



PANGBOURNE

A Guide to
Choosing Subjects
at Sixth Form 2020-21

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THE SIXTH FORM AT PANGBOURNE COLLEGE

The Sixth Form is the time when you take ownership of your own learning and shape your future beyond school. Life inside and outside of the classroom takes on a different, more independent and more rewarding perspective, as you immerse yourself in your chosen subjects.

When you select your subjects for the coming year, you will be significantly reducing your fields of study from that of GCSE. You may continue with areas which you have particularly enjoyed but you will most probably be embarking on at least one completely new subject. You should feel a much greater degree of 'ownership' of your studies and your whole future. Your academic life will transform in many ways:

- You have more time to work on your own
- The work becomes more interesting and independent
- The classes usually become smaller
- The relationship with your teachers becomes less formal and more collaborative
- You have more autonomy and freedom of action
- And when you begin to prepare for university and choose courses, you hold your own destiny in your hands.

In addition, an independent boarding school offers you a multitude of ways to fulfil yourself outside the classroom: sport, music, drama, a wealth of enrichment and societies, opportunities for service and overseas tours and expeditions. Furthermore, you are given much greater responsibility not only for yourself but also in taking control over the care of others. The closeness of our community and an extended Sixth Form social life also ensure that you form friendships that will last well beyond your time at school.

However, your academic work is clearly your first priority. Read this booklet and study what we have to offer you in the Sixth Form.

I look forward to seeing you in the Sixth Form in September. Remember, I am always available for consultation if I can help. In the meantime, good luck with your GCSEs!

Mr J Bamforth

Head of Sixth Form

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ENTRY REQUIREMENTS FOR THE SIXTH FORM

Summary of minimum requirements for entry to Pangbourne A Level courses

Subject	GCSE minimum grades for acceptance on Sixth Form courses	Other essential attributes	GCSE essential?
Art	5 in Art	Being creative and imaginative	Yes
Biology	6 in Bio, Chem, 5 in Maths	Diligence, interest; supporting A Level subjects	Yes
Business	5 in Maths and English	Enjoy problem-solving using words, numbers, graphs	No
Chemistry	6 in Chemistry or 6-6 in Combined Science, 6 in Maths.	Supporting A Level subjects (Maths, Physics or Biology)	Yes
Classical Civilisation	6 in English Literature	Commitment to reading and writing, cultural interest	No
Economics	6 in Maths and English	Interest and willingness to keep abreast of current affairs	No
Design Technology BTEC	4 in (if taken) Design Technology	Dedication, creativity, problem-solving ability	No
Drama	5 in Drama, 5 in English	Interest in/experience of live theatre; open-mindedness	Yes
English Literature	6 in English Literature	Commitment to serious reading and writing	Yes
Film Studies	5 in English Literature	Love of films; enjoyment of writing; imagination	No
French	7 in French	Enjoy playing with language and commitment	Yes
Geography	5 in (if taken) Geography or English, 4s in Science, 6 in English language	Interest in people and their environment	No
German	7 in German	Enjoy playing with language and commitment	Yes
History	5 in (if taken) History, 6 in English language	Attitude all important	No
Computer Science	5 in Maths; 4 in English	Interest in computers & applications	No
Mathematics	7 in Maths	Enjoy problem-solving	Yes
Media BTEC	4 in English Language	Enjoy working digitally and being creative	No
Music	5 if taken at GCSE	Interest & enjoyment, practical experience and theoretical	No
Physical Education	5 in Biology and or PE	Interest and ability in sport	No
Sport BTEC	4 in PE GCSE		
Physics	Either 6 in Physics or 6-6 in Combined Science, 6 in Maths	Logical, analytical mind; good practical skills	Yes
Psychology	6 in Maths and Science	Interest in the human mind and behaviour	No
Religious Studies	5 if taken in RS, 6 in English literature	Interest in religious and ethical issues	No
Spanish	7 in Spanish	Enjoy playing with language and commitment	Yes

SIXTH FORM ENTRY CRITERIA

Entry to the Sixth Form depends on the achievement of five grade 4 GCSEs; however, this general entry criteria needs to be matched against the more specific subject entry criteria as set out on the adjacent page. It is these hurdles that tend to present, by far, the more rigorous challenge.

In practice, the majority of our students achieve a 7 or better at GCSE in the subjects they continue on to A Level, (and a decent pass in any subjects they take up as a BTEC)

- The individual Head of Department, in consultation with the Head of Sixth Form, may accept a student with less than the minimum requirements for a subject; however, there is no 'right' of entry.
- 'English as a Second Language' students will be assessed in the light of their national qualifications and their language skills.
- All overseas students must undergo English and Maths tests, as organised by the College, before a place can be offered.
- Science subjects: for those who did Combined Science at GCSE, 6 6 is the minimum entry for Biology and Chemistry, but experience suggests grade 7s are more likely to succeed.
- Attitude is more important than ability: endeavour and enthusiasm are vital for academic success.

SIXTH FORM AWARDS AND BURSARIES

Pangbourne College seeks to attract and reward excellence in academic study, in the Performing Arts and in sport.

The College offers a limited number of awards for Sixth Form entrants to the College for excellence in the following fields:

- Academic study
- Art, Music and Drama
- Sport

In fairness to members of the cohort coming up through the ranks of the College, we also actively seek those whose progression and contribution merit Sixth Form Awards in these same areas. A number of Honorary Scholarships are therefore awarded in the year leading up to the September entry to the Sixth Form.

All awards are made for a maximum of two years and are subject to performance.

The College offers a number of Bursaries which are means-tested. Recipients of a Sixth Form award may also apply for a bursary in cases of clear financial need.

Further details of these, and the awards described above, can be obtained from the Registrar by calling 01189 767415, or by sending an email request to admissions@pangbourne.com

CHOOSING SIXTH FORM SUBJECTS FOR SEPTEMBER 2020

Many pupils at Pangbourne College start by selecting four subjects in the Lower Sixth as there are four columns, but by the Michaelmas half term, most of these will have identified their three key subjects.

A majority of students will also undertake an EPQ or Core Maths or similar 'extra string to their bow'. Higher tier universities do seem to be favourably impressed by an additional academic achievement such as EPQ, a fourth subject at AS, Core Maths or other similar qualification where these can be attained alongside the three key subjects.

A Levels at Pangbourne College are taught in a 'linear fashion' – i.e. exams are sat at the end of two year courses. We hold internal 'College Exams' in the Summer of the Lower Sixth as well as 'Trial Exams' in the January of the Upper Sixth by way of preparation for the terminal A Levels.

In addition to A Levels, Pangbourne College offers BTEC in a limited number of subjects: Design Technology, 'Media Studies' and PE. Although BTECs have traditionally been associated with 'continuous assessment' there are now terminal exams at the end of these courses after recent reforms.

HOW TO CHOOSE YOUR SIXTH FORM SUBJECTS [FOR PARENTS AND STUDENTS]

There are three crucial questions to ponder:

- i. In what subject areas have you achieved the most to date?
- ii. What subjects (and styles of learning) do you enjoy most?
- iii. Do you know what you want to be in your life - what are the implications for higher education and careers?

Choosing Individual Subjects

With any luck, your answers to the first two questions above will be closely related. Ability and interest are vital qualities if you are to study a subject intensively for two years.

The nature of a subject may change or develop considerably between GCSE and A Level/BTEC. It is vital, therefore, that you find out exactly what the subject and the course entails, and whether it is what you want.

Choosing the Right Combination of Subjects

This aspect of choosing a subject combination is not always well understood. Some subjects fall naturally into groups or families – such as the Arts, Humanities or the Sciences. You should be trying to select obviously related subjects, such as Maths, Physics, Chemistry and Biology; related subjects will help instil similar skills and reinforce progress and learning. There is simply no such thing as ‘too many essay subjects’ or ‘too much science.’ It is markedly noticeable that subjects ‘taken in isolation’ invariably end up as a student’s weakest outcome, even if they did not start out as their weakest subject.

Most students at Pangbourne carefully consider a university course after their A Levels. Appropriate combinations of subjects that have reinforced key learning skills are attractive to admissions tutors and prepare candidates far better for tertiary courses.

Certain careers such as Medicine, Architecture, and Engineering, for example, will closely determine your choices at A Level. If you don’t know what you want to study, the ‘facilitating’ nature of certain more broadly recognised A Levels may be an advantage. Nevertheless, the majority of admissions tutors are most impressed by the grades you achieve above all else*.

[*It is worth pointing out that the government takes great steps to ensure that all A levels are ‘equally difficult’ through their various educational watchdog bodies. The A grade in any subject is meant to be the equivalent achievement as the A grade in any other. That is why the national picture can show pupils in one subject attaining 40% A* - A grades, whilst in other subjects only 13% of candidates might be recognised with A* - A grades.

Moreover results in BTEC subjects can attain as much credit for a student as A level subjects. A BTEC Pass is equal to an E grade, a BTEC merit carries the same UCAS tariff credit as a C grade at A level, BTEC distinction is worth an A grade at A level, and there is a Distinction* which is equivalent to an A*.]

A Note of Viability of Courses and Set Sizes

Pangbourne College will offer the courses outlined in this booklet subject to staffing availability and student numbers.

It may, in certain circumstances, become uneconomic or impractical to run subjects if fewer than three students opt for it.

On the other hand, Pangbourne is a relatively small school and pupils often wish to finalise their subject choices in the light of GCSE results in August. In some years this can lead to unforeseen pressures on sets at the start of September.

Pangbourne College considers 8-12 an “ideal” size for a set in terms of group dynamics and economic use of resources. Experience shows that numbers up to 14/15 can be reasonably accommodated in L6 classes, whilst U6 sets tend to be smaller. If for any reason a subject were blessed with a late surge in uptake, the College’s policy would be to direct the right support, strategies and resources to departments to manage “large sets” until such a time as we can feasibly cater for pupils in more appropriately sized groups.

We are always seeking ways to enrich our curriculum. Please do discuss with the Head of Sixth Form if you have strong feelings for a subject that we don’t offer, but you feel we should.

THE PROCESS OF CHOICE

Many of you will already have tentative Sixth Form subject ideas, though it is essential not to allow them to harden before you have consulted in depth with your tutors, subject teachers and your parents. In particular, do think carefully about all the new subjects on offer in the Sixth Form, and whether you have the practical skills and approach that would flourish doing a BTEC. Your final choices do not have to be confirmed until early September and the whole point of initiating the process now is to allow ample time for reflection and consultation.

