Claremont Fan Court Senior School

A LEVEL CURRICULUM BOOKLET

2020-2022

Contents

A LEVEL COURSES

OVERVIEW

There has never been a more exciting time to join the sixth form at Claremont Fan Court School. With the opening of both the brand new sixth form study centre and the Sir Sydney Camm science and technology building, students have the opportunity to study in state-of-the-art facilities in the surroundings of a beautiful 100-acre campus. With 60 students per year (around 120 students across the sixth form), students are assured of engaging and interactive classes with small, but vibrant, teaching sets. Individuals are given high quality support in helping them to maximise their academic potential. In addition to expert career guidance, students are able to excel and gain entry into their first choice universities including Oxbridge and Russell Group destinations.

Students also have the opportunity to get involved in a variety of enrichment opportunities including representing sports teams, performing in the school orchestra or musicals, taking part in the Duke of Edinburgh's Award scheme or running their own business as part of the Young Enterprise initiative. Work experience and community involvement also encourage students to develop their skills, making them more resilient and adaptable to the challenges that lie ahead, either at university or in their future careers.

THE STRUCTURE OF THE CURRICULUM

Sixth form students work towards their A level examinations in Year 12 (lower sixth) and Year 13 (upper sixth). There have recently been a number of changes which have been made nationally to A level specifications and this booklet provides up-to-date information about all of the courses we offer.

A levels are an important qualification and play a major part in university admissions and job applications. Students should select three subjects to be studied at A level and consider the following points when deciding which courses to choose:

- the quality of the results is what matters
- follow an enjoyable and diverse course that reflects personal strengths and interests
- subjects chosen should be relevant, to some degree, to potential university courses

Subjects are studied in much greater depth than they were lower down the school and students have six periods a week for each subject, with each teaching period lasting 50 minutes (we are consulting on increasing this to seven periods lasting 45 minutes).

INDEPENDENT STUDY

In addition to homework, sixth form students are expected to allocate considerable time to independent study. This is additional time where students gain a deeper understanding of their course. This could involve completing past examination questions, making additional notes, extended reading and research, working from a revision guide or preparing for future lessons. Students have up to ten periods in school which they can allocate to independent study. Utilising this time wisely often contributes to achieving the higher grades at A level.

Mr William Brierly	Mr David Hyman	Mrs Emma Wells
Headmaster	Head of sixth form (academic)	Head of sixth form (pastoral)

TIMETABLE OF DATES

Sixth form open evening	Monday 30 September 2019 6.00pm
Scholarship application closing day	Friday 8 November 2019
Year 11 informal interviews with headmaster/senior deputy head (academic) of Senior School	November – February
Art, drama, sports and music scholarship interviews and auditions	November (by appointment)
Scholarship offers sent	By end of December 2019
Scholarship acceptances and early deposits (10% discount scheme) to have been received by	Monday 3 February 2020
GCSE results day	Thursday 20 August 2020
GCSE review morning	Friday 21 August 2020
Lower sixth induction afternoon	Wednesday 2 September 2020
Term begins	Thursday 3 September 2020 8.30am
Last day to change courses	Friday 25 September 2020

SIXTH FORM ACADEMIC PREREQUISITES

A level subject	Subject specific GCSE grade prerequisites	Additional subject(s) GCSE grade prerequisites
Art	6	N/A
Biology	7	N/A
Business studies	N/A	English language/literature & maths (6)
Chemistry	7	Maths (6)
Computer studies	6	Maths (6)
Classical civilisation	N/A	English (6)
Drama	6	English (6)
Economics	N/A	English & maths (6)
English language	6	N/A
English literature	6	N/A
Food science & nutrition	N/A	English (6)
French	6	N/A
Further mathematics	7	N/A
Geography	6	N/A
History	6	N/A
Mathematics	High 6	N/A
Media studies	N/A	English (6)
Music	6	N/A
Religion & philosophy	6	English (6)
Photography	N/A	Art (6) or suitable portfolio
Physical education	6	Biology or combined science (6)
Physics	7	Maths (7) and studies A level maths
Politics	N/A	English (6)
Product design	6	Maths (6)
Psychology	N/A	English (6)
Spanish	6	N/A
Textile design	6 (if taken textile technology)	Art (6) if not taken textiles GCSE

A LEVEL

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

Claremont 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.

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 senior deputy head – academic, subject heads and heads of sixth form.

