radiation to investigate stars, orbits and the wider universe
Component 3	37.5%	The nature of waves, wave properties, refraction of light, photons, lasers, nuclear decay, particles and nuclear structure, nuclear energy, magnetic fields, electromagnetic induction, optional topic (the physics of sports)

## Links to other subjects

The most important link from physics to another subject is to mathematics. However, chemistry also shares a lot of close ties with the material studied in the course.

## Career possibilities

Physicists can be found predicting climate, designing computer games, working in structural engineering, medicine, the energy industry, space, environment, transport, music and television, education, law and finance to name just a few careers.

# Food Science and Nutrition

**Faculty of Science and Technology**  
**Department of Technology**  
**Level 3 Diploma in Food Science and Nutrition**

**Contact Teacher Mrs E Wells**

**Exam Board: WJEC**

Learners complete three units: two mandatory and one optional. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts and, through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

The WJEC Level 3 Diploma in Food Science and Nutrition is assessed using a combination of internal and external assessment.

## **Unit 1: Meeting Nutritional Needs of Specific Groups (90 marks)**

Unit 1 will be both internally and externally assessed. Details of the external assessment are as follows:

- 90 minute examination; plus 15 minutes reading time
- Total of 90 marks
- Three sections on each paper.

The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

- o Section A is short answer questions
- o Section B is extended answer questions
- o Section C relates to a case study

## **Unit 2 – Ensuring Food is Safe to Eat - externally set assignment**

Unit 2 is externally assessed. It is based on an eight hour timed, supervised assessment issued by the exam board. Learners must complete the assessment within three weeks of it being opened by the centre.

Each external assessment will involve the learner applying the knowledge, understanding and skills learned throughout the unit to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the information and make judgements regarding the potential food safety risk

The assessment will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction.

### **Internal assessment**

The following units are internally assessed:

Mandatory Unit:

- **Unit 1: Meeting Nutritional Needs of Specific Groups.** (In addition to the external assessment, see above)

Optional Units:

- **Unit 3: Experimenting to Solve Food Production Problems**
- **Unit 4: Current issues in Food Science and Nutrition**

Internal assessment for each of the above units is by way of a controlled assessment assignment.

The assessments will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

### **Final grade**

To achieve a Pass, Merit, Distinction or Distinction\* grade, learners must obtain the minimum UMS mark for the qualification grade and a minimum of a pass grade in ALL units.

The grade equivalences for the Level 3 Diploma in Food Science and Nutrition qualification are: Distinction\* 56 UMS, Distinction 48 UMS, Merit 32 UMS, Pass 16 UMS.

### **Application / Job opportunities**

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Together with other relevant qualifications such as A levels in Biology, Chemistry and Maths, students will be able to use the qualification to support entry to higher education courses such as:

BSc Food and Nutrition  
BSc Human Nutrition  
BSc (Hons) Public Health Nutrition  
BSc (Hons) Food Science and Technology

# Media Studies

**Faculty of Science and Technology**  
**Department of Technology**  
**A level: Media Studies**

**Contact Teacher Mrs J Mann**

**Exam Board CIE 9607**

Media Studies is taught in a dedicated media studio with a suite of Apple Macs. All student work is presented on blogs. Media Studies offers students the opportunity to both produce and interpret media in a dynamic, reflexive way that combines critical analysis and creative production. Students develop media literacy, involving higher order thinking skills such as questioning, analysing and evaluating information, referred to as *critical viewing* or *critical analysis* (Ofcom 2007). Production work is an important part of the course and is worth 50% of the marks in both years. The creation of their own media portfolios puts theory into practice, in keeping with the way that Web 2.0 technologies also enable audiences to be producers.

The CIE Media Studies 9607 course comprises:

## **Component 1: The Foundation Portfolio (25% of total marks)**

Internally marked and externally assessed. Students make the titles and opening of a new fiction film (to last two minutes) following the conventions of commercial cinema. The task may be undertaken individually or as part of a group of up to four members. Preliminary exercises build up learners' skills with equipment and their understanding of conventions. An individual student blog provides evidence of research, planning, construction and critical reflection.

## **Component 2: Key Media Concepts (25% of total marks)**

Examination. In Section A, students analyse how the technical aspects of moving image create meaning for an audience. The focus for 2017 is American TV drama. In the examination, students watch an extract and analyse how the technical aspects of camerawork, sound, editing and mise-en-scène create meaning. In Section B, we investigate the institutions and audiences of Hollywood and the British film industry. Students develop case studies on individual films and production companies that produce or distribute films in the UK, the US and globally.

## **Component 3: Advanced Portfolio (25% of total marks)**

Internally marked and externally assessed. In the second year, students produce a campaign of media products, digital evidence of their work and a creative critical reflection. Students present their research, planning and reflection in individual blogs using a wide range of presentational tools. Set brief: a promotion package for a new film, to include two trailers (major task), together with a website for the film and a poster for the film (minor tasks).

## **Component 4: Critical Perspectives (25% of total marks)**

Examination. A written examination of two questions. Section A is an evaluation of production skills development (two-part compulsory question). Section B is about contemporary media issues, with the centre selecting from contemporary media regulation, global media, media and collective identity, media in an online age, or postmodern media. I intend to continue with contemporary media regulation.

Competence in media literacy is increasingly necessary in many fields of employment in addition to the opportunities in media-related careers. Jobs in the UK creative sectors are flourishing with the continued success of the combined film, TV and music industry. Media students develop many transferable skills, both practical and academic. Our visits to the BFI offer valuable industry perspectives.

# Product Design

**Faculty of Science and Technology**  
**Department of Technology**  
**A level: Product Design**

**Contact Teacher Mr P Gladstone**

**Exam Board AQA 7552**

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries or engineering. They will investigate historical, social, cultural, environmental and economic influences on design and technology whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

It is helpful but not a prerequisite for students to have studied GCSE design and technology before commencing this course.