- Michaelmas Term – Year Group assemblies wherein current teachers/students present the range of choices available for study in the Sixth Form
- October: Form 5 and Parents’ Sunday post Parade presentation to launch the “Sixth Form at Pangbourne”
- January: GCSE Trial Exams, followed by GCSE grade predictions
 - January Leave out week-end - Fifth Form Parents’ and Guardians’ meeting
 - Review your Trial exam results with your tutor and parents
 - Make a provisional choice of four/five subjects, from the list

In the light of the February returns, Option Columns are constructed. After this point, certain combinations may not be possible if you decide you want to change.

- End of Lent Term: Make firm your choice of three or four A Level/BTEC subjects, from the Options Columns compiled so as to best fit expressed choices. These are not binding but the timetable will be adjusted and columns ‘set in stone’ on the basis of this round of choices.
- May/June: GCSE Exams
- July: a last confirmation of intended A Level/BTEC choices. [This enables us to plan for set sizes]
- August: GCSE results published. Change of subjects can be made, numbers permitting, following publication of GCSE results, by emailing james.bamforth@pangbourne.com by the start of the first week in September
- Wednesday 2 September 2020: Induction Day including “Parents’ Meeting” for final advice on selection of Academic programmes
- Thursday 3 September 2020: Lower Sixth teaching begins

UNIVERSITY AND NEXT DESTINATIONS

The most important note to sound is that university itself should be viewed as part of the journey, and not as the destination itself. Given recent changes to the way students fund their own education, it is even more important than ever that a university education fits you out for what follows, or at least puts you in a far better position for the “outside world” than you would be if you started without a degree.

Most Pangbournians proceed to university, though increasingly apprenticeships and other forms of work related learning are attracting a minority of our leavers. Others proceed to Art Colleges and Drama Colleges, and a few to universities outside the UK. The majority go on to some form of further education.

A Sixth Form student’s ideas about further education should evolve during the Lower Sixth year, hardening into preferences for particular courses and institutions during the Summer Term and summer holidays.

Pangbourne College offers a carefully planned programme during this research period. Tutors will regularly consult with you about your Higher Education options and which of these offers the best prospects.

There is a well-stocked Careers/Higher Education room with staff guidance available. All Lower Sixth students sit the *Centigrade* questionnaire. *Centigrade* is a programme which matches interests, personal qualities and abilities with courses in Higher Education and selects for appropriate groups of courses by subject area, by ability range and by geographical region. Students receive an online interactive report that allows them to search for courses using key filters.

In the middle of the Lent Term of the Lower Sixth year, there is a meeting for parents and students to launch the higher education process. We then escort the entire Year Group to a UCAS Convention at the end of the Lent term in the Lower Sixth. This is followed by key briefing sessions for the year group culminating in “UCAS Day” as part of the “Taking Responsibility” Course. Students are encouraged to visit relevant Open Days and highly encouraged to take part in any Taster Courses.

In the Michaelmas Term of the Upper Sixth, students, in harness with their tutors, apply through UCAS (University Central Admissions Service) for chosen courses and institutions. We place the very highest emphasis on the compilation of positive references and the meticulous filling in of the application form, particularly the student’s personal statement. This can often go through half a dozen drafts to bring it to the right pitch. We also supervise applications to non-university courses such as Art and Drama Colleges; in November we put on an event dedicated to informing students about apprenticeships.

Some students will be called for interview: each student will undergo trial interview practice, often conducted by an outside expert. By the end of March (though often far earlier), institutions will have made their decisions, allowing candidates to hold one “firm” and one insurance offer for a university place.

When results come through in August following the examinations, universities confirm the places of all those who have met their conditions. There is a safety net (CLEARING) for those who have not met the conditions of their chosen institution but who may gain acceptance elsewhere. Throughout the post-result period, a team of Pangbourne staff, led by the Head of Sixth Form, is available for consultation and lobbying to secure these valuable places.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Head of Careers: *Koen de Mulder [Koen.DeMulder@pangbourne.com]*

Introduction

The Head of Careers co-ordinates the careers education, information, advice and guidance activities that take place within the College. Other input is provided by Tutors, the Head of PSHCE, the Head of Sixth Form and Housemasters/Housemistresses. The Careers Education and PSHCE programmes in the Pangbourne Senior School aim to equip students with the skills they need to make the successful transition from the Form 5 to the Sixth Form.

A key aspect of this is the mission statement below:

To help students develop the skills and confidence to make realistic and informed decisions about their futures, for themselves, and to manage the transitions from one stage of their education, training and work, to the next.

- In the increasingly competitive world of work, sound careers advice is essential and we aim to enable students to maximise their potential and to have the opportunity to discover the career areas most appropriate to their individual talents and aspirations.
- Students are encouraged to carry out their own research using the resources available to them but under the guidance of one or more of the adults mentioned. There is a programme called *Centigrade* that helps signposts the first steps in university research and long listing.
- There is a successful Sixth Form Careers Conference in the Lent term where a variety of professions and future choices have a presence. Students also undergo work related 'mock interviews' in the Summer of the Lower Sixth to encourage and prepare them for getting holiday work and work shadowing in the years that follow.

NB Whilst we encourage the vast majority of Pangbournians to stay on into the Sixth Form, alternative routes can be discussed for those in the Form 5 who would benefit from a more vocational and less academic regime.

TUTORS AND THE SIXTH FORM PROGRAMME

The Role of the Sixth Form Tutor

The Tutors, working alongside the Housemaster or Housemistress, are the vital links between the academic and the pastoral sides of the College. Sixth Form see their Tutors at some point every day. Sixth Form group tutorials are held on a weekly basis with regular individual tutorials in addition.

The Tutor, working in conjunction with the Head of Sixth Form and the Housemaster or Housemistress, is responsible for fostering each tutee's academic, intellectual and personal development. In particular, your Tutor will help you cultivate an increasing sense of self-awareness and responsibility, in both academic and personal life.

As you progress through the Sixth Form, your Tutor will advise at key stages on choosing higher education courses and careers (alongside the Heads of Sixth Form and Head of Careers).

During the Lower Sixth, this will involve:

- The use of Centigrade in initiating course options
- Discussion and research of Higher Education courses
- A Pangbourne 'Careers Event' in March
- Informed and responsible use of the Careers Room
- Attending presentations from visiting university lecturers
- Open Day visits and taster courses

During the Upper Sixth year, the following takes place:

- Selecting appropriate courses after arranging visits to universities via Open Days or private arrangement
- Supervising the accurate completion of the UCAS form
- Compiling the UCAS reference in conjunction with subject teachers and Housemaster/Housemistress
- Preparing you for interview where necessary
- Following the application through to its completion

i) The Sixth Form Programme

Throughout the Sixth Form, pupils are stretched and developed in an integrated programme of PSHCE, General Studies, Study Skills, Life Skills and other wider opportunities for personal development. This is delivered in the weekly year-group lesson on a Friday as well as through tutors and in the many activities which the year-group undertakes together. In the Michaelmas term, students are to some extent in unfamiliar territory as they adjust to the more independent approach of the Sixth Form. During this transition period, the emphasis of the modules lies firmly on the academic habits and progress, and well-being of individuals. Tutorial sessions cover issues such as self-development, target setting, methods of study and review and stress management. At the end of the Michaelmas term, students have an opportunity to complete a short psychometric profile called 'Centigrade' which will start to focus their thoughts onto possible Higher Education courses.

In the Lent Term, academic work should be in full flow and in addition to regular academic progress checks; we focus on areas such as work related learning and Higher Education options. Important issues concerning health and well-being and citizenship are also tackled. All Lower Sixth are firmly encouraged to organise a minimum of one (preferably two) weeks relevant work experience ready for the summer holidays.

The Summer Term for the Lower Sixth includes the "Taking Responsibility" course, as well as space for researching Higher Education options (initiating the search for university courses.)

ii) The year group lessons

Throughout the Sixth Form, 'interesting' people will be invited into the College to give lectures and talks to the Sixth Form. These take place on Friday afternoon. Through these talks the General Studies Programme and key elements of PSHCE/ Citizenship/Life Skills are delivered. Topics covered in General Studies are wide ranging and eclectic.

iii) Academic Extension, Gifted and Talented and Oxbridge/Competitive Applications.

Individual departments offer extension opportunities for their pupils, usually in the form of extra classes, trips, outside speakers and societies. These are usually available to all pupils in a subject and are intended to inspire and challenge students while fostering a wider enjoyment of learning. In addition, an exciting programme of events is provided for scholars and pupils identified as gifted and talented.

Students applying to Oxbridge, medical school or other similar competitive courses are assigned a Mentor, a teacher from a relevant department who will guide them through the application process. Mentors provide guidance on all aspects of the application, from the personal statement to admissions tests to interview.

iv) The Medway Club

The College runs a Sixth Form Social club on Thursday evenings and a number of Saturdays throughout the year. The club exists to encourage appropriate and mature habits of socialising; beer and wine are served in regulated quantities when the club is open. Attendance at the club is viewed as a privilege. As the year progresses, L6 are more and more frequently invited to attend Medway.

The nature of the club means that we cannot 'sell' alcoholic drinks to those under 18 years of age, but **we run the club with a subscription charged to all members of the year-groups per term.** Please discuss with the Head of Sixth Form if you do not want to be part of the Medway Club.

In the Upper Sixth on every third Tuesday evening throughout the year an optional wine tasting club meets.

BRING YOUR OWN DEVICE

The College has a Bring Your Own Device (BYOD) policy in place. This requires all pupils from Form 3 to Upper Sixth to have a productive IT device for lessons.

Many teachers, subjects and departments make extensive use of these devices in lessons and for Prep, particularly in public exam classes.

You can find details below of the Standard Laptop Specification which is required, and an Enhanced Laptop Specification which is required for certain subjects.

Standard Laptop Specification	Enhanced Laptop Specification
<p>Hardware</p> <ul style="list-style-type: none"> • Minimum screen size of 10 inches with a recommendation of 12 inches • A full-sized physical keyboard, suitable for the device • Wi-Fi connectivity • Battery life of 7 hours or more as stated by the manufacturer • Audio output, via headphone jack or Bluetooth • A suitably robust case to protect the device • Please note: whereas a tablet paired with a keyboard may meet these requirements, a smartphone will not support the extended use for academic work. If you are thinking of making a specific purchase, there are many types of Chromebook available at around £180 that are more than adequate <p>Software</p> <ul style="list-style-type: none"> • Google Suite is the preferred productivity software; it is web-based and will work on any device with a web browser • We also require that appropriate antivirus / antimalware software is installed 	<p>Hardware</p> <ul style="list-style-type: none"> • Minimum diagonal screen size of 12 inches but 14-inch is preferred • A full-sized physical keyboard, suitable for the device • Operating System: Windows 10 or Mac 10.10 • CPU: quad core i3/i5 minimum but i7 is preferred, especially for subjects manipulating images or videos • Memory [RAM]: Minimum 8 GB • Local Storage [HDD]: a 1 TB magnetic disk drive or 256 GB SSD with access to Cloud storage • A separate graphics chip / card is preferable but not essential [these are still built into a laptop and handle the graphics processing, rather than the CPU] • Wi-Fi - 80211ac • USB 3 or higher • Battery life of 5 hours or more, as stated by the manufacturer under normal load • Audio output, via headphone jack or Bluetooth • A suitably robust case to protect the device <p>Software</p> <ul style="list-style-type: none"> • As specified by departments • Antivirus / antimalware software

Subjects requiring the Enhanced Laptop Specification are currently:

- Computer Science
- Film Studies
- Photography

More information on the College's BYOD policy can be found on our website at: <https://www.pangbourne.com/prospective-families/academic/bring-your-own-device>

ART

Exam board: AQA
Head of Department: Iain Young BA (Falmouth) MA PG Dip (Winchester) PGCE
Member of Department: Emma Green BA (Reading College) GTP
Rafael Zawistowski MA (Wimbledon College of Art)

Are you right for the course?