THE SCHOOL STUDENT PARTNERSHIP

Once a student chooses to study in our sixth form, we undertake to provide them with the following:

- The highest standard of teaching for them to obtain the best possible results
- Full guidance and information about programmes of study they have chosen
- Personal attention from their tutor who will work alongside them to maximise the benefits of their sixth form experience
- Additional tutors who will also provide them with support and counsel when they need it
- An induction day at which they will be fully equipped with information to begin this new stage of their education
- Details of what is expected of them 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 the students 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 their ability
- Meet all coursework deadlines
- Attend all lessons punctually
- Adhere to the sixth form dress code
- Assist at school functions when required
- Share their 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.

ENTRANCE SCHOLARSHIPS

You are invited to apply for prestigious scholarships to enter Claremont sixth form. These scholarships recognise and reward achievement and Claremont 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 following scholarships are available for sixth form entry in September 2020:

- Academic
- Sports
- Drama
- Music
- Art/photography
- Textile design
- Tennis

Further details of each scholarship and how to apply can be found on the school website under Admissions/Scholarships and Bursaries.

BURSARIES AND FINANCIAL ASSISTANCE

There are a very 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 100% 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). 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 and bursaries.

If you would like to be considered for financial assistance for September 2020, please return the completed documents to the bursar by Friday 1 November 2019.

CAREERS

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, the 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.

UNIVERSITY DESTINATION LIST 2018-2019

Claremont sixth form students successfully gained places at the following universities in 2018 and 2019:

UNIVERSITY	STUDYING
Bournemouth University	Marketing communications Product design Sociology and criminology
Canterbury Christ Church University	Public relations and media
Cardiff University	Biomedical sciences Medicine
Falmouth University	Graphic design
Imperial College London	Design engineering Mathematics
King's College London	Chemistry with biomedicine Law
Leeds Beckett University	Fashion marketing Sociology and criminology
Loughborough University	Aeronautical engineering Automotive engineering Business psychology Construction engineering management Politics and international relations
Nottingham Trent University	Costume design and making Fashion marketing and branding
Oxford Brookes University	History International foundation business and technology Politics and sociology
Royal Holloway, University of London	Computer science (information security) Economics and Econometrics with a year in business
Queen Mary University of London	Comparative literature Geography with business management with a year abroad
Staffordshire University	Marketing management
St Mary's University, Twickenham	Football education, coaching and development Sports management Sport science
Swansea University	Biological sciences Mechanical engineering
UCL	Computer science

University of Bath	Electrical and electronic engineering
University of Birmingham	Drama and theatre arts Philosophy
University of Brighton	Business management History Sport and exercise science
University of Bristol	Anthropology
University of Cambridge	Chemical engineering
University of Essex	Biological sciences
University of Exeter	Business and accounting English and drama with study abroad Flexible combined honours Geography History Neuroscience Physics with Australian study
University of Glasgow	Dentistry
University of Kent	Drama and theatre
University of Leeds	Philosophy and sociology
University of Manchester	History and sociology
University of Northampton	Creative film, television and digital media production
University of Nottingham	History Management Modern languages and business Philosophy
University of Portsmouth	Marine environmental science
University of Reading	Zoology
University of Southampton	Aeronautics & astronautics/spacecraft engineering Mechanical engineering
University of Surrey	Aerospace engineering Biochemistry Economics and finance
University of Sussex	American studies and history Business and management studies with a professional placement year Business, management and economics Childhood and youth Psychology Social sciences
University of Wales Trinity Saint David	Primary education with QTS
University of Warwick	Computer science Economics
University of the West of England, Bristol	Filmmaking Games technology (with foundation year)

University of West London	International hotel management
University of York	History of art with a year abroad

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**

Who should study English literature?
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 (C Marlow *Edward II*) and poetry (ST 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 (FS Fitzgerald: *The Great Gatsby* and J Steinbeck: *The Grapes of Wrath*) or The Gothic (Bram Stoker: *Dracula* and Mary Shelley: *Frankenstein*)

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.

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
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.

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 to 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
The A level will comprise 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.

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 Eduqas A level biology course (Code: 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:

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: Edexcel/9CH0**

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 Edexcel chemistry course (Code: 9CH0). 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.