## **A level examinations**

**Paper 1** – Core technical principles and core designing and making principles  
Written 2 hour Exam / 25% of A level  
Assessed - Mixture of short answer, multiple choice and extended response

**Paper 2** – Specialist knowledge, technical and designing and making principles  
Written 2 hour Exam / 25% of A level  
Assessed - Mixture of short answer, multiple choice and extended response

**Non-exam assessment (NEA)** – Practical application of technical principle designing and making principles and specialist knowledge. Coursework (design and make) - 50% of A level  
Electronic design folder  
Students submit evidence of a substantial designing and making activity

## **Application / Job Opportunities**

Design technology offers a unique experience for those who enjoy both the aesthetic aspects of art and the practical work of science, engineering and design. Design has become a well respected industry for its structured creativity and also in business and commerce for its use of brainstorming, analytical and evaluation techniques. The various fields of design itself continue to expand daily and this A level will provide a sound foundation for anyone considering a career in design, engineering or architecture.

# Textile Design

**Faculty of Science and Technology**  
**Department of Technology**  
**A level Textile Design (Art and Design)**

**Contact Teacher Mrs T Hart**

**Exam Board AQA 7204**

Students will explore a range of textile media, techniques and processes. Students can develop skills using both traditional and new media. Students explore drawings for different purposes and relevant images and resources relating to a range of art and design topics, gaining inspiration from both historical and contemporary fashion and textile designers. The emphasis is on primary research to inspire design development; therefore, the students visit a variety of exhibitions and galleries over the two-year course.

Students can work in a variety of areas of textile design such as those listed below. They may explore overlapping areas and combinations of areas.

- Fashion design
- Fashion textiles
- Digital textiles
- Printed and/or dyed fabric and materials
- Domestic textiles and wallpaper
- Interior design
- Constructed textiles
- Art textiles
- Installed textiles

## **A level content and structure**

### **Unit 1 – Personal investigation 60% of the A level mark (96 marks)**

Students conduct practical investigation into ideas, issues, concepts or a theme leading to a finished outcome or a series of related finished outcomes supported by written material. The personal investigation gives students the opportunity to derive their own topic or area of study to investigate further. There will be gallery and exhibition visits to investigate designers, photographers and craftspeople to support the student's area of investigation. This is supported by a written element of 1000-3000 words. This culminates in the development of two final outcomes.

### **Unit 2 – Externally set assignment 40% of the A level mark (96 marks)**

**A preparation period followed by a 15 hour supervised final outcome.**

Students will select one assignment from a range provided by the AQA exam board. Students develop in-depth research responding to the brief using a wide variety of experimental textiles. Students must demonstrate their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. The work

produced will be presented in a sketchbook and on mounted boards and this will conclude with the students using their research and design development to construct a final outcome in a fifteen hour supervised task. Students are responsible for presenting an exhibition of their work at the end of the course.

### **Application / Job opportunities**

Textile design combines both the aesthetic aspects of art and the practical work of designing and making. Design has become a well-respected industry for its structured creativity and also in business and commerce for its use of brainstorming, analytical and evaluation techniques. The various fields within this discipline continue to expand daily and this A level will provide a sound foundation for anyone considering a career in fashion and textile design and related industries.

# Computer Science

**Faculty of Science and Technology**  
**Department of Computer Science**  
**A level: Computer Science**

**Contact Teacher Mrs A Taylor**

**Exam Board OCR H446**

## Why study computer science?

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. This course values computational thinking and will help students develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

The qualification provides best preparation for students who want to go on to study computer science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills, increasingly valued in the workplace.

## Skills gained

A successful student will develop a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as students progress through the learning and assessment programme.

<b>AS Computer Science Course Overview</b>		
<b>Component</b>		
<b>01 Computing principles</b>	Mix of question types: including short-answer, longer-answer, and levels of response mark-scheme-type questions.	<b>Characteristics of contemporary systems architecture:</b> Operating systems  <b>Software and software development:</b> Introduction to programming  <b>Exchanging data:</b> Databases, networks and web technologies  <b>Data types, representation and structures:</b> Using Boolean algebra  <b>Legal, moral, ethical and cultural issues:</b> Computing-related laws
<b>02 Algorithms and problem solving</b>	Traditional questions concerning computational thinking.	<b>Elements of computational thinking:</b> Understanding computational thinking

	<p>Mix of question types: including short-answer, longer-answer, and levels of response mark-scheme-type questions.</p> <p>There will be a short scenario/task contained in the paper, which could be an algorithm but will involve problem solving.</p>	<p><b>Problem solving and programming:</b> Programming techniques, Software development methodologies</p> <p><b>Algorithms:</b> Analysis and design</p>
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### AS Computer Science Assessment

Component	Assessment	Weighting	Marks and duration
<b>01 Computing principles</b>	Externally marked question paper	50%	70 marks / 1 hr 15 mins
<b>02 Algorithms and problem solving</b>	Externally marked question paper	50%	70 marks / 1 hr 15 mins

### A level Computer Science Course Overview

Component		
<b>01 Computer systems</b>	<p>Mix of question types: including short-answer, longer-answer, and banded mark-scheme-type questions.</p>	<p><b>The characteristics of contemporary processors, input, output and storage devices</b></p> <p>Components of a computer and their uses</p> <p><b>Software and software development:</b> Types of software and the methodologies used to develop them</p> <p><b>Exchanging data:</b> How data is exchanged between different systems</p> <p><b>Data types, data structures and algorithms:</b> How data is represented and stored in different structures and the use of different algorithms</p> <p><b>Legal, moral, cultural and ethical issues:</b> Laws surrounding the use and ethical issues that can arise from the use of computers</p>
<b>02 Algorithms and Programming</b>	<p>Two sections:</p> <p><b>A</b> – Traditional questions concerning computational thinking.</p> <p>Mix of question types: including short-answer, longer-answer, and levels of response mark-</p>	<p><b>Elements of computational thinking:</b> Understanding computational thinking</p> <p><b>Sections A and B</b></p> <p><b>Elements of computational thinking:</b> What is meant by computational thinking</p> <p><b>Problem solving and programming:</b> How computers are used to solve problems and programs can be written to solve them</p> <p><b>Algorithm:s</b> The use of algorithms to describe problems and standard algorithms</p>

	<p>scheme-type questions.</p> <p><b>B – Scenario/task</b> contained in the paper, which could be an algorithm but will involve problem solving.</p> <p>Short-answer, longer-answer questions, and levels of response mark-scheme-type questions.</p> <p>computational thinking.</p> <p>Mix of question types: including short-answer, longer-answer, and levels of response mark-scheme-type questions.</p> <p>There will be a short scenario/task contained in the paper, which could be an algorithm but will involve problem solving.</p>	
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<b>03 Programming project</b>	<p>Candidates and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives.</p>	<p>Analysis of the problem</p> <p>Design of the solution</p> <p>Implementation of the solution</p> <p>Evaluation</p>
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### **A Level Computer Science Assessment**