You will need a 5 or above at GCSE, however students not meeting this may be granted access to the A Level course at the discretion of the Head of Art. You also need to be dedicated, creative and able.

Art offers a distinctive way of learning, where seeing, thinking and making are combined in a powerful form of visual and tactile communication. Students are encouraged to be creative, to enquire and question, and to make connections with the work of others.

What does the course consist of?

The course follows the unendorsed AQA specification. This enables students to explore a range of two- and three-dimensional approaches to their studies. The disciplines associated with this course, among others, are drawing, painting, printmaking, sculpture and photography. However the nature of the course allows it to be adapted to suit students' requirements especially at A Level.

Level	Component	Component Contents	Time	% of A2
A Level	Component 3 Personal Investigation	Practical project and 1000-3000 essay	No time limit	60%
	Component 4 Externally Set Assignment	Preparatory period and 15 hour exam	15 hours	40%

What does it offer?

Students have the opportunity to identify, discuss and resolve visual problems. They will manipulate materials, processes and technologies, responding, experimenting and adapting their thinking to arrive at different solutions. Students develop knowledge and understanding of, and respect for, the achievements of artists, craftspeople and designers from different cultures past and present. This informs and enables the development of their creative practice.

Where will it lead you?

Careers advice and portfolio preparation for Further Education courses are available to all students. The first step would normally be Art Foundation. Possible careers options include advertising, architecture, illustration, animation, film and television, design (e.g. fashion, textiles) and museum and gallery work. Art is seen as equal in academic status to all other subjects at this level.

ART

[Through the Medium of PHOTOGRAPHY]

Exam board: AQA

Are you right for the course?

You will need a 5 or above at GCSE Art and Design, however students who have not studied Art at GCSE may be granted access to the A Level course at the discretion of the Head of Art after submitting a personal photographic portfolio. Requirements for this portfolio will be issued by the Head of Art in advance of option choices.

You will need a keen desire to explore photographic techniques both in the darkroom and digitally. It is possible to approach photography in either a technical or creative way or both. Photography offers a distinctive way of learning, where seeing, thinking and photographing are combined in a powerful form of visual communication. Students are encouraged to be creative, to enquire and question, and to make connections with the work of other photographers.

What does the course consist of?

The course follows the AQA specification. This enables students to explore a range of photographic processes and respond to topics that they personally find interesting and engaging. Students will have the opportunity to work with black and white film processes; use digital processes; and learn Photoshop techniques. The nature of the course allows for individual interpretations of topics to suit their skills and preferred ways of working.

Level	Component	Component Contents	Time	% of A2
A Level	Component 3 Personal Investigation	Practical project and 1000-3000 essay	No time limit	60%
	Component 4 Externally Set Assignment	Preparatory period and 15 hour exam	15 hours	40%

What does it offer?

Students have the opportunity to identify, discuss and resolve visual problems. They will experiment with photographic processes, responding, experimenting and adapting their thinking to arrive at different solutions. Students develop knowledge and understanding of, and respect for, the achievements of photographers and artists from different cultures past and present. This informs and enables the development of their creative practice.

Where will it lead you?

Careers advice and portfolio preparation for Further Education courses are available to all students. The first step would normally be Art Foundation but could filter directly into a Photography degree. Possible careers options include advertising, graphic design, illustration, museum and gallery work, photojournalism. Photography is seen as equal in academic status to all other subjects at this level.

BIOLOGY

Exam board:	Edexcel
Head of Department:	Kate Klymow MA (Cambridge) PGCE
Members of Department:	Jo Hart BSc PhD (Bristol) PGCE Viv Richardson BSc (Aston) PGCE Stephen Thompson BSc (Hull) Jack Sims MSc (Southampton) PGCE
Department Technician:	Jehan Dyer

What GCSEs do you need?

Students intending to study A Level should have at least a grade 6 in Science, or a 6 in each of Biology and Chemistry separate sciences. Maths with at least a 5 is required for the Biology course.

What does the course consist of?

At Pangbourne we follow the Edexcel A Level. The specification builds on concepts and skills that will have been developed at GCSE. It introduces Biology as exciting, relevant and challenging, presenting essential principles in contexts that we know students find interesting, particularly those interested in medical topics. It emphasises the way in which scientists work and the contributions of science to modern society.

Where will it lead you?

Biology is the choice for those intending to enter medicine, veterinary medicine, dentistry, physiotherapy, nursing and agriculture. Recent students have gone on to study neuroscience, sports science, physiotherapy, biochemistry and biomedical sciences. Because Biology graduates develop a wide variety of transferable skills and knowledge, they are highly employable.

The course structure

The new A Level course is assessed at the end of two years by written papers which include reference to practical work and about 10% maths. All practical assessment is carried out in class.

Topics: In the first year of the course, the emphasis is on biochemistry and cell biology including the role of DNA. Simple genetics is covered as well as developments in the use of stem cells and gene therapy. In the Upper Sixth year important principles like respiration and photosynthesis are studied in depth as well as defence against disease and forensic science.

Homeostasis, control of heart rate, the nervous system, the impact of exercise on body and brain structure and development are some of the human physiology topics.

There is plenty of opportunity for fieldwork, either in the local area or on a field course. Pupils are encouraged to get out and see the biology working 'in situ'. Recently we have visited Syngenta in Jealott's Hill, the Diamond Light Source, and Rushall Organic Farm.

What subjects does it go with?

The Lower Sixth course would suit any student who would like to pursue their study of sciences beyond GCSE. Whilst it complements the other sciences and maths at A Level it is equally accessible to students studying PE or Geography.

The full A Level course asks for a more in-depth perspective of science and so is better suited to students studying other scientific courses including Chemistry, Geography, and Physics.

BUSINESS

Exam board: AQA
Head of Department: Adina Buckland BSC (Aston) PGCE
Members of Department: Mark Seccombe BSc (Southampton) MSc (Sheffield) PGCE
 Koen De Mulder BA (Antwerp, Belgium) MBA (Vlerick, Belgium)
 Danielle Burns BA (Thames Valley University)

Are you right for the course?

The A Level Business course assumes no prior knowledge so you do not need to have done Business Studies at GCSE. Business is a wide ranging subject which involves a variety of skills. As such, there is no particular combination or requirement for GCSE subjects to be considered for the course although experience suggests that pupils without at least a grade 5 in Mathematics will find the financial aspects of the course challenging.

An interest in, and awareness of, current business issues is essential as you will be required to draw on examples from the world of business to support your opinions.

	Key content	Assessed by
AS Course (Year 1)	<ul style="list-style-type: none"> • Management, leadership and decision making • The nature of business and business ownership • Decision making to improve: <ul style="list-style-type: none"> – Marketing performance – Operational performance – Human resource performance – Financial performance 	2 x 90 minute examinations at the end of Lower Sixth including: <ul style="list-style-type: none"> • Multiple choice • Short answer • Calculations • Analytical and evaluative longer answers
A Level Course (Years 1 & 2)	The above content plus: <ul style="list-style-type: none"> • Choosing strategic direction <ul style="list-style-type: none"> – Competing – Managing growth – Innovation – Internationalisation – Digital technology • Managing strategic change 	3 x 120 minute examinations at the end of Upper Sixth including: <ul style="list-style-type: none"> • Multiple choice • Short answer • Calculations • Analytical and evaluative longer answers • Essay

Business offers you a chance to...

- Gain an insight into the ideas which have shaped current business practices
- Investigate the forces which are altering the way in which people buy, sell and trade
- Develop the skill of assessing ideas and concepts critically
- Apply structured, logical thinking to complex real-world problems

Outside the classroom the department enjoys

- Trips to see the ways in which businesses function and compete. In the past, this has included Mini, Citibank and the London Stock Exchange
- A variety of co-curricular activities

Where will Business lead you?

Business would sit well in many subject combinations due to the breadth of the skills which are involved. Aspects of Psychology and Geography enjoy an overlap with certain parts of the Business course. It is also a useful subject if you are considering starting your own business and want to gain an understanding of what might be involved.

The reformed A Level course is more rigorous than the qualification it replaces and is well-respected by universities.

CHEMISTRY

Exam board:	Edexcel
Head of Department:	Robert Pickett MA (Oxford)
Members of Department:	Dr Jo Hart BSc PhD (Bristol) Viv Richardson BSc (Aston) Edward Hardyman BSc (Durham) Faith Fordham BSc (Leicester)
Department Technician:	Deidre Adams

Are you right for the course?

- An A Level Chemist should have a positive attitude towards this subject, as well as an inquiring mind.
- Academically, the student should have proven him or herself with at least a Grade 7 in GCSE Chemistry, or a comparable grade in the Chemistry component of GCSE Additional Science.
 - Students coming to Chemistry A Level from abroad should have studied the subject for at least two years; however, a lack of practical experience in that time will not be held against you!
- The student should also have shown a good level of understanding of Maths.
- Chemistry should ideally be taken with at least one other science, and selection of Maths in addition is encouraged. Those choosing Biology are strongly encouraged to choose Chemistry as well.
- Chemistry should also be taken up with the intention of following the course through to the full A Level Qualification.

What does the course consist of?

The course is the Edexcel Chemistry specification. As with all new specifications, the number of unit tests has been reduced, as have the options for re-sitting. The main components of the course are Physical, Inorganic, and Organic Chemistry, supplemented by a series of chosen and core practicals.

Practical skills are an essential part of this course, and are assessed internally throughout both years. The A Level now consists of a Core Practical course (CPAC), a separate qualification from the A Level itself, which does not count towards the final A Level grade, but the contents of those practicals is assessed in the written examination papers. As far as I am aware, all university courses accepting Chemistry A level expect the practical course to have been completed and passed.

What does it offer?

