



MILLFIELD

DISRUPTOR

BRILLIANCE

EXCEL

ALTRUISTIC

AUTHENTIC

DIFFERENT

INNOVATIVE

CURIIOUS

COMMUNITY

COURSES

SIXTH FORM AT MILLFIELD



You are approaching an exciting stage in your education. Soon your GCSEs will be completed and you will be free to focus on the subjects that particularly interest you. Here at Millfield, we will provide you the opportunities and the stimulating environment that you need to be brilliant at whatever you choose to do. The Sixth Form is all about looking forward and you have important decisions to make. We are here to support you in your choice of subjects now and in the directions you are exploring for the future.

The Sixth Form programme is rooted in our values as a school. We are looking for students to be kind, to be authentic, to be curious and to be disruptors. We are looking to develop active students who continuously challenge the status quo. The lessons in the Sixth Form will foster your intellectual curiosity and your creativity – expect to be asked to take risks, expect to fail, expect to try and try again. These are the skills that you need for life beyond Millfield.

Will it be three A levels? Or perhaps a BTEC? What about a professional qualification in food or equestrian? What about an EPQ? The subject pages in this guide will give you some guidance on the content of the courses so please read them carefully. The best reason for choosing a subject is because you find it fascinating, so think carefully about what you really enjoy. We will ask for your choices in the spring but it is not until Advice Day, on the Sunday before the start of the Autumn term, that you have to make your absolute final decision.

If you have any questions please do not hesitate to ask me or a member of the Sixth Form team.

Mrs Alexandra Haydon, Deputy Head (Academic)

SIXTH FORM LIFE: HIGH EXPECTATIONS



The Sixth Form offers a chance to continue to develop the study skills and personal qualities that will be essential in later life. It also provides opportunities to further your co-curricular, cultural and sporting interests and to develop new ones. Sixth Form students need to be willing and able to accept individual responsibility, learn how to manage their own time and play a leading role as considerate members of a happy and thriving school community.

As role models for the whole school community we will expect you to:

- Be positive and ambitious, striving to attain the best standard of work.
- Take responsibility for your own progress by being fully committed to the subjects you have chosen both in the classroom and in your preparation time. You should be spending six hours per week on independent study for each of the subjects you have chosen.
- Organise your time effectively, arrive punctually to all scheduled activities and meet all deadlines.
- Commit to the school during term time, recognising that the school has first claim on your time and interest during term time, including sporting commitments on Saturdays. In particular, social events, medical or dental appointments and/or part-time employment should not

be allowed to interfere with your academic studies or co-curricular commitments. Students are expected to arrive and depart school on the published term dates, and will not normally be excused for family holidays.

Time in the Sixth Form will pass very quickly, and it is important that students adjust to the demands of advanced level learning as soon as possible. All Sixth Formers are strongly encouraged to seek assistance whenever they need it, and subject tutors, group tutors, heads/assistant heads of year and housemasters/mistresses will always be pleased to provide advice and guidance. Above all, we want our Sixth Formers to be successful and to realise their potential in whatever avenues they pursue, whether this is with regard to university entrance, on the sports field, or in the arts.

On the next page our Head Boy, Charlie, and Head Girl, Diketso, give you an insight into their experiences in their last two years at Millfield.

SIXTH FORM LIFE: THE INSIDERS' VIEW



What makes the Sixth Form at Millfield different from Years 9-11?

Charlie: The Sixth Form is very different from the rest of the school in many ways. One that stands out for me would be the amount of responsibility you are given, particularly in managing your time at school. With the change of focus from GCSEs to A levels, comes the expectation that your chosen subjects are ones you have more interest and passion in. As a result you are expected to read around the subject in your own time at lot more.

Diketso: The biggest difference is the added freedom you get, not only academically but socially. You also get to study your favourite subjects in greater depth and you get frees in which you can do independent study. Socially, you get access to the Sixth Form club where you can meet new people and take part in many events. My favourite activities have to be Gold Duke of Edinburgh's Award and helping out younger students. I enjoyed teaching Physics to Year 1 and 2 last year, helping out with math challenges, and introducing "Girls On Board" programme to the Year 9s. This gave me an opportunity to connect with the younger years and share my experiences.

What do you do at weekends?

Charlie: My chosen sport is basketball. During the basketball season, most of my weekends will involve a game either with school or for the National League team which I play for outside of school. I am also currently studying for my SAT exam and writing my personal statement for university. I have a part-time job on Saturday evening which I have found a really useful experience in being part of a busy working environment.

Diketso: Hockey, music practice, school work and socialising. The Music Department is open on weekends so I can practice my latest drum pieces. Weekends are also a great time to catch up on missed work, make notes and do prep. If I'm not working I like to use this time to relax by meeting friends or watching TV.

What support do you have for your studies?

Diketso: In Sixth Form there is always someone to