<b>Component</b>	<b>Assessment</b>	<b>Weighting</b>	<b>Marks and duration</b>
<b>01 Computer systems</b>	Externally marked question paper	40%	140 marks / 2 hr 30 mins
<b>02 Algorithms and programming</b>	Externally marked question paper	40%	140 marks / 2 hr 30 mins
<b>03 Programming Project</b>	Non-examination assessment	20%	60 marks

# Fine Art

**Faculty of Arts and Sports**  
**Department of Art**  
**AS/A level: Fine Art**

**Contact Teacher Mr Martin Kerrison**                      **Exam Board AQA 7202**

## Why study Fine Art?

If you are inquisitive, reflective and disciplined then you should consider studying Fine Art. Creativity is a form of intelligence and can be developed and trained like any other. If you wish to acquire skills in traditional and contemporary forms of drawing, painting, sculpture and printmaking as well as an understanding of aesthetics and art criticism, then this may be the subject for you. Whilst this is a practical course, intellect is important. Students will need to be imaginative and demonstrate enthusiasm and patience for all Fine Art genres. You will also need the determination to develop your draftsmanship skills and will have been awarded at least a Grade B at GCSE level. A good standard of written English is required for the two year A level course. Fine Art at this level complements many other subjects and affords you a life-long understanding of the subject.

## Course outline

Within this option, Lower Sixth students of art will normally start the new A level two-year qualification. It may be possible, by negotiation, with the Art Department and Head of Sixth Form, for students to be entered for the one year AS Level exam.

### **Year 12**

The first year of the A level course is structured to help students develop skills in a range of media; form an understanding of historical and contemporary artists' practice; and engage in creative exploration and development. Emphasis is placed on drawing and critical analysis as a foundation for all further study. Students will be taught how to articulate using specialist vocabulary and include written annotations in their sketchbooks. Students successfully completing the year can progress to take A level the following year. It may be possible, by negotiation with the Head of Art and Head of Sixth Form, to be entered for and complete an AS level qualification during Year 12.

### **Year 13**

The two year A level course provides students with the opportunity to concentrate on developing a specialist and sophisticated portfolio of work that demonstrates high order visual language skills. Students will investigate conceptual ways of working and expand their understanding of the theories of art. Students will be taught written visual analysis skills and will need to write a critical and contextual essay in the Upper Sixth. The two year course enables students to develop an understanding of good creative practice naturally, to be ambitious and adventurous and to pursue individual areas of interest in a media which suits their strengths.

## **Presenting your work**

Year 12 and 13 students have work featured in the end of year exhibitions in the Mansion. As part of this, examination students' work is presented to the moderator.

## **Engagement with the course**

Students in both years will be expected to visit museums and art galleries in their own time to provide a focus for research and regularly attend life drawing classes in the department in addition to timetabled lessons.

## Course structures

### **AS level Fine Art**

#### **Component 1: Personal investigation 60% of qualification**

Students respond to a theme set by the department to produce a substantial body of practical coursework which spans September to January.

#### **Component 2: ESA externally set examination. 40% of qualification**

ESA externally set assignment

- a) This is seen as the culmination of the course. Students are issued with an examination paper and spend approximately 10 weeks producing a body of practical work in response to the theme set by exam board.
- b) Students then undertake 10 hours of sustained unaided focus under examination conditions. At this time they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination are submitted for Component 2

### **A level Fine Art**

#### **Component 1: Personal investigation 60% of qualification**

Students produce a practical portfolio of coursework focusing on one or more of the Fine Art disciplines, for example; drawing and painting, mixed-media, sculpture, print-making, installation. The use of moving image and photography may be possible, though it is likely that students with a particular interest in this at Claremont Fan Court will have opted for Photography A Level. Work in the Autumn term of the Upper Sixth will contribute towards Component 1. Practical work produced in the Lower Sixth may also be included.

As part of this component, students produce a critical and contextual essay of between 1000 and 3000 words (advised length 3000 words), produced in the Autumn term of the

Upper Sixth. This essay is either presented separately or interwoven within the presented preparation work for the Personal Portfolio. The unit is marked as a whole.

## **Component 2: 40% of qualification**

### **ESA externally set assignment**

- a) This is seen as the culmination of the course. Students are issued with an examination paper in February and spend approximately 10 weeks producing a body of practical work in response to the theme set by the exam board.
- b) Students then undertake 15 hours of sustained unaided focus under examination conditions. At this time they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination are submitted for Component 2

### Assessment

All work for both qualifications will be internally marked in School by your subject teachers at the end of the course. A selection of students' work will then be moderated by a visiting examiner.

### Career possibilities

Fine Art is not just for those who wish to continue their study at higher education. Those who do may choose to opt for one-year foundation level course. However, students with a strong portfolio may choose to apply directly to a degree course after A level.

Students may also wish to pursue careers in: animation, architecture, advertising, costume design, curatorial work, art criticism, computer aided design, fashion, graphic design, art History, illustration, interior design, museums and galleries, restoration, theatre design, teaching and lecturing amongst others.

Those who go on to work with their hands, such as aspiring medics and surgeons, often find art an enjoyable addition to their AS choices, and A level Art is on the preferred option list for most undergraduate architecture courses.

# Drama

**Faculty of Arts and Sports**  
**Department of Drama**  
**A level: Drama and Theatre**

**Contact Teacher Mrs B Horley**

**Exam Board Edexcel 9DR0**

## **Who should study drama?**

The course seeks to encourage any student who wants to develop an interest and enjoyment in drama and theatre whilst achieving a full A level qualification. An enthusiasm for both creating drama as a performer and for responding critically to the work of others as an informed audience member is essential. Experience of GCSE drama will be helpful but is not a pre-requisite for taking the course. A good level of written English will be necessary and it is expected that students will want to take part in performances and a wide variety of theatre visits.

## **Skills gained**

Apart from physical and vocal performing skills, there will be constant opportunities to grow a wide range of communication and people skills relevant to anybody with professional aspirations not associated with theatre. A strong emphasis will be maintained throughout on collaboration, leadership, organization, critical reflection, design and decision-making. The course will cover many social, cultural and historical influences on society in general and will endeavor to integrate a wide set of practical abilities and experiences with a sound critical capacity.