Chemistry and its many branches are rarely out of the news, especially in the fields of biochemistry and The environment. This course enables the student to understand the principles behind this continually expanding subject.

Outside the laboratory:

- Science Society
- Trips to the Royal Society of Chemistry for lectures
- Visits to chemically based industries and to working laboratories and research establishments.

Where will it lead you?

The world needs good Chemists. The study of Chemistry at university is as broad as it is fulfilling, and the reputation British Chemistry has in the world testifies to the quality of our universities. Courses available include Pure Chemistry, Chemical Engineering, Biochemistry, Metallurgy, Material Science, Pharmacology... the list is endless.

Many other courses, including Medicine, Veterinary Science, and most branches of Engineering, see Chemistry as an essential A Level.

CLASSICAL CIVILISATION

Exam board: OCR

Head of Department: James Bamforth MA BA (Cambridge) PGCE

Are you right for the course?

- Basic requirement is grade 6 or better at English Literature – or a similar subject - that shows you can assimilate information, analyse and make judgements from texts you read. Much more importantly, you need to be fascinated by the Classical World (Greece and Rome) and interested in the myths, culture, way of life and history of these peoples.
- All materials studied on the course have been translated into English for you. We do not read them in the original Latin or Greek. Nor do you need to have studied Classical Civilisation at GCSE. Across the country, the majority of pupils starting the course in the Sixth Form are fresh to the Ancient World.

The modules of the OCR A Level under consideration:

Unit 1 Epic Poetry – the World of the Hero [40% of A Level]

- Homer – either the “Odyssey” or the “Iliad”
- Virgil – the Aeneid

Unit 2 Greek Art or Greek Theatre [30% of A Level]

- Vase painting, free standing sculpture and temple sculpture from Ancient Greece
or
- Greek Theatre Oedipus Rex, The Bacchae, The Frogs and the staging of Greek Drama

Unit 3 Athenian Democracy or Greek Religion [30% of A Level]

- A study of the Athenian Political system - how it worked and what the ancients thought of the strengths and weaknesses of this form of government
or
- Greek Religion - A study of the rituals and buildings of Greek Religion. To what extent was Religion as practised in Ancient times a personal or a public affair?

Classical Civilisation offers you a chance to...

- Acquire knowledge and understanding of Greece and Rome
- Compare how their spiritual, cultural and moral values and priorities compare with those of the modern world
- Develop critical thinking and analytical and evaluative skills in Literature, History and Art

Outside the classroom the department enjoys...

- Trips to Sixth Form conferences to hear lively speakers and trips to plays.
- ‘The Classical Tour’. This is a really important opportunity (and rather popular over the last few years) part of the study. We spend it touring the sites and museums of Greece (Especially Athens, Delphi and Olympia). Other destinations, Italy, Sicily and Turkey have also been visited in the past.

Where will Classical Civilisation lead you?

The subject combines well with all Arts/Humanities combinations. Those studying English Literature, Art, History, Theatre Studies, RS, Film Studies, will all find cross-fertilisation with their other subjects.

There are now a wide variety of linguistic and non-linguistic Classics and Classical Studies/Ancient History/ Archaeology/ Art History courses at University level. More over, a good grade in Classical Civilisation will also be highly respected at any university in the country, for courses such as Law, Philosophy, English, History.

COMPUTER SCIENCE

Exam board: OCR

Head of Department: Martin Palfrey BA (Westminster College, Oxford) PGCE

Are you right for the course?

You will have an interest in Computing and Technology in general and are keen to understand and explore how computer systems work. You will also be interested in or even tried computer programming.

GCSE in Computing / Computer Science at grade 4 or above is useful but all the required content is taught over the course. Good Maths and English grades are essential.

The modules we study:

Computer Science is a 2-year A Level course in which your understanding and coursework are examined at the end of the second year.

First Year of A Level:

- Computational thinking, problem solving, algorithms
- Computer systems and CPU architecture
- Types of programming language, software development
- Data representation in computer systems
- Computer arithmetic
- Data types and structures, logic gates, Boolean algebra
- Databases
- Procedural programming

Second Year of A Level:

- Abstraction
- Data transmission and the internet
- Interrupts and signalling
- IDEs and the compilation process
- Social, ethical and legal considerations
- Object oriented programming (OOP)
- A programming project, developed in a high-level programming language designed according to a standard systems life cycle model

Computing offers you a chance to...

- Acquire in-depth knowledge and understanding of Computer Systems, their importance, and use
- Develop programming skills in a high-level language
- Develop problem solving, analytical and evaluative skills

Outside the classroom the department enjoys

- Lively debates on new technologies, ethical discussions on the use of Computers in society
- Trips to computer businesses and sites of historical interest in the Computing field

Where will Computer Science lead you?

Many students choose to continue studying Computer Science or a related discipline at University and may also specialise in Software Engineering, Digital Forensics, Games Programming amongst many others. A Computer Science A level is accepted at all UK Universities.

DESIGN TECHNOLOGY

BTEC Level 3 Extended Certificate in Art & Design with 3D Design Materials, Techniques and Processes

Exam board:	Pearsons
Head of Department:	Rosie Jewell BA (Arts University Bournemouth) PGCE
Members of Department:	Frankie Cheney BA (DeMontfort) Tom Cheney BA (Southampton Solent) PGCE Mike Habusune-Cowdery BA (Rochester)

Are you right for the course?

To succeed in this course, having previously taken a Design Technology GCSE is not essential. However, in its place you must have a strong passion for design and a clear want to develop and apply this interest. Creativity and thoughtfulness are important qualities in a designer, as is the desire to see a problem solving activity through to fruition. You must be self-motivated and an Art GCSE would also be beneficial. Being an inquisitive consumer and curious as to how the world around you works will set you up well to excel.

What does the course consist of?

Y1	Unit 1: Visual recording and communications	Students produce a body of design work to a given theme and submit a portfolio of evidence.	Externally set and assessed by Pearsons.
	Unit 13: 3D design materials, processes and techniques	Students explore a range of materials and processes, with an in-depth focus on woods, metals and poured plastics. Developing their skills and applying these to a set brief.	Internally set and assessed body of work, verified by Pearsons.
Y2	Unit 2: Critical and contextual studies in design	Students are provided with a research brief and are given five weeks to prepare a response. Students are assessed during a period of five hours in conditions.	Externally set and assessed by Pearsons.
	Unit 3: The Creative Process	Students continue to refine their practical skills and apply these to a set brief - carefully considering the role of each stage of the creative process.	Internally set and assessed body of work, verified by Pearsons.

The course runs over the full two years of Sixth Form and all 4 units must be passed to gain the qualification.

Design Technology learnt through the BTEC gives you the chance to:

- Have practical experience of working to real world assignments and briefs
- Take responsibility for your own learning and how you develop your individual style as a designer
- Develop interpersonal and practical problem solving skills
- Have a strong core base of workshop knowledge in a wide range of materials and processes
- Learn to efficiently manage your time with frequent set deadlines.

Where will it lead you?

Design Technology combined with Maths and Science leads to Engineering and Industrial Design. Design Technology combined with Art or Humanities or Business or a language leads to Product Design, Graphic Design, Marketing and Advertising.

The Lower Sixth course has a £25 recharge for the Michaelmas, Lent and Summer terms.

The Upper Sixth Course has a £25 recharge for the Michaelmas and Lent Term only.

DRAMA AND THEATRE STUDIES

Exam board: Eduqas
Head of Department: Rebecca Atack BEd (Royal Central, London)
Member of Department: Rhiannon Bland BA (Cardiff Metropolitan)

Are you right for the course?

Entry requirements: 5 in Drama and English GCSE. This course will also help you to become emotionally literate, develop your ability to pitch ideas, concepts or lead a discussion or interviews, as well as deepening your cultural appreciation of plays, art, history and literature. This A Level is highly regarded by Oxbridge, Russell Group Universities, Medicine and Businesses alike, as it proves that students have a well-rounded knowledge of interpreting situations, people skills, confidence and the ability to work in a team.

What does the course consist of?

The Drama Department follows the Eduqas specification. This course is made up of three components studied over the two year course. Students can opt to do either acting or design for this exam.

Component 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification	Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by the exam board. Learners must produce a realisation of the performance or design a creative log.
Component 2: Text in Action Non-exam assessment: externally assessed by a visiting examiner 40% of qualification	Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the exam board and then perform them in front of the visiting examiner; a devised piece and a scripted piece. Learners produce a process and evaluation report within one week of completion of the practical work.
Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification	Sections A and B Two questions, based on two different texts, one written pre-1956 (<i>Machinal</i>) and one written post-1956 (<i>Accidental death of an Anarchist</i>). Section C A question based on a specified extract from: <i>The Curious Incident of the Dog in the Night-Time</i> - Mark Haddon, adapted by Simon Stephens.

What does it combine?

Drama & Theatre offers a practical and performance oriented alternative to English, although it can also be fruitfully combined with other Arts, Humanities and Science subjects, as it allows a practical outlet.

Where will it lead you?

This A Level can lead to further study in Drama, Drama and English, Technical degrees at University such as Stage Management, Set Design, Lighting and Sound. It can also be used for a wide range of other degrees such as Management, Events Management, Medicine, the Police Force, Marketing, Media and Retail, to name just a few. Drama and Theatre develops many 'strings' for the students 'bow' because it teaches a broad and balanced set of skills and knowledge base, advantageous to any degree, apprenticeship or future career.

ECONOMICS

Exam Board:	Edexcel
Head of Department:	Adina Buckland BSc (Aston) PGCE
Members of Department:	Mark Seccombe BSc (Southampton) MSc (Sheffield) Koen De Mulder BA (Antwerp, Belgium) MBA (Vlerick, Belgium)

Are you right for the course?

The A Level Economics course assumes no prior knowledge so you do not need to have done Economics at GCSE. The subject is a social science and is, therefore, unlike any previous subjects you will have studied. You will be required to combine analytical models with an awareness and consideration of the real world limitations during the course. Students should have at least a grade 6 in GCSE Mathematics if they are to cope with the numerical aspects of the course and evidence of strong performance in a humanity would also be expected.

An interest in, and awareness of, current affairs is essential as the course will be much more rewarding and useful if it is grounded in real world examples.