A level		
Paper 1	30%	Atomic structure, bonding, kinetics, energetics, redox and equilibria
Paper 2	30%	Modern analytic techniques, organic chemistry of aliphatic molecules, arenes and organic synthesis and analysis
Paper 3	40%	All content of the specification will be assessed with a focus on the practical work done throughout the course

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 to become an actuary as well as good training for careers in journalism, business and finance and much more.

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 a creative subject that combines invention and excitement. The 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 mathematics, science and design and technology. Computer science develops skills such as programming, problem solving and analytical thinking as students progress through the course.

Course Overview		
Component		
01 Computer systems	Mix of question types: including short-answer, longer-answer, and banded mark-scheme-type questions.	**The characteristics of contemporary processors, input, output and storage devices** Components of a computer and their uses **Software and software development:** Types of software and the methodologies used to develop them **Exchanging data:** How data is exchanged between different systems **Data types, data structures and algorithms:** How data is represented and stored in different structures and the use of different algorithms **Legal, moral, cultural and ethical issues:** Laws surrounding the use and ethical issues that can arise from the use of computers
02 Algorithms and Programming	Two sections: **A –** Traditional questions concerning computational thinking. Mix of question types: including short-answer, longer-	**Elements of computational thinking:** Understanding computational thinking **Sections A and B** **Elements of computational thinking:** What is meant by computational thinking

	answer, and levels of response mark-scheme-type questions. **B –** Scenario/task contained in the paper, which could be an algorithm but will involve problem solving. Short-answer, longer-answer questions, and levels of response mark-scheme-type questions. computational thinking. Mix of question types: including short-answer, longer-answer, and levels of response mark-scheme-type questions. There will be a short scenario/task contained in the paper, which could be an algorithm but will involve problem solving.	**Problem solving and programming:** How computers are used to solve problems and programs can be written to solve them **Algorithms:** The use of algorithms to describe problems and standard algorithms
03 Programming project	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.	Analysis of the problem Design of the solution Implementation of the solution Evaluation

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

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 601/4552/3**

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 assessments.

Unit 1: Meeting nutritional needs of specific groups
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 or Level 3 Distinction.

- Section A is short answer questions
- Section B is extended answer questions
- 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 or 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 assignment, 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 an non examination assessment.

The assessments will be graded Level 3 Pass, Level 3 Merit or 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 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 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 creative 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 is currently 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, with a focus on contemporary film distribution practice (digital cinema, DVD, downloads and so on).

Component 3: Advanced portfolio (25% of total marks)
Internally marked and externally assessed. In the second year, students produce a media campaign through a combination of three media (video, print and website), selecting from a choice of set briefs and detailing their research, planning and reflection in individual blogs using a wide range of presentational tools. Set briefs: 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); or a short film package (major task), together with a website for the film and a postcard advertisement for the film at a short film festival (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. At Claremont, we currently study contemporary media regulation.

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

Physics

Faculty of Science and Technology
Department of Science
A level: Physics

Contact Teacher: Miss A Jackson **Exam Board: Eduqas A420QS**

Who should study A level physics?
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-examination assessment carried out internally throughout the duration of the two years of study.

A level		
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 (medical physics)

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.

Product Design

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

Contact Teacher: Mr P Gladstone **Exam Board: AQA 7552**

Who should study A level product design?
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 into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

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

Content and structure of A level
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-examination 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.

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 – 9DRO/01
Coursework – 40% of the qualification
Internally assessed – externally moderated
There are two parts to 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
Externally 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 questions 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 question 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.

Fine Art

Faculty of Arts and Sports
Department of Art
A level: Fine Art

Contact Teacher: Mrs E Williams **Exam Board: Edexcel 9FA0**

Why study A level fine art?
If you are creative, reflective and disciplined then you should consider studying fine art. Visual analysis and creativity is a form of intelligence and can be developed and trained like any other. If you wish to acquire and further develop 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 for exploring original ideas and the potential of materials. You will also need the determination to develop your draftsmanship skills and will have been awarded at least a 6 for GCSE Art. 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
Over the two year A level course there are two components. Component one is coursework and is worth 60% of the course, component two is an externally set assignment and is worth 40% of the course.

Lower sixth
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. Life drawing classes for lower sixth will run each week throughout the autumn term then after school sessions will be offered to work on coursework outcomes and component two preparation.

Upper sixth
The 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 A level 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 medium which suits their strengths.

Presenting your work
Sixth form 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.

Applicants for art school or architecture will prepare a portfolio during the autumn term to take to interview.