## **Content and structure of the A level course**

### **A level - Theatre Makers in Practice**

#### **Component 1 – devising – 9DR0/01**

**Coursework – 40% of the qualification**

**Internally assessed – externally moderated.**

There are two parts of this component – a portfolio that can be handwritten or typed evidence between 2500 – 3000 words or recorded verbal evidence between 12-14 minutes. Students will also present a devised performance and a design realisation.

#### **Component 2 – text in performance – 9DR0/02**

**20% of the qualification**

**Eternally assessed by a visiting examiner**

Students present a group performance/design realisation and a monologue or duologue/design realisation.

#### **Component 3 – 9DR0/03**

**Written examination 2 hours 30 minutes**

**40% of the qualification – externally examined**

**Section A: Live theatre Evaluation**

Students answer one extended response question from a choice of two questions. This requires them to analyse and evaluate a live theatre performance seen.

Students are allowed to take in theatre evaluation notes of up to 500 words.

**Section B: Page to stage: Realising a Performance Text**

Students answer two question based on an unseen text from a performance text they have studied. Students answer questions from the perspective of a performer and a designer.

**Section C: Interpreting a Performance Text.**

Students will answer one response questions from a choice of two using their chosen text that they have studied. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. They will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions. Students are allowed to bring clean copies of their performance texts for this section, but no other printed materials.

**Links to other subjects**

Drama and theatre can derive content from any field of human endeavour. As Shakespeare famously wrote: "All the world's a stage..." There are obvious affinities with English, art, music, dance and history. However, particularly in the twenty-first century, technology, ICT and business studies are playing an increasingly important role in the development of the performing arts.

**Career Possibilities**

Apart from an acting or design career in theatre, future career paths might include other performing arts, the entertainment industry in general, media, journalism, law, film, arts management and education. Many other professions are also open to someone who is an effective, creative communicator and organiser.

# Music

**Faculty of Arts and Sports**  
**Department of Music**  
**A level: Music (2 year course)**

**Contact Teacher Mr A Affonso**

**Exam Board AQA 7272**

## **Who should study A level music?**

Students who have a passion for music and want to extend their skills further will benefit from such a study.

## **Skills gained**

This specification extends the GCSE skills of performing, composing and appraising in ways which emphasise their interdependence. There are no limits on the instruments (or voices) and types of repertoire which may be presented in performance and the study of the widest possible range of music, including folk, popular and classical traditions of non-western origin as well as those of jazz and western classical and popular traditions, is encouraged.

## **Content and structure of A level Music**

- There are three A level units representing the three major activities involved in this qualification: Appraising music, performance, and composition.
- Performing will consist of a 10 minute recital which is recorded live and then submitted for moderation to the board.
- Composing is assessed by a submission to the board of two compositions lasting together a minimum of 4.5 minutes. One composition is to a brief set by the board, the other is a free brief chosen by the candidate.

## **What units are available?**

- Appraising: 40 % of A level (Section A, listening, 56 marks, Section B, Analysis, 34 marks, Section C, Essay, 30 marks)
- Performing: 35 % of A level (Live recital no shorter than 10 minutes, recorded live)
- Composing: 25 % of A level (2 compositions, Brief 1 by AQA, Brief 2 candidates free choice, combined time of no less than 4.5 minutes)

## **How will this qualification be assessed?**

Appraising: externally marked by AQA Examiners.

Performing: NEA (non exam assessment) externally marked by AQA Examiners.

Composing: NEA (non exam assessment) externally marked by AQA Examiners.

All units will be available for assessment in June sessions.

### **Links to other subjects**

The very nature of studying music involves students with having secure mathematical skills and an interest in history, since this has often been a major factor in the development of musical style. Literature and art are also highly influential subjects and have been the inspiration for many compositions. Dance and drama offer very good links to music; ballet and musical theatre standing out in this field. Since music involves sound, sound amplitude, timbre and tonal shaping, science tends to link well with it. In music technology, IT and electronics make obvious links, and in media music has a massive role to play.

### **Career possibilities**

It has now been well researched that musical study enhances performance in all academic areas and musical ability demonstrates an aptitude for co-ordination and personal discipline. Music graduates often move on to financially successful careers whilst from a social point of view, music provides great opportunities and lifelong interest. Students who wish to excel as performers often choose to attend one of the specialist music conservatoires for their performing degrees. Others who are more interested in composing and musicology attend university. The music industry is vast and broaches many areas of the entertainment world as well as film and television industries. Career possibilities are many and varied, from being involved in entertainment law to composing music for video games, from music therapy in a hospital to writing jingles for television adverts. The list is long and comprehensive and since music plays a fundamental part in all cultures, many careers exist in which music has a role to play.

# Photography

**Faculty of Arts and Sports**  
**Department of Art and Photography**  
**AS level/A level Photography**

**Contact Teachers Mr M Kerrison/ Miss J Foolheea Exam Board AQA 7206**

## Why study Photography?

If you are inquisitive and reflective and are excited by lens based art work then you should consider studying Photography. If you wish to acquire skills in digital photography; computer aided image manipulation and chemical photography, as well as an understanding of aesthetics and art photography criticism, then this is the course for you. Students will need to be imaginative and demonstrate enthusiasm and patience for all photographic genres. Those who opt for this course would benefit from having studied art at GCSE, but it is not a requirement. A good level of written English is needed for the two year A level course.

## Course outlines:

Within this option Lower Sixth students of Photography will normally start on the new two-year A level, though it may be possible, via negotiation with the Head of Art and Head of Sixth Form, to be entered for the new AS level as a one-year course.

## **Year 12 Photography:**

The Year 12 course is structured to help students develop skills in a range of lens based media; form an understanding of historical and contemporary photographers' practice; and engage in creative exploration. Emphasis is placed on technical skills and critical analysis as a foundation for all further study. Students will be taught how to articulate using specialist vocabulary and how to log their ideas in presentation folders. On successful completion Year 12, students may progress and be entered for A level the following year.