	Key content	Assessed by
AS Course (Year 1)	<ul style="list-style-type: none"> • Microeconomics <ul style="list-style-type: none"> – Scarcity and choice – Different economic systems – Determination of prices – Market failure – Government intervention • Macroeconomics <ul style="list-style-type: none"> – Assessing macroeconomic performance – Relationships between macroeconomic indicators – Policies to manage the economy 	<p>2 x 90 minute examinations at the end of Lower Sixth, each including:</p> <p>Section A:</p> <ul style="list-style-type: none"> • Multiple choice • Short answer • Calculations <p>Section B:</p> <ul style="list-style-type: none"> • Analytical and evaluative questions based on a data extract <p>Section C:</p> <ul style="list-style-type: none"> • A choice of one from two discussions of policy
A Level Course (Years 1 & 2)	<p>The above content plus:</p> <ul style="list-style-type: none"> • Microeconomics <ul style="list-style-type: none"> – Competition and business behaviour – The labour market • Macroeconomics <ul style="list-style-type: none"> – The financial system – Development economics – Trading blocs and currency areas 	<p>3 x 120 minute examinations at the end of Upper Sixth including:</p> <p>Paper 1: Microeconomics</p> <p>Paper 2: Macroeconomics</p> <p>Paper 3: Combined micro and macroeconomics</p>

Economics offers you a chance to...

- Understand the interactions of global forces which affect our everyday lives
- Develop the skill of assessing ideas and concepts critically
- Apply structured, logical thinking to complex real-world problems

Where will Economics lead you?

As a social science, Economics works effectively in combination with many other subjects. It would be effective preparation for degree study of International Relations, Politics, Business Management, Modern History and Human Geography. It is highly-respected by admissions tutors.

Please note: Option combinations including both Business and Economics should be discussed with Mr Seccombe before starting the course.

ENGLISH LITERATURE

Exam board:	OCR
Head of Department:	Stephanie Poynter BA (Exeter)
Members of Department:	Alex Brinkman-Young BA (Columbia, USA) MA (Oxford) Dr Clare Harraway BA (Exeter) MA DPhil (Oxford) Alex Corps MA (East Anglia) Ben Payne MA (Oxford) Rebecca Dickson BA (Bath Spa)

Are you right for the course?

- To study English Literature at A Level you should achieve a minimum of grade 6 in both GCSE English Language and English Literature. The course is based purely on English Literature, not English Language; the media aspects of your GCSE English lessons are not pursued at A Level.
- It is essential that you enjoy reading and are willing to read extensively in your own time to support class work.
- You must also enjoy writing and be prepared to produce several essays per half-term.

What can I expect from the course?

- The opportunity to study some of the greatest authors ever to have written in English, such as Shakespeare, Christina Rossetti and Bram Stoker.
- Seminar-style lessons with an emphasis on discussion.
- An exciting coursework unit which enables you to pursue your own literary interests.
- A programme of trips, events and enrichment activities designed to complement your studies.

How is the course structured?

The two-year A Level is assessed at the end of Upper Sixth. All students sit two exams at the end of Upper Sixth; there are also two coursework pieces, one in Lower Sixth and one in Upper Sixth.

Course component	Assessment
1. Drama and poetry pre-1900	Exam paper: Drama and poetry pre-1900 2hrs 30mins; 40% of A Level
2. Comparative and contextual study	Exam paper: Comparative and contextual study 2hrs 30mins; 40% of A Level
3. Literature post-1900 (coursework)	Two essays: 1. Close reading essay (1000 words) 2. Comparative essay (2000 words) 20% of A Level

Where will it lead you?

English Literature A Level is required if you want to study English at university and is an ideal supporting subject for other arts and humanities degrees. English Literature is also a 'facilitating subject', i.e. one of the A Levels most commonly required or preferred by leading universities for entry on to a range of degree courses. The A Level can lead to a career in law, politics, journalism, media, education, publishing, the creative arts and many more.

FILM STUDIES

Exam board:	WJEC
Head of Department:	Stephanie Poynter BA (Exeter)
Member of Department:	Dr Clare Harraway BA (Exeter) MA DPhil (Oxford)

Film Studies is a young academic subject in comparison to the majority of A Levels available for study.

The film industry has only been in existence since the late 1890's. Today, one finds an increasing number of universities offering degrees in Film as well as a whole raft of combined courses with other subjects.

In terms of careers, a degree in Film Studies can take you into the Film Industry, Television, Communications, Design, Advertising and Marketing. It is a subject that mixes creativity with challenging academic studies.

The essence of studying film is to learn about image and the visual art of storytelling. A student of film also learns to become a Philosopher, Psychologist, Anthropologist and Sociologist. It is a contemporary subject that explores the world that we live in and helps us to understand and appreciate our environment and the challenges of life that we all face.

Are you right for the course?

If you want to study Film Studies at AS and A2 then you must get a grade 6 in GCSE English and English Literature. During the course students are asked to research and write about the movies they watch and to produce a screenplay for a short film or a short film itself, as coursework. This task is 30% of the overall course. Therefore you must enjoy writing and researching if you want to do this course. You must have access to a DVD player and be prepared to buy a number of DVDs and/or streaming service (up to 8) which you will be expected to watch several times.

What does the course consist of?

The AS and A2 Film Studies courses study cinema as an art form and consequently the films you will watch are often not mainstream Hollywood blockbusters. Instead, students analyse so-called 'arthouse' films which are made on low budgets and which tend to deal with ethical, artistic and political issues. Students only have the opportunity to watch movies once in class and consequently they must re-view the same movies in their own time in order to write detailed analyses of them in preparation for the exams. The course also seeks to examine the history of the movie industry and to confront a number of key debates about movie-making, including: whether or not movies should be censored; what renders a movie shocking; and how women are represented in the industry. Areas of study are Classic Hollywood, New Hollywood, American film since 2005, British Film since 1995, Global Film, Documentary Film, Silent Cinema and Experimental Film. It is important students realise that many of the issues dealt with in the movies studied are often challenging and provoke wide-ranging opinion. Consequently, a level of sensitivity and emotional maturity is required for the course.

GEOGRAPHY

Exam board:	AQA
Head of Department:	Thomas Poynter BA (Exeter) PGCE
Members of Department:	Rupert Bancroft BSc (Brunel) PGCE David Metcalfe BSc (Cardiff) PGCE Will Williams MA (Oxford) PGCE Ryan Cruwys BSc MSc (Reading)

“Geography is uniquely relevant to current concerns, both with the environment and ecology and with regional contrasts and imbalances in human welfare.”
(P Haggett, *Geography, a Modern Synthesis*)

Are you right for the course?

In addition to an interest in people and their environment, and, of course, a willingness to work hard, we are looking for the following qualities:

- A curiosity about the world, not least our impact on the world
- A questioning approach coupled with a willingness and desire to read more widely
- Articulating your understanding and analysis coherently on paper
- A willingness to appraise your own values and attitudes.
- A liking for fieldwork and practical problem-solving
- The ability to carry out your own research and interest within the subject
- Minimum of grade 5 at GCSE

What does the course consist of?

Through studying the syllabus, you will develop a variety of geographical skills which will include:

- An understanding of the nature and use of different geographical information, both quantitative and qualitative, and their limitations
- An ability to use and interpret a variety of geographical information so you can identify, describe and explain geographical trends and patterns
- An ability to interpret and evaluate information and produce reasoned conclusions

We undertake a number of field trips and go to university lectures with Lower Sixth and Upper Sixth to apply understanding and to enrich learning. Additionally there are talks and seminars led by staff.

The methods of assessment for the course are outlined below.

Component	Weighting as a percentage of the A Level
Paper 1 Core Physical Geography 1 hour 30 minutes 60 marks (Rocks, Weathering/ Fluvial Geomorphology / Atmosphere)	25%
Paper 2 Core Human Geography 1 hour 30 minutes 60 marks (Settlement / Population / Migration)	25%
Paper 3 Advanced Physical Geography Options 1 hour 30 minutes 60 marks (Coastal Environments / Hazards)	25%
Paper 4 Advanced Human Geography Options 1 hour 30 minutes 60 marks (Global Interdependence / Environmental Management)	25%

What does Geography offer?

Geography is about our dynamic world for those who wish to affect changes in our world. Being arguably the broadest of all the academic disciplines, it is a subject that gives perspectives and an overview. That is not to say that Geography lacks rigour; its breadth and emphasis on connections provide perspective, in contrast with the narrower approaches of other disciplines. Geography is about the real world thus its topicality must, therefore, be drawn upon to illustrate understanding gleaned from wider reading and not least to a student's own experiences.

What subjects work well with Geography?

Geography provides an academic bridge between the Arts and the Sciences, and traditionally combines well with other Humanities subjects as well as Economics and Business Studies. The breadth of skills developed and honed in Geography help to earth those studying Sciences, and brings reality into the complex abstract world of Mathematics due to content and essay skills.

Where will a Geography qualification lead you?

Obvious geographical careers are: international development, environmental and resource planning and management, tourism, insurance and commodity brokerage. In addition, a wide range of other pathways are opened up with a Geography qualification as it indicates a high level of academic ability coupled with a balance and 'roundness' and an 'earthed' global view.

HISTORY

Exam board:	AQA
Head of Department:	James Frost LLB MA (UWE, Bristol) PGCE
Members of Department:	Ben McLeod MA (St. Andrews) Matthew Eagers BA (Exeter) Harriet Waller BA (Bath) PGCE

Are you right for the course?

Entry requirement: a grade 5 at GCSE is not a prerequisite, but it is desirable. Those who have not studied GCSE History are also welcome. The most important quality is attitude.

Anybody who is reasonably literate can pass A Level History provided they are prepared to work sensibly. If you are prepared to do so, and to read widely, you have every prospect of achieving a good grade.

What does the course consist of?

At A Level there are 3 modules. One is a breadth study, one is a depth study and one is historical investigation personal study.

We plan to teach the following modules;

Component 1: Breadth Study: 1C The Tudors: England, 1485–1601

Component 2: Depth Study: 2P Democracy and Nazism: Germany, 1918–1945

Component 3: Historical Investigation

What does it offer?

History requires its students to absorb information and to juggle it, so as to answer a specific question. The 15th and 16th Centuries are periods of massive change and of giant historical figures, while the study of 20th Century Germany presents burning moral questions of democracy and participation. The ability to write an essay answering a specific question and to make a logically analysed judgement is a skill useful anywhere.

What does it combine with?

Traditionally History combines with other Arts orientated subjects such as English or Modern Languages. However, in recent years the combinations have changed and it now fits with almost any subject.

Outside the classroom:

- Outside speakers
- Visits to lectures in London

Where will it lead you?

History is one of the most popular subjects at university for the simple reason that it will take you wherever you want it to go. It leads to almost any of the Humanities subjects, as well as other subjects such as Law. The ability to write a reasoned argument, to answer a specific question, and to present a case will be of enormous use whatever career you chose to follow.

MATHEMATICS AND FURTHER MATHEMATICS

Exam Board:	Edexcel
Head of Department:	Katie Conroy BA (Oxford) PGCE
Members of Department:	Jenny Clubbe BSc (Royal Holloway) MEd (Buckingham) PGCE Sam Greenwood BSc (Bristol) PGCE Terry Walden BSc (Reading) Fergus Yuille BSc (Liverpool) PGCE Jenny Jones BEd (Gloucestershire) PGCE Amanda Bowden BEng (Cambridge) Mark Skidmore BSc (Newcastle)

Are you right for the course?