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 structure

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 will have opted for photography A level. Coursework is carried out throughout lower sixth and in the autumn term of upper sixth.

As part of this component, students produce a critical and contextual essay of 3000 words produced in the autumn term of the upper sixth. This essay is marked separately from the practical work but should relate to the practical work in terms of the ideas and use of media explored.

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 the 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 is submitted for component 2.

Assessment
All work 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 moderator.

Career possibilities
Fine art, with its emphasis on drawing and broad creative thinking provides a highly desirable portfolio for entry to Foundation courses from where specialisation in any one of many different branches of art and design is then decided. Students with a strong portfolio and confidence in their career path may choose to apply directly to a degree course after A level. Direct entry students will again find fine art very suitable for many art related courses.

Other than being a freelance artist, students may wish to pursue directly related careers in: graphic design, interior design, product design, animation, architecture, advertising, costume design, curatorial work, art criticism, computer aided design, fashion, art history, illustration, 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 other choices.

A level art is on the preferred option list for most undergraduate architecture courses and is considered an academic subject by red brick universities also.

An understanding of, and appreciation for, visual culture and the ability to think creatively complements many combinations of academic subjects at A level and is widely respected both by universities and employers.

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-examination assessment) externally marked by AQA examiners.

Composing: NEA (non-examination 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
A level: Photography

Contact Teachers: Mrs H Bradshaw **Exam Board: Edexcel 9PY0**

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 A level course.

Course outlines:
Over the two year A level course there are two components. Component one is coursework and is worth 60% of the course, component two is an externally set assignment and is worth 40% of the course.

Lower sixth photography:
The lower sixth 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.

Upper sixth photography:
In upper sixth, students have 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 critical and contextual essay in the upper sixth. 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 also 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 of 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:

Component 1: 60% of qualification
A practical portfolio of work in one or more disciplines. Work produced in lower sixth and the autumn term of the upper sixth will contribute towards component 1. This portfolio is complemented by a 3000-word contextual essay produced in the autumn term of the upper sixth. The essay is presented and marked separately but should link to the practical investigation of the work produced in upper sixth for coursework.

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 is submitted for component 2.

Assessment
All 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 moderator.

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: photography, 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 for 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 to 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 university applications and industry beyond.

Content and Structure

A LEVEL MODULES

Content Overview	Assessment Overview	
• Applied anatomy and physiology • Exercise physiology • Biomechanics	**Physiological factors affecting performance** 90 marks 2 hour written paper	**30%** of total A level
• Skill acquisition • Sports psychology	**Psychological factors affecting performance** 60 marks 1 hour written paper	**20%** of total A level

• Sport and society • Contemporary issues in physical activity and sport	**Socio-cultural issues in physical activity and sport** 60 marks 1 hour written paper	**20%** of total A level
• Performance or Coaching • Evaluation and Analysis of Performance for Improvement (EAPI)	**Performance in physical education** 60 marks Non-examination assessment	**30%** of total A level

Links to Other Subjects
Biology, physics, psychology, sociology, history

Career Possibilities
A level PE 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.

Textile Design

Faculty of Arts and Sports
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. Over the 2 years students will visit 8-10 different exhibitions to inspire design ideas.

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) 7204/C
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) 7204/X
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. The fifteen hours of supervised time will be undertaken over 3 days. 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.

Business

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

Contact Teacher: 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 grade 6 in GCSE mathematics, a grade 6 in one English subject and a grade 6 in GCSE business studies where chosen as an option.

Beyond A level

The business 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.

Classical Civilisation

Faculty of Humanities
A level: Classical Civilisation

Contact Teacher: Mr M Hawkins **Exam Board: OCR H408**

Classical civilisation is an extremely interesting and relevant subject. It is very wide ranging, taking in varied aspects of the whole Greek and Roman world in ancient times. Students should expect to acquire a sophisticated level of knowledge and understanding of the literature and culture of the classical world. This is achieved through the study of diverse ancient sources and materials in English translation.

It can fit well with the study of subjects such as philosophy, psychology, politics, art, English and drama, but it can also provide breadth of study alongside any other choice of subjects.

The A level consists of 3 papers:

The world of the hero - 40%
2 hour, 20 minutes paper
This involves the study of Homer's Iliad or Odyssey plus Virgil's Aeneid

Culture and the arts – 30%
1 hour, 45 minutes
This has the option to study subjects such as the Roman Imperial Image or Greek art

Beliefs and ideas – 30%
1 hour, 45 minutes

The A level is a two year course with the three exams at the end of the upper sixth.