## **Year 13 Photography:**

The two year A level course provides students with the opportunity to concentrate on developing a specialist and sophisticated portfolio of work that demonstrates high order technical skills. Students will investigate conceptual ways of working and expand their understanding of the theories of art photography through extensive research. Students will be taught written visual analysis skills and will need to write a 1000-3000 word critical and contextual essay in the Upper Sixth, (advised length 3000 words). The two year course enables students to develop a full understanding of good photographic practice; to be ambitious and adventurous and to pursue individual areas of interest.

## **Presenting your work:**

Students' work is featured in the end of year exhibition in the Mansion. Exam candidates' work is presented to the exam moderator.

## **Engagement with the course:**

Students will be expected to visit public and private galleries in their own time to provide a focus for research.

An SLR camera is an instrument and as such students must regularly practice with it; get to know its capabilities; and understand the importance for caring for an instrument personally. As such having access to one's own digital SLR camera is a requirement of the course. The department can advise on a suitable SLR to purchase. In addition, the department has a number of SLR and DSLR cameras which may be used in class and on the school site.

## **Course structure:**

### AS level photography

#### **Component 1: Personal investigation 60% of qualification**

Students respond to a theme set by the department to produce a substantial body of practical coursework which spans September to January.

#### **Component 2: ESA externally set examination. 40% of qualification**

### ESA externally set assignment

This is seen as the culmination of the course. Students are issued with an examination paper in January and spend approximately 10 weeks producing a body of practical work in response to a visual theme set by the exam board.

Students then undertake 10 hours of sustained unaided focus under examination conditions. At this time they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination are submitted for Component 2

### A level Photography

#### **Component 1: 60% of qualification**

A practical portfolio of work in one or more disciplines. Work produced in the autumn term of the Upper Sixth will contribute towards Component 1. Work from Year 12 may also be submitted. This portfolio is complemented by a 1000- 3000 word (advised length 3000 words) critical and contextual essay produced in the autumn term of the Upper Sixth. The essay is either presented separately or interwoven with the practical preparation work for Component 1. The Component is marked as a whole.

#### **Component 2: 40% of qualification**

### ESA externally set assignment

This is seen as the culmination of the course. Students are issued with an examination paper in February and spend approximately 10 weeks producing a body of practical work in response to a visual theme set by the exam board.

Students then undertake 15 hours of sustained unaided focus under examination conditions. At this time they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination are submitted for Component 2

### Assessment

All work for both qualifications will be internally marked by your subject teachers at the end of the course and a selection of students' work will be moderated by a visiting examiner.

### Career possibilities

Photography is not just for those who wish to continue their study at higher education level. For those who do, students may choose to opt for one-year foundation level course or those with a particularly strong portfolio may choose to apply directly to a degree course after A level.

Students may also wish to pursue careers in: animation, advertising, computer aided design, editing; fashion, film, graphic design, illustration, interior design, museums and galleries, photojournalism; teaching and lecturing amongst others.

# Physical Education

**Faculty of Arts and Sports**  
**Department of Physical Education**  
**A level: Physical Education**

**Contact Teacher Mr A Mawson**

**Exam Board OCR H555**

## **Who should study PE?**

A level physical education is the ideal subject for any individual who has a passion for sport or fitness and wants to understand the requirements in developing or creating elite performers. The course is a significant increase on the subject content studied in GCSE building on a science, socio-cultural and historical base.

Students embarking on this course must already have a sport they are passionate about and play regularly to a competitive level. They must then be keen to immerse themselves in this subject and develop their technical understanding and vocabulary which will open the door to a huge range of careers within a multi-national, multi-disciplinary sports industry. A level physical education provides a unique foundation of learning across a diverse curriculum. Students studying this course are required to develop an almost unparalleled range of transferable skills which are in high demand both for universities applications and industry beyond.

## **Content and Structure**

### **A LEVEL MODULES**

<b>Content Overview</b>	<b>Assessment Overview</b>	
<ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Exercise physiology</li><li>• Biomechanics</li></ul>	<b>Physiological factors affecting performance</b>  90 marks  2 hour written paper	<b>30%</b> of total A level
<ul style="list-style-type: none"><li>• Skill acquisition</li><li>• Sports psychology</li></ul>	<b>Psychological factors affecting performance</b>  60 marks  1 hour written paper	<b>20%</b> of total A level

<ul style="list-style-type: none"> <li>• Sport and society</li> <li>• Contemporary issues in physical activity and sport</li> </ul>	<p><b>Socio-cultural issues in physical activity and sport</b></p> <p>60 marks</p> <p>1 hour written paper</p>	<p><b>20%</b> of total A level</p>
<ul style="list-style-type: none"> <li>• Performance or Coaching</li> <li>• Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul>	<p><b>Performance in physical education</b></p> <p>60 marks</p> <p>Non-exam assessment</p>	<p><b>30%</b> of total A level</p>

### **Links to Other Subjects**

Biology, Physics, Psychology, Sociology, History

### **Career Possibilities**

A level physical education develops a range of transferable skills that can prepare you for obvious roles such as PE teaching, personal training or sports coaching. However, it also gives the ideal basic knowledge for careers in medicine, physiotherapy and psychology. More diverse opportunities are regularly pursued in sports marketing and the marketing industry in general, such as organisation and development of major events like the Olympic Games and world championships with the relevant governing bodies.

# Business

**Faculty of Humanities**  
**Department of Economics and Business**  
**A level: Business**

**Contact Teacher: Mr K. Holland/Mrs E. Martin Exam Board: Edexcel 9BS0**

A level Business is suitable for students who want to gain an understanding of the functions of organisations both small and large. Students will gain a holistic understanding of business through considering how a new idea is developed, understanding how an organization is managed, how its performance is analysed and how it could trade overseas.

## **The A level course**

The first year of the course covers the characteristics students need to develop to be successful in business and explores how new or existing businesses generate their product or service ideas and test them through market research. Students will study the different approaches to marketing and human resource management.

The course also includes the financial issues faced in setting up and managing a business whether small, medium-sized or large. It introduces students to financial and production management tools and models. There is also basic consideration of wider issues facing businesses such as government legislation and economic factors.

The second year of the course builds on all elements of first year but explores these concepts in greater detail and at a higher level. In addition there are sections on the theme of global business and strategic decision making. There is greater consideration of the wider economic environment and students will be expected to carry out more complex mathematical calculations and interpretations of their results.