If you enjoyed Maths at GCSE, if you like tackling problems and are not satisfied until you have solved them, if you like the logic of solving equations using algebra, you should consider studying Mathematics in the Sixth Form.

Only students who have gained grade 9 to 7 at GCSE or IGCSE should embark on the course.

Courses offered: The content of the Mathematics A level courses are split into three areas; Pure Mathematics, Statistics and Mechanics.

- A Level **Mathematics** ($\frac{2}{3}$ Pure mathematics, $\frac{1}{6}$ Mechanics and $\frac{1}{6}$ Statistics)
- A Level **Further Mathematics** ($\frac{1}{2}$ Pure mathematics, $\frac{1}{4}$ Mechanics and $\frac{1}{4}$ Statistics)

This can only be taken in conjunction with A level Mathematics and not independently.

Pure Mathematics:

The Pure Mathematics modules cover some areas with which you are familiar: The development of algebraic skills, including solving polynomial equations and manipulating algebraic expressions, further techniques and uses of trigonometry and the solution of complex geometrical problems, graphical work including coordinate geometry and functions, numerical techniques for solving equations (for example, by trial and improvement) and calculus (differentiation and integration).

Mechanics:

Mechanics is the application of Mathematics to physical situations, for example motion, both linear and circular; forces and equilibrium; energy, work and power.

Statistics:

Statistical elements of the GCSE course include finding and evaluating the mean, median and mode, using cumulative frequency graphs, finding the standard deviation of a set of data. The A Level course uses different and more sophisticated statistical techniques to manipulate and evaluate data.

Further Mathematics

If you are considering embarking on this course be sure that you have discussed it with your previous Mathematics teacher.

What does it combine with?

Anything.

Where will it lead you?

Mathematics A Levels are a good foundation for degrees in Mathematics, Science or Engineering but the subject also provides excellent training in problem solving and thinking skills which are useful throughout life. Maths graduates have the lowest unemployment rate of any discipline as it is such a widely respected qualification.

MEDIA STUDIES

Level 3 BTEC in Creative Digital Media Production

Exam board: Pearson
Head of Department: Stephanie Poynter BA (Exeter)

Are you right for the course?

You will need to have an interest in the media and be prepared to watch, read and listen to a broad range of media texts. You will have creative ideas and want to use these in the development of your own media products. You will need a Grade 4 in English Language. There are written components of both the internally assessed units (coursework) and externally examined units.

What does the course consist of?

There are three mandatory units and one optional unit as detailed below:

Unit	%	How assessed?
Media Representations	25	External examination *
Pre-Production Portfolio	25	Internally marked
Responding to a Commission	33	External examination using prepared materials*
Film Production - Fiction	17	Internally marked

*The externally assessed units can be retaken twice (three attempts in total) over the two years.

The BTEC is graded using a Pass, Merit, Distinction, Distinction* scale. These grades are equivalent to E, C, A, A* respectively at A Level.

The BTEC National attracts UCAS points. Please see the UCAS website for full details of the points allocated.

What does it offer?

This qualification provides an introduction to the digital media industry. You will gain a broad understanding of the range of sectors in the digital media industry including: music video, short film, animation, news, websites, digital games and print advertising. It will support you in the development of a number of skills including planning productions, budgeting, filming, editing and evaluation as well as the analysis of existing media texts.

Outside the classroom...

The BTEC is designed to be a vocational course and the specification encourages links to local media businesses.

Where will it lead you?

A Level 3 BTEC is recognised by Higher Education providers so could lead to a degree in Media, Communications, Design or Marketing. It is also designed to provide transferable skills relevant to the workplace and could lead directly to possible careers in the film or television industry, photography, sound creation or the advertising industry.

MODERN FOREIGN LANGUAGES

FRENCH/GERMAN/SPANISH

Exam board:	AQA
Head of Department:	Amy Ellerington BA (University College London) MA, Education (Middlesex), PGCE, Reading
Members of Department:	Annabel Cruwys BA (Bath) Camille Depeige BA, MA (Clermont-Auvergne) Mario Garcia Hernandez MA (University of Las Palmas)

Are you right for the course?

You will have a keen interest in the language and culture of the country and have a desire to communicate in another language. As a minimum, a level 7 GCSE pass is expected for entry to the Course. A Level is about spontaneity and creativity with language, in addition to an in-depth study of the language, including through literature and film.

What does the course consist of?

AS:

Paper	Time and marks	Weighting:
Paper 1: Listening, reading and translation into English	1 hour 45 mins (90 marks)	45%
Paper 2: Writing on set text/film and translation into target language	1 hour 30 mins (50 marks)	25%
Paper 3: Speaking exam	12-14 mins (60 marks)	30%

A Level

Paper	Time and marks	Weighting:
Paper 1: Listening, reading and 2 translations	2 hours 30 mins (100 marks)	50%
Paper 2: Writing on a book and a film	2 hours (80 marks)	20%
Paper 3: Speaking exam	21-23 mins (60 marks)	30%

French, German and Spanish can also be taken as a standalone AS qualification.

What does it combine with?

Anything. It will enhance any other skills that you acquire.

Where will it lead to?

- Leads directly to careers in translating and interpreting, teaching, the Foreign and Commonwealth Office, working in embassies and international journalism.
- Indirectly, and combined with other subjects, it helps to advance a variety of careers in marketing, publishing, exporting, law, and engineering.

Universities are offering numerous joint-honours courses with languages.

MUSIC

Director of Music: Ellie Calver MA (Oxford) PGCE

Head of Academic Music: Luke Wynnell-Mayow MA (Open University) BA (Reading) PGCE

Head of Instrumental Music: Andrew Thornhill MMus (Portsmouth) MA (Salford) LRSM

'Music is the universal language of mankind' -Longfellow

Are you right for the course?

A love of music and a sense of academic and musical curiosity are the principal requirements for success at A Level Music. You will also need to be able to play a musical instrument (including singing) to ABRSM Grade 7 standard by the time you reach the Upper Sixth. A working knowledge of Music Theory (such as that gained through studying GCSE Music or ABRSM Grade 5 Theory) is essential, and you will need to ensure that you develop this skill at the beginning of the course if you are not already working at an appropriate level.

The examined component of the course takes the form of listening exercises, and extended written questions (essays), so you will be the type of student who enjoys discussion and making coherent arguments both verbally and in writing.

Whilst some form of prior musical experience is essential, there are no specific qualification requirements to study A Level Music, as the skills required can be developed in many different ways. We urge interested students to come and discuss their options with us!

What does it offer?

The course takes a holistic approach to performance, composition and appraisal, and aims to prepare students for a modern and evolving music environment through a diverse range of musical study. The specific units consist of performance (30%, externally assessed), composition (30%, externally assessed), and appraising (40%, written examination).

What does it combine with?

A Level Music develops such a wide range of skills that it combines well with any other subject combinations from Sciences, Arts and Humanities. The qualification is a highly respected academic A Level in the university application process.

Outside the classroom:

As an A Level Music student, you will be an integral part of the musical life of the College, and will have a significant role in concerts and ensembles. There are regular trips outside of the College to experience music as both a performer, and a listener.

Where will it lead you?

All sorts of places! Did you know that Albert Einstein was a violinist, and that his love of music was integral to his scientific research? Or that presenter James May has a Music degree? Whilst A Level Music provides a natural springboard into music at a higher level, and a potential musical career, studying music is well known to develop a wide range of academic and personal skills that makes musicians very effective in a wide range of careers.

BTEC Extended Certificate in Music

Director of Music: Ellie Calver MA (Oxford) PGCE

Head of Academic Music: Luke Wynnell-Mayow MA (Open University) BA (Reading) PGCE

Head of Instrumental Music: Andrew Thornhill MMus (Portsmouth) MA (Salford) LRSM

'The world's most famous and popular language is music' -Psy

Are you right for the course?

Love performing music? Have a keen interest in popular music or music technology? Interested in a vocational and highly practical path through a Level 3 music qualification, rather than an academic path? Then BTEC Music could be a great choice.

There are no specific requirements for entry to the course, but you should be a competent performer on an instrument (including singing). You should be self-motivated, intellectually and artistically curious, and looking to become an outstanding musician.

This course caters extremely well for non-traditional musicians such as guitarists, drummers, and music technologists. However, we would always urge anyone considering studying Music at Sixth Form to discuss their options with the Music staff, so that we can help choose the best musical qualification for you.

What does it offer?

The BTEC offers a range of modules throughout the two years of the course, so it is possible to plot several different paths through the qualification. The compulsory modules are based around music performance, and expect you to develop your skills on an instrument, both through practice and performance. Candidates are then able to select from a range of optional modules, such as Music Production and Session Performance Styles.

What does it combine with?

The study of music develops such a wide range of skills that it combines well with any other subject combinations. BTEC qualifications are recognised by universities, including Oxford and Cambridge, and they are highly regarded in the workplace.

Outside the Classroom

As a Sixth Form music student, you will be an integral part of the musical life of the college, playing in ensembles, organising concerts, and performing regularly. There are also trips and visits arranged outside of college every year.

Where will it lead you?

The music industry contributed around £4.1bn to the UK economy in 2015, and supported around 119,000 jobs. As a vocational course, the BTEC gives you the first steps along an industry path – but certainly does not mean that you have to work in music! The course provides you with a wide range of skills that are crucial to success in any future career, and supports you in applications to universities or music colleges.

PERFORMING ARTS

BTEC Level 3 Extended Certificate in Performing Arts

Exam board: Edexcel
Head of Department: Rebecca Atack BEd (Royal Central, London)
Member of Department: Rhiannon Bland BA (Cardiff)

Are you right for the course?

To succeed in the course, you should have already gained a 5 in Drama and English GCSE. You need to have a desire to learn about and explore different Drama practitioners and styles of performance. You need to be organised and work methodically in order to meet deadlines and keep on top of workload, but most importantly you must be inquisitive and have a thirst to know more.

What does the course consist of?

Y1	Unit 1: Investigating Practitioners' Work	Students investigate and critically analyse the work of two practitioners in response to a task set by the exam board and submit a portfolio of evidence.	Externally set and assessed by Edexcel.
	Unit 2: Developing Skills and Techniques for Live Performance	Students explore technical performance skills with a focus on developing skills and techniques in at least two performance styles and submit a portfolio of evidence.	Internally set and assessed body of work, verified by Edexcel.
Y2	Unit 3: Group Performance Workshop	Students explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.	Externally set and assessed by Edexcel.
	Unit 19: Acting Skills	Students develop acting methods by exploring different acting styles and then apply these techniques to the development, rehearsal and performance of their practical work.	Internally set and assessed body of work, verified by Edexcel.