Students will be expected to have a minimum of English GCSE grade 6.

The course is taught with brand new text books which sit alongside the new OCR syllabus. A level candidates are required to make use of relevant secondary reading in order to further their analysis and argument and reference to this reading is assessed in the final exam.

Economics

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

Contact Teacher: Mr S Grant **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, behavioural 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 grade 6 in GCSE mathematics and an English subject along with a grade 6 in GCSE business 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: Miss K Preston **Exam Board: AQA 7037**

Why should you study geography?
Geography is the subject of landscapes and societies and so anyone who has a natural curiosity about the world around them would enjoy geography A level. With growing concerns over climate change, migration, environmental degradation, uneven development and the ever increasing importance of global governance in responding to these challenges, there has never been a more important time to study this subject. Geography not only tackles current and topical issues such as interdependence, sustainability, perception of place, natural hazards, globalisation and the economy, but also encourages open mindedness through the questioning of patterns and processes that occur in human and physical landscapes.

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, ICT, analytical, evaluative, communication, extended writing, summarizing, presentation, decision making, investigative, teamwork, leadership and empathy (through studying varying attitudes and opinions from around the world).

A level
The new A level course, first examined in June 2018, provides the opportunity to engage in new topics that are in line with university geography and tackle the big issues of the 21st 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-examination assessment (NEA)

- 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 them 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-examination assessment (NEA)/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-examination 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, government and 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.

Politics

Faculty of Humanities
A level: Politics

Contact Teacher: Mrs L Smith **Exam Board: Edexcel 9PL0**

Who should study government and politics?
Politics is a dynamic and contemporary subject which has new topics of interest to review on a daily basis. Students need to have an interest in how the UK government system works and how global organization have an impact on the UK. Alongside this, students will also be required to study political ideologies as a basis for political thinking.

There are no subject pre-requisites apart from grades 6 in English and in maths. However, it is an academic, essay based subject which is marked heavily on how well it is written and cases argued and so good use of English and essay structure is essential. It requires analytical skills and an ability to develop a carefully constructed argument based on evidence which is very broad in content. An interest in current affairs and related material is absolutely essential.

Skills gained
Studying politics in an objective way creates a balanced approach to major issues such as competing political ideologies, policies and parties and social conditions and issues. It introduces the complexity behind the scenes of government and explains the roles, traditions and processes of government as well as the interaction with other governments globally and of course with Europe. In this sense it is both practical and an essential tool in terms of understanding and taking part in the political life of the UK. Students develop inquiring minds, good debating skills and the ability to formulate balanced and reasoned arguments.

Content – there are 3 x 2 hour papers
Paper 1
Students study UK politics

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media

Core political ideas

- Liberalism
- Conservatism
- Socialism

Paper 2
UK government

- The constitution
- Parliament
- Prime Minister and executive
- Relations between the branches

Non-core political ideas

- Nationalism

Paper 3
Global politics

- The state and globalisation
- Global governance: political and economic
- Global governance: human rights and environmental
- Power and developments
- Regionalism and the European Union
- Comparative theories

Links with other subjects

Politics has strong links with history throughout and the two subjects have an element on Thatcherism in common. Economics content means that there is a connection with economics throughout but particularly with the ideology sections. Those who study both subjects find it a great advantage. Ideologies also link in with philosophy and thinkers studied there.

Career possibilities

There are many opportunities to study politics in various forms at university, either as a subject in its own right or combined with other areas of study such as international relations. While students may not achieve the role of Prime Minister, politics is a springboard to many careers not least of which is political action itself but also to social research, journalism, the civil service, charity and pressure group work as well as education, the law and police work.

Psychology

Faculty of Humanities
Department of Politics and Psychology
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

There will be 3 x 2 hour exams at the end of the upper sixth year.

Paper 1 content

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**

Paper 2 content

5. **Understanding the different approaches in psychology**, 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
7. **The full range of research methods and the scientific processes psychologists utilise**

Paper 3

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 included 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.

Maths = 10% of the exams.

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

Career possibilities
Be advised that degrees taken should be those recognised by the British Psychological Society (BPS). 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
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 A level?
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 S 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 A level exam consists 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.

Spanish

Faculty of Languages
A level: Spanish

Contact Teacher: Mr S 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 A level exam consists 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.