## **Examinations**

At A level there are three final examinations that include one overall synoptic paper. In comparison to GCSE there is more emphasis on extended writing in addition to data response questions. One of the final A level examination papers will also include a pre-examination research task based on a particular market or industry.

## **Subject Combinations**

Students will be expected to answer questions with a mathematical element. Specifications state that quantitative questions will be a minimum of 10% of examination questions. A level Business links with any number of subjects including mathematics, English, languages and other social science subjects such as history and geography. There are also a number of students who take the option along with creative subjects. Students are required to attain a minimum B grade in GCSE mathematics, a B grade in one English subject and a high B grade (150+ UMS) in GCSE business studies where chosen as an option.

## **Beyond A level**

The business studies A level provides an excellent foundation to a wide range of higher education business and management courses. It also provides a solid platform for students who wish to enter employment immediately after A level or undertake an apprenticeship programme.

It may lead to any number of business related career pathways including professional options such as accountancy, marketing or events management.

# Economics

**Faculty of Humanities**

**Department of Economics and Business Studies**

**A level: Economics**

**Contact Teacher: Mr K Holland**

**Exam Board: Edexcel 9EC0**

A level Economics is suitable for students who want to explore the operation of markets and economies in order to gain a greater understanding of how the world works. Many topical global issues are analysed and discussed throughout the course, encouraging students to develop critical thinking and problem solving skills.

## **The A level course**

The first year of A level covers both microeconomics and macroeconomics. The initial microeconomic study covers areas such as the economic problem, price determination, the market mechanism and market failure. Macroeconomics explores the structure and management of the national economy including the economic cycle and economic indicators such as inflation, interest rates, unemployment and government approaches to economic policy.

The second year of the course covers the more complex elements of microeconomics including the structure of markets, behavioral economic theories, labour markets and income distribution. The second year macroeconomic section includes globalisation and interrelationships in the international economy. This component also looks at the impact of financial markets and banking systems as well as the importance of the City of London to the UK economy.

## **Examinations**

There are three final examinations for A level economics that include a mixture of multiple choice questions, short answer questions and longer essay questions. The A level examinations include one synoptic paper assessing all course content in the context of wider issues in society.

In comparison to previous specifications, from 2015 economics examinations contain a higher level of mathematical content, set at a minimum of 20%. It is essential those choosing the course are suitably proficient both mathematically and in their written work. Students are therefore required to have attained a minimum B grade in GCSE mathematics and an English subject along with a high B grade (150+ UMS points) in GCSE business studies where chosen as an option.

## **Subject Combinations**

For those wishing to study economics at university, most institutions also require the study of mathematics. Economics links well with politics, history, geography and psychology.

## **Beyond A level**

The economics A level is highly regarded by many institutions and provides an excellent platform to courses such as accounting, economics, politics, history, law and a wide range of business programmes. By studying A level economics students will become well equipped to be global citizens and take responsibility as the decision makers of the future.

# Geography

**Faculty of Humanities  
Department of Geography  
A level Geography**

**Contact Teacher Ms K Preston**

**Exam Board AQA 2030**

## **Who should you study geography?**

Geography is the subject of landscapes and societies and so anyone who has a natural curiosity in the world around them would enjoy geography A level. With growing concerns over climate change, migration, environmental degradation and an ever increasing importance of a global village, there has never been a more important time to study this subject as it tackles current and topical issues such as interdependence, sustainability, natural hazards, globalisation and the economy.

## **Skills gained**

Geography is highly valued by universities and employers as it provides students with knowledge and transferable skills. Geographers are numerate, literate and articulate. The A level course is balanced between human and physical geography and specific skills learnt are: graphical, statistical, fieldwork, mapskills, ICT, communication, extended writing, summarizing, presentation, decision making, investigative, teamwork, leadership and empathy (through studying varying attitudes and opinions from around the world).

## **A level**

It is exciting times as the new A level was ready to teach from September 2016. There are engaging new topics that are in line with university geography and tackle the big issues of the 21<sup>st</sup> century. There is also fieldwork that is assessed as an independent investigation.

**At A level, students study a combination of physical and human geography and carry out an independent investigation based on 4 days fieldwork.**

### **1: Physical Geography**

- Changing Places
- Coastal Systems and Landscapes
- Hazards

Written Paper: Two hours thirty minutes  
Weighting: 40% of total A level marks

### **2: Human Geography**

- Global Systems and Global Governance
- Water and Carbon Cycles
- Population and the Environment

Written Paper: Two hours thirty minutes  
Weighting: 40% of total A level marks

### 3. Non-examined Assessment

- Independent investigation based on fieldwork (3000-4000 words)

Weighting:                    20% of total A level marks

#### **Links to other subjects**

Geography complements many other subjects. Physical geography has strong links with biology and chemistry. Human geography has strong links with other humanities subjects, particularly business studies, economics, psychology and history. The geographical skills required are linked to maths, statistics and ICT.

#### **Career possibilities**

Geographers have one of the **highest rates of employability** and promotion compared to other subjects. Geographers make excellent managers due to their skills set. Some popular career options include: environmental management, urban and transport planning, finance and banking, accountancy, legal professions, local government, teaching, the armed forces, surveying, the police, marketing and sales, GIS specialist, writer/researcher, geologist, volcanologist, civil aviation, business and commerce, climatologist, emergency management, national park ranger and careers relating to tourism and working abroad.

# History

**Faculty of Humanities**  
**Department of History**  
**A level: History**

**Contact Teacher Mr M Hawkins**

**Exam Board OCR H505**

## **Who should study history?**

History should be studied by anyone who is interested in how people interact and what happens as a result of their interactions. It allows you to look at events from a political, social and cultural perspective and to analyse why things happen. Students who have studied GCSE history would be ideal but it is not essential.

## **Skills gained**

History gives students the opportunity to study a balanced curriculum, including studies of British, South African and American history, and modern and early modern time periods. They will learn how to make informed, evidence-based judgments and to evaluate historical sources. There are many transferable skills and historians go on to study a wide range of subjects at university. Students will learn how to analyse sources, weigh up evidence, evaluate interpretations and develop strong written and verbal arguments. Research, independence, analysis, communication, time management, ICT, working with others, problem solving, planning and organization, drive and determination are all skills History students should develop.

## **Content and Structure of the A level**

In the Lower Sixth, students will study both British and South African history. Students will study apartheid and reconciliation in South Africa and the causes of the English Civil War, allowing them to study and compare both British and non-British history. In the Upper Sixth, students will develop their knowledge of American history with the emphasis on change over time focusing on civil rights for four different groups of people in America. Students will also independently research, explain and analyse different perspectives on a studied topic. Currently students study Margaret Thatcher, which allows to gain an understanding of contemporary British life. Students will have the opportunity to develop their analytical skills at using sources to form their written responses.

Students who take the full History A level will take all 4 units.

## **Unit 1: British Period Study and Enquiry**

- The Early Stuarts and the Origins of the Civil War 1603 to 1660
- Enquiry is a source based study
- Gives students the chance to demonstrate their extended writing skills and source skills.

**Written Paper: 1 hour 30 minutes**  
**Weighting: 25% of A level**

## **Unit 2: Non-British Period Study**

- Apartheid and Reconciliation: South African Politics 1948-1999
- Period study question to demonstrate knowledge of the topic.

**Written Paper:** 1 hour  
**Weighting:** 15% of A level

## **Unit 3: Thematic Study and Historical Interpretations**

- Civil Rights in the USA 1865-1992: African Americans, Native Americans, Trade Unions and Women
- Students will develop the ability to treat the whole period thematically and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.

**Written Paper:** 2 hours 30 minutes  
**Weighting:** 40% of A level

## **Unit 4: Non-exam assessment/Coursework Personal Study**

- Independently researched essay, 3000-4000 words in length.
- Must include evidence of using primary and secondary sources and must reach a substantiated judgment.

**Non-exam assessment:** 3000-4000 word essay  
**Weighting:** 20% of A level

### **Links to other subjects**

Students of history often have an interest in studying subjects such as English, Politics, Psychology and Philosophy. Many students opt to study History alongside a study of Science and Mathematics to complement their other subjects.

### **Career possibilities**

Skills gained in the study of History are broadly transferable as the ability to make an argument supported by evidence is one that is relevant in many areas of life. Careers that are directly relevant include teaching, heritage conservation, journalism and politics; however, most employers will recognise the transferable skills from studying History, therefore opening a wide range of career options. History graduates are frequently found in traditional professions such as accountancy and law, as well as more modern professions such as ICT.

# Psychology

**Faculty of Humanities**  
**Department of Politics and Psychology**  
**AS/A level: Psychology**

**Contact Teacher Mrs S Westlake**

**Exam Board AQA 7182**

## **Who should study psychology?**

Psychology is very popular with students around the country. Students need to have analytical and evaluative skills as they are presented with evidence which needs to be considered very carefully. It has a strong science base and requires a good understanding of the nature of scientific method. Writing skills are very important, especially at A level where longer essay style answers are required. Marks are lost for poor use of English. There is no GCSE at Claremont and so all students can consider psychology as an option especially if they are interested in learning how the mind works and how people behave in a variety of conditions. It is an academic subject.

## **Skills gained**

Students will have a considerable understanding of the wide spectrum of study involved in psychology and this will enable them to have a rounded and grounded view of the world and people's involvement in it. They will learn to analyse and evaluate scientific material and theories carefully, perceptively and questioningly. They will learn to write within a time frame and word count and to use psychological terminology and scientific and theoretical language. Students will also be expected to work with previously unseen material and answer questions on it based on their knowledge of the scientific method and a synoptic overview of the whole taught subject. From 2015, mathematical content and practice will make up 10% and scientific research 25% of the overall course. Psychology is perceived as a science and the universities have therefore required more evidence of it.

## **Content and structure of psychology A level**

**This is a linear exam**

**There will be 3 x 2 hour exams for the full A level at the end of the Upper Sixth year**  
**There will be two, one and a half hour exams, for AS if it is a standalone exam at the end of the Lower Sixth.**

**The course is structured so that all students can be taught together in the first year even if they want to stop at AS level.**

**Paper 1 content [stand-alone AS = 2 papers of 1 and a half hours each - papers 1 and 2 of the full A level = 2 hours – NOTE topic 4 is on the full A level only]**

1. **Social influence** – conformity and obedience – social change
2. **Memory** – explanations and theories on the working of memory + eyewitness testimony
3. **Attachment** – understanding theories and research on the importance of early interactive behaviour between adults and children
4. **Psychopathology** – only on the full A level

**Paper 2 content [exams are as above in brackets; topic 6 is on the full A level only]**

5. **Understanding the different approaches in psychology** eg psychodynamic, behavioural, cognitive, humanistic and biological approaches
6. **Biopsychology** – research into the brain and the nervous system – recovery of the brain after trauma and biological rhythms (**only on the full A level**)
7. **The full range of research methods and the scientific processes they utilise**

**Paper 3 – full A level – 2 hours =**

**Compulsory topic** = issues and debates in psychology – gender and culture in research – ethics, nature versus nurture, reductionism and determinism and holism, etc.

**ONE of the following:-**

- ❖ **Relationships** – formation, maintenance and breakdown of romantic relationships – virtual relationships – parasocial relationships
- ❖ **Gender** – development of sex and gender roles and stereotypes and atypical gender issues
- ❖ **Cognition and development** – how we learn to think

**ONE of the following:-**

- ❖ **Schizophrenia**
- ❖ **Eating behaviour**
- ❖ **Stress**

*With each of the above students will study issues of classification and diagnosis – biological and psychological explanations of and therapies for the disorder = individual aspects of the second two topics*

**ONE of the following:-**

- ❖ **Aggression** – psychological and biological explanations of aggression – the significance of neural and hormonal mechanisms as well as genetic factors – institutional aggression and the influence of the media
- ❖ **Forensic psychology** – problems of defining and measuring crime – offender profiling – psychological explanations of crime – dealing with offending behaviour - behaviour and anger management
- ❖ **Addiction** – risk factors – explanations of nicotine and gambling addiction ways of reducing addiction – theories of behaviour change applied to addiction

**When devising this new psychology A level, AQA were influenced by OFQUAL as well as higher education consultants and the universities themselves who wanted more science and maths and these will be incorporated into the exam with some mathematical and statistical practical input, unlike previously.**

**Research = 25% of the content now – half of this in paper 2 and the rest dispersed throughout the other 2 exams – research will be distributed fairly where there are options or an AS choice**

**Maths = 10% of the exams**

### **Links to other subjects**

Psychology has very close links with physical education A level and English language and the study of language and thought as well as with biology which has a fundamental input into so many topics that we study. An understanding of maths used in research, e.g., statistical tests, methods of dispersion, etc. will link us to the math's department too.

### **Career possibilities**

Be advised that degrees taken should be those recognised by the British Psychological Society. These are BSc rather than BA degrees. This is because a pure psychology degree is frequently followed by a vocational course in, for example, clinical psychology. There are many such options post degree such as criminal, forensic, sports, educational and occupational psychology. Degrees themselves can be pure psychology or applied subjects such as those listed. There are many career opportunities in teaching, therapy, counselling, the law, police work, psychometric testing and of course there are research opportunities. Contact the BPS for details.

Please note that the popularity of the subject has raised the A level requirement for university entry at all universities throughout the UK.

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bps.org.uk](http://www.bps.org.uk)

# Religion and Philosophy

**Faculty of Humanities**  
**Department of Religion and Philosophy**  
**A Level: Religious Studies**

**Contact Teacher: Miss B Rose**

**Exam Board AQA 7062**

## **Who should study Religion and Philosophy?**

This is an academic A level, ideal for students who like to think deeply about issues and are keen to develop an enquiring and critical mind.

## **Skills gained from this study:**

Religion and Philosophy offers students the opportunity to gain a thorough understanding of diverse philosophical and ethical viewpoints. Skills highly valued by employers, such as critical thinking and the ability to evaluate, are developed through a range of thought-provoking topics and contemporary themes. Students will also gain an enhanced ability to articulate arguments and debate effectively, as well as developing excellent written communication.

## **Structure of the course:**

Students will study two components throughout the A level course. Students will be assessed in two exams which are taken at the end of the Upper Sixth year.

The first component is philosophy of religion and ethics. This includes arguments for and against God's existence, the relevance of religious experiences and miracles, a study of popular ethical theories such as utilitarianism and natural law, and ethical issues surrounding human and animal life. The second component comprises a study of Christianity and the dialogue between religion and philosophy and ethics. Topics covered include expressions of religious identity, the impact of science, secularism, gender and sexuality on Christianity, and religious pluralism. Students will use knowledge gained throughout the course to investigate the dialogues between religion, philosophy and ethical studies. Both exams are in the form of essays.

## **Exams:**

Component 1 = One exam 3 hours

Component 2 = One exam 3 hours

## **Links to other subjects:**

Religion and Philosophy complements a wide range of subjects. Many students opt to study the subject alongside other essay-based subjects, such as English literature, History and Psychology. Additionally, students studying the sciences find it provides an interesting and up-to-date perspective on current ethical issues such as fertility treatment and abortion, euthanasia and animal testing.

## **What will studying Religion and Philosophy lead to?**

This qualification is respected at all universities because it develops critical thinking. It is especially useful for courses such as philosophy, theology, law, medicine, science, computing, politics, English and history. Due to the broad range of skills it offers, it will be helpful in any career that requires thinking, speaking and writing.

# French

**Faculty of Languages**

**A level: French**

**Contact Teacher Mr Woolnough**

**Exam Board Edexcel 9FR0**

In the world we live in, the ability to speak another language really is valued more than ever before. It is a thoroughly useful skill, as well as a very satisfying intellectual achievement. The language courses in the Sixth Form provide students not only with this skill but also provide a real understanding of the multi-lingual world around us.

French is generally a popular option at independent schools in the Sixth Form and there are good reasons to choose French as one of your A level subjects. The A level course is varied and interesting but it is also a step up from GCSE.

The new A level exam will consist of three papers. The first has listening and reading comprehension tests and a translation from French to English. The second paper is on literature, with students writing essays on either two books, or one book and one film, and also doing one translation from English to French. The third paper is a speaking test, with a conversation on a topic from the course, chosen by the examiner, and a conversation on a topic the student has researched.

The A level is a two year course, with the three exams at the end of the Upper Sixth.

The courses are taught with modern, relevant materials that give students the ability to understand the real French spoken in modern France, to learn the skill of writing in French at a high level on range of topics of real interest, and to study literature in French.

# German

**Faculty of Languages**

**A level: German**

**Contact Teacher Mr Woolnough**

**Exam Board Edexcel 9GN0**

German is spoken as a first language by more people in the European Union than any other language and it is also widely spoken as a second language. It remains a major business language in Europe. In addition, German culture is rich and fascinating and the courses in the Sixth Form provide the opportunity not only to learn about Germany today, which is a very interesting place, but also to study its literature or history.

The new A level exam will consist of three papers. The first has listening and reading comprehension tests and a translation from German to English. The second paper is on literature, with students writing essays on either two books, or one book and one film, and also doing one translation from English to German. The third paper is a speaking test, with a conversation on a topic from the course, chosen by the examiner, and a conversation on a topic the student has researched.

The A level is a two year course, with the three exams at the end of the Upper Sixth.

The courses are taught with modern, relevant materials that give students the ability to understand the real German spoken in modern Germany, to learn the skill of writing in German at a high level on range of topics of real interest, and to study literature in German.

# Spanish

**Faculty of Languages**

**A level: Spanish**

**Contact Teacher**

**Mr Woolnough**

**Exam Board**

**Edexcel 9SP0**

In recent years there has been a real boom in interest in learning Spanish and it is easy to understand why. Spanish is one of the world's major languages, alongside English and Chinese, and is spoken as a first or second language by a huge number of people across the world. There is a real demand in many areas of commerce for Spanish speakers. In schools, there has been an enormous increase in the number of people studying Spanish at all levels, including at A level, and it looks set to become a more and more popular subject in future years.

The new A level exam will consist of three papers. The first has listening and reading comprehension tests and a translation from Spanish to English. The second paper is on literature, with students writing essays on either two books, or one book and one film, and also doing one translation from English to Spanish. The third paper is a speaking test, with a conversation on a topic from the course, chosen by the examiner, and a conversation on a topic the student has researched.

The A level is a two year course, with the three exams at the end of the Upper Sixth.

The courses are taught with modern, relevant materials that give students the ability to understand the real Spanish spoken in modern Spain and Latin America, to learn the skill of writing in Spanish at a high level on range of topics of real interest and to study Spanish or Latin American literature in Spanish.