The course runs over the full two years of Sixth Form and all 4 units must be passed to gain the qualification.

Where will it lead you?

The performing arts require a performance to be prepared. This involves an individual to have confidence to work in a team and manage the personalities within that team, to resolve issues that are presented in a positive manner and to have the confidence to stand up and publicly perform. These are skills which are required in today's workplace be it as an apprentice, under-graduate or employee and are highly valued by every institution, be that the workplace or further education.

PHYSICS

Exam board:	AQA
Head of Department:	Stewart McKane BSc (East Anglia) PGCE PGDipEd MInstP RSci
Members of Department:	Ian Hart BSc PhD (Bristol) PGCE Jo Hart BSc PhD (Bristol) PGCE Daniel Paynter BSc (Oxford Brookes) PGCE Andrew Sumner BSc (Oxford Brookes) PGCE
Technician:	Heather Stevenson BSc (Leeds)

Are you right for the course?

Successful study of Physics requires a logical, analytical mind, an ability to communicate, practical ability and, of course, commitment. At GCSE you should have achieved a 6 or higher in Physics or a 6-6 in Combined Science; you should have also achieved a 6 or higher in both Mathematics and English. It is highly desirable, though not essential, to study A Level Maths or Further Maths alongside A Level Physics.

What does the course consist of?

The linear assessment enables us to teach the subject in depth across the two years of the A Level course, with a possible break point at the end of the Lower Sixth Form for those who wish study the subject only to AS level.

The topics covered in the first year of the course include: Mechanics, Materials, Electrical Circuits, Waves and Optics.

The second year then goes on to investigate: Further Mechanics, Gravitational, Electrical & Magnetic Fields, Thermodynamics, Nuclear Physics, Particle Physics, Astrophysics and Oscillations.

Practical skills are a core aspect of the course, integrated throughout both years, and are assessed both as part of the written examinations and also a 'Practical Endorsement' is reported separately on the certificate of results at A Level.

What does it offer?

Physics sets out to explain everything from the smallest sub-atomic particles to the structure of the universe. Through Physics we begin to understand why things behave as they do. Much of the technology which affects our lives is physics-based. We aim to turn out physicists with inquiring minds and the skills necessary to be successful in a wide variety of careers.

What does it combine with?

Physics is often successfully combined with Maths and other sciences. However, it is possible to combine it with a wide range of non-science subjects; the enquiry based nature of the subject works well with all the humanities. Those wishing to study courses such as architecture and engineering often combine their studies in Physics with those in arts-based subjects.

Where will it lead you?

Most physicists go on to follow STEM (science, technology, engineering and mathematics) based courses at university; when combined with Maths, engineering is a popular option. However, depending on your other A level subjects, an extremely wide variety of courses can be taken. Physics is a highly respected A Level and degrees as it shows that you have a strong ability to problem solve and can think in a way that employers like.

A Level - PHYSICAL EDUCATION

Exam board:	Edexcel
Head of Department:	Sam Hewick BA (Brighton) MSc (Bristol)
Members of Department:	Richard Follett BA (Liverpool) Chris Sandbach BSc (Oxford Brookes)

Are you right for the course?

Who is your favourite sportsman/sportswoman? How do you think he/she reached such a high level? Ability, skill, physical fitness, nutrition, media coverage, mental preparation, personality, attitude or practice? All these questions and more will be answered in Physical Education.

If you have studied Physical Education at GCSE, a grade 5 on the theory is required.

What is the content and structure of the course?

Component 1: Scientific Principles of Physical Education

Written examination: 2 hours and 30 minutes 40% of the qualification 140 marks

Content overview

Topic 1: Applied anatomy and physiology

Topic 2: Exercise physiology and applied movement analysis

Biomechanics is embedded within the content of Topics 1 and 2.

Component 2: Psychological and Social Principles of Physical Education

Written examination: 2 hours 30% of the qualification 100 marks

Content overview

Topic 3: Skill acquisition

Topic 4: Sport psychology

Topic 5: Sport and society

What does it offer?

Central to the study of Physical Education is the development of health and fitness, and an understanding of the place of sport in today's society. Implicit within this is the requirement to participate and perform.

What does it combine with?

Physical Education combines well with most other subjects, although the study of Biology is an advantage, alongside Psychology.

Outside the classroom

Although many aspects and theories within the course may be taught through a practical medium, A Level PE will not increase your time spent playing sport during curriculum time. Students should be prepared for a very challenging scientific course.

Where will it lead you?

- BA (Hons) in Sport and Exercise Science
- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside A Level in Psychology
- BA (Hons) in Sports Education
- Learners should always check the entry requirements for degree programmes with specific higher education providers
- Sports Science or Leisure Management based courses in Higher Education
- Sports Psychology / Sports Therapy / Sports and Business / Strength and Conditioning
- Teaching and coaching Physical Education and Sport; Personal training
- Sports Medicine – Physiotherapy, Osteopathy
- Sports Engineering and Design

BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT

Exam board:	Pearson/Edexcel
Head of Department:	Sam Hewick BA (Brighton) MSc (Bristol)
Members of Department:	Alex Hawthorn BSc (Nottingham Trent) Pip Sanders BSc (Nottingham Trent)

Are you right for the course?

The BTEC National Extended Certificate in Sport is an applied general qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level, and it has been designed as a full two-year programme when studied alongside a further Level 3 qualification.

If you have studied Physical Education at GCSE, a grade 4 on the theory is required.

What is the content and structure of the course?

Students will study four mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 7: Practical Sport

What does it offer?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines. Alongside this the course offers a variety of employability skills such as:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development

What does it combine with?

BTEC Sport combines well with A Levels such as Biology and Psychology alongside other BTEC options.

Outside the classroom

In addition to the sport sector specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher order skills that are valued by higher education providers and employers. Study of sport particularly encourages the development of skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts. These skills are developed through the variety of approaches to teaching and learning enabled by the specification.

Where will it lead you?

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- Learners should always check the entry requirements for degree programmes with specific higher education providers
- Sports Science or Leisure Management based courses in Higher Education
- Sports Psychology / Sports Therapy / Sports and Business / Strength and Conditioning
- Teaching and coaching Physical Education and Sport; Personal training
- Sports Medicine – Physiotherapy, Osteopathy
- Sports Engineering and Design

PSYCHOLOGY

Exam board: AQA

Head of Department: Julie Hoather BSc (East London) PGCE

Are you right for the course?

This course is designed to help you understand yourself and other people. Learning about aspects of human behaviour will assist you in your daily life, interactions with others, and learning and memory performance. It will also enhance your ability to cope with pressure and understand the cause of psychological disorders.

Psychology is a science. In psychology we use the scientific approach to learn about behaviour and mental life. To help support you in the course you should have achieved a grade 6 in Maths and Additional Science at GCSE.

Course Assessment and Content

We use the AQA Psychology Specification which is a linear course and so all examinations are taken during June in the second year of study. Examination based no coursework.

Second Year Exams

Paper 1: 33.3% A Level – 2 hour written examination

This unit comprises of four sections:

- Social Influence
- Memory
- Attachment
- Psychopathology

Paper 2: 33.3% A Level – 2 hour written examination

This unit comprises of three sections:

- Approaches in psychology
- Biopsychology
- Research methods

Paper 3: 33.3% A Level – 2 hour written examination

This unit comprises of four sections:

- Issues and debates in Psychology (compulsory)

Students will take one topic each from 3 option blocks:

- Option 1 - Relationships, Gender, Cognition and development
- Option 2 - Schizophrenia, Eating behaviour, Stress
- Option 3 - Aggression, Forensic Psychology and Addiction.

This year we chose Relationships, Schizophrenia and Aggression

Where will Psychology lead you?

- Psychologists enjoy a fascinating range of career options, including occupational psychology, clinical psychology, forensic psychology and health psychology.
- An awareness of psychology is becoming increasingly important in a wide range of disciplines, from sports and exercise psychology, business, human resources management and teaching.

Useful Websites

- <https://firefly.pangbourne.com/psychology>
- <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

RELIGIOUS STUDIES

Exam board:	Edexcel
Head of Department:	Reverend Neil Jeffers MA (Oxford) MTh (Oak Hill, London) Harriet Waller BA (Bath) PGCE
Member of Department:	Caroline Bond BA (Hull) PGCE

Are you right for the course?

Entry requirements: the GCSE course provides an excellent introduction to Religious Studies A Level. However this is not a compulsory prerequisite and candidates with a proven interest in RS and PSHCE and a willingness to work hard will be welcome on the course. You will be expected to bring a strong commitment to the importance of the subject and be prepared to engage with it critically. No religious commitment is presumed and the course will appeal to anyone interested in religion and moral and ethical issues. A willingness to read is essential.

What does the course consist of?

Under the new specification, A Level Religious Studies has three different components:

Component 1: New Testament (Mr Jeffers)

Component 2: Religion and Ethics (Miss Waller)

Component 3: The study of Islam (Mrs Bond)

If you wish to know more about these courses and what they entail please speak to any member of the department.

What does the course offer?

Religious Studies at A Level develops an understanding of people through a wide range of academic disciplines (history, philosophy, languages, textual studies). It is both intellectually challenging and intensely relevant in today's world where so much tension exists between peoples of different religions and cultures.

On a practical level, you will develop a range of skills which are highly valued by employers: the ability to research and analyse a topic; how to think critically and come to a clear, informed decision; and how to present information in a structured way.

What does Religious Studies combine with?

Traditionally, it combines with other Humanities subjects. However, it is possible and indeed desirable, for the subject to integrate with a wide range of combinations.

Outside the classroom

- Outside speakers
- Visits to A Level lectures in London and Oxford
- Visits to Places of Worship

Where will it lead you?

- RS A Level is a long-established academic subject and widely accepted as a valuable qualification for entry to degree courses at universities.
- Specifically, it may be that you wish to further your interest and study Theology or Religious Studies at degree Level. Universities are particularly keen to fill places in these subjects in recent years, making this an easier degree course to gain entry to.
- An A Level in RS will equip you with a wide range of skills which employers will find highly appealing.

EXTENDED PROJECT QUALIFICATION –Edexcel

Co-ordinator: Alex Brinkman-Young BA (Columbia, USA) MA (Oxford)

The Extended Project

This independent project allows you to specialise in an area that really interests you. It appeals to top universities because it shows a real passion for a subject and mirrors the style of learning that university students undertake on a daily basis.

What is it?

An Extended Project Qualification is equivalent to a half of an A2 and attracts up to 70 UCAS points.

Final marks are graded A* to E. There are a number of different approaches to an EPQ and the content is unlimited – the only rule is that it must not be in an area which you have studied in your other courses. Examples of what could be done include:

- an extended piece of writing
- a musical or theatrical performance
- a sculpture or other artefact
- a report on an investigation or experiment
- a model of an architectural structure you would build
- a bike you have made
- a song
- a performance [song, or group performing a piece of drama]

Teaching

As part of the course you will be taught a series of key core skills. These take approximately 30 hours and are delivered in a number of different ways, by a number of staff. This will help you to develop and acquire a huge number of transferable skills required. Examples of the skills include:

- Critical thinking
- How to put together a well-structured piece of work
- Time management and planning
- How to avoid plagiarism
- Referencing and bibliography skills
- Presentation skills

Whilst the final product is important, it is the ‘journey’ which the examiners are particularly interested in. Constant reflection, adaptation and evidenced use of skills throughout the process are all extremely important. Keeping a log/study diary or blog is vital for a successful project.

Why take it?

The EPQ is something which puts you in a strong position for A Level and further education. The key skills allow you to study an area which you enjoy and the independent nature puts you firmly in control – with some help from your own dedicated supervisor. Top universities like the EPQ and consider it in their offers. We have seen reduced university offers when a student has completed an EPQ.

Trinity Exams in DRAMA or COMMUNICATION SKILLS

Grades 6, 7 & 8

Exam board:	Trinity College London
Head of Department:	Rebecca Atack BEd (Royal Central, London)
Member of Department:	Rebecca Rayner BA (Bath Spa) PGCE

What is it?

Trinity College London offers a variety of practical exams in Speech and Drama, Acting, Performing Text as well as pair and group performances. Trinity's graded acting and speaking exams provide a structured yet flexible framework for progress, which encourages students of all levels and abilities to demonstrate their skills in performing and speaking, through engaging with as wide a variety of performance activities and texts as possible. The exams assess performance and speaking skills through face-to-face practical assessment, there is no written element to this qualification. It offers students of any age the opportunity to measure their development as performers against a series of internationally understood benchmarks, taking them from beginner level to the point where they can progress to entry for Trinity's performance diplomas, higher education or employment.

Assessment and Marking

The exams are normally assessed by one examiner who watches the work presented. The examiner writes a report on the extent to which the candidate has met the learning outcomes of the qualification and awards marks in line with the published assessment criteria and attainment descriptors. Grades 6, 7 & 8 carry UCAS points reflecting their difficulty and rigour:

Grade 6

Equivalent to a GCSE

UCAS POINTS: PASS 8 | MERIT 10 | DISTINCTION 12

Grade 7

Equivalent to an AS

UCAS POINTS: PASS 12 | MERIT 14 | DISTINCTION 16

Grade 8

Equivalent to an A Level

UCAS POINTS: PASS 24 | MERIT 27 | DISTINCTION 30

Teaching

This will happen in timetabled lessons on a regular basis. The students and teacher will find appropriate texts, then it is down to the student to read the plays, learn the extracts and then discuss with the teacher. The teacher will support the learning and understanding and offer guidance on the delivery of the work.

Why take it?

Top universities and the work place like a student who has experienced Drama. It proves they have skills they want to see: adaptability, perseverance, co-operation, knowledge of the wider world and cultures, people management, compromise, multi-tasking and problem solving. All of these are learnt through Drama and Trinity offers a wide range of accessible texts which will allow the student to engage and enjoy their research and reading.

MATHEMATICAL STUDIES (Core Maths)

Exam board:	AQA
Head of Department:	Katie Conroy BA (Oxford) PGCE
Members of Department:	Jenny Clubbe BA (Royal Holloway) MEd (Buckingham) PGCE Sam Greenwood BSc (Bristol) PGCE Terry Walden BSc (Reading) Fergus Yuille BSc (Liverpool) PGCE Jenny Jones BEd (Gloucestershire) Amanda Bowden BEng (Cambridge) Mark Skidmore BSc (Newcastle)

Are you right for the course?

This is a course suitable for pupils who do not want to commit to taking a full A Level in Mathematics, but want to continue their mathematical studies. It is a level 3 qualification, studied over 2 years, which is equivalent to an AS, or half an A Level. The course will prepare learners for the mathematics requirements of higher education courses and equip learners to apply for university, training or employment. This subject cannot be taken alongside a Mathematics A Level or Mathematics AS Level qualification

Core Maths earns the same UCAS points as the EPQ, and should be considered equivalent in terms of the commitment required by the student.

What does the course consist of?

The emphasis of the course is on applications of mathematics to real-life problems. Topics studied include:

- Maths for personal finance
- Critical analysis of data
- Estimation

Pupils will study these topics in 6 lessons per cycle.

Where will it lead to?

Core Mathematics is a suitable 'companion' course for any other AS or A level; it may be combined with the Sciences, Economics, Geography, Business Studies, Psychology or ICT.

A LEVEL RESULTS FOR PAST THREE YEARS

2017

A LEVEL GRADES	A*	A	B	C	D	E	U
ART	2	1	3				
PHOTOGRAPHY	3	1	3	2		1	
BIOLOGY	1	2	1	1	3		
CHEMISTRY			2		1		
CLASSICS		2	1	2			
DRAMA		1	1	1	1		
ENGLISH LITERATURE	1	7	7	6			
FILM STUDIES			2	5	1		
FRENCH		1		1	1		
FURTHER MATHS	1	1	1				
BUSINESS	1	1	1	4	1	1	
DESIGN TECHNOLOGY				2	2	1	
ECONOMICS	2	5	5	1			
GEOGRAPHY		4	8	6	2		
GERMAN		1		1	1		
HISTORY	2	4	1	5			
COMPUTER STUDIES		1					2
MATHS	2	5	1		1	1	1
MUSIC		1	1	2			
MUSIC TECHNOLOGY							2
PHYSICAL EDUCATION		1	5	4	5	2	
PHYSICS		2	1	2	2	1	1
PSYCHOLOGY		2	4	4	6	3	3
RELIGIOUS STUDIES	1		1	4			
SPANISH			1				
CHINESE		1	1				

2018

A LEVEL GRADES	A*	A	B	C	D	E	U
ART			3				
PHOTOGRAPHY			2				
BIOLOGY	1	1		3	2	1	
BUSINESS		1	4	8	1	2	
CHEMISTRY			1	2	1		1
CLASSICS	1	3	3		1		
DRAMA							
COMPUTING			1	1			
DESIGN TECHNOLOGY	1	1	2	2			
ECONOMICS		3	7	1			
ENGLISH LITERATURE	1	3	9	5	1		
FURTHER MATHS	1	1	1	1	1		
FILM STUDIES		1	3	2			
FRENCH		1	1			1	
GEOGRAPHY		3	6	8	5	2	
GERMAN	1	1					
HISTORY		2	2	4	2		
MATHS	1	8	3	3	3	2	2
MUSIC						1	
PHYSICAL EDUCATION		1	3	5	1	1	
PHYSICS			4	2	2		
PSYCHOLOGY		1	1	5	6		
RELIGIOUS STUDIES		2	6	3		2	1
SPANISH			1				
RUSSIAN		1					
EPQ			3	2			

2019

A LEVEL GRADES	A*	A	B	C	D	E	U
ART		2	2				
PHOTOGRAPHY		1	5	3			
BIOLOGY		1	1			1	
BUSINESS		3		1	3	3	
CHEMISTRY		2		3			
CHINESE			1				
CLASSICS		1	4	1			
DRAMA							
COMPUTING					2	1	
DESIGN TECHNOLOGY	1	1	2	2			
ECONOMICS		3	2	5	2	4	
ENGLISH LITERATURE			3	4	5		
FILM STUDIES (legacy)				1			
GEOGRAPHY			3	8	5	9	
GERMAN		1					
HISTORY		3	4		3	1	
MATHS	4	5	2	3	2	3	
MUSIC				1	1	1	
MUSIC TECH					1		
PHYSICAL EDUCATION				1	1		
PHYSICS		2	3	2	2	2	
PSYCHOLOGY		4	1	1	2	1	1
RELIGIOUS STUDIES			1	2	1	2	
EPQ				1	1		

A Level results for the past three years

- Note that these tables should be studied in conjunction with the criteria for entry to different A-Levels in the introduction to this booklet.
- Whilst some subjects may seem to do historically better than others, this may reflect more the starting potential of students opting for that subject and not be indicative of the quality of the teaching in a department.
- Every department has the expertise to teach students well across the whole grade range.
- What is most important is that pupils choose the right subject for them to realise their own potential (and ambitions).

UNIVERSITY DESTINATIONS FOR THE PAST THREE YEARS

2017 UNIVERSITY DESTINATIONS			
Aberystwyth	1	Loughborough	2
Bath Spa	2	Manchester	1
Birmingham	5	Newcastle	1
Bournemouth	4	Nottingham	1
Brighton	1	Oxford Brookes	4
Bristol	4	Plymouth	1
Bristol, West of England	7	Royal Holloway	2
Buckingham	1	Sheffield	1
Cardiff	1	Southampton	2
Durham	1	Southampton Solent	1
Edinburgh	1	St Mary's, Twickenham	2
Exeter	4	Surrey	2
Hertfordshire	1	UCL	1
Kings London	1	UEA	1
Leeds Beckett	2	Winchester	3
Liverpool	1	York	1
London Met	1		

2018 UNIVERSITY DESTINATIONS			
Bath Spa	1	Leeds Beckett	1
Birmingham	2	Liverpool	1
Bournemouth University of Arts	1	Loughborough	1
Bristol, West of England	3	Manchester Met	1
Cardiff	4	Manchester	2
Canterbury	1	Newcastle	2
Chichester	1	Nottingham Trent	6
De Montfort	1	Oxford University	1
Edinburgh	1	Oxford Brookes	4
Essex	1	Southampton	1
Exeter	4	St George's	1
Falmouth	1	Sussex	1
Kent	1	Swansea	2
Kingston	1	University of British Columbia	1
Leeds	4		

2019 UNIVERSITY DESTINATIONS			
Bath Spa	1	Newcastle	2
Birmingham	1	Nottingham	1
BIMM	1	Nottingham Trent	5
Bristol	1	Oxford	1
Bristol, West of England	3	Oxford Brookes	8
Cardiff	1	Portsmouth	1
Coventry	1	Ravensbourne	1
Durham	1	Reading	5
Edinburgh	1	RAU Cirencester	1
Essex	1	Royal Holloway	1
Exeter	2	Surrey	1
Falmouth	2	Swansea	1
Harper Adams	2	UEA	1
Keele	1	University of the Arts, London	3
Leeds	2	Warwick	1
Liverpool	1	York	2
Liverpool Hope	1	Pennsylvania State, USA	1
Loughborough	1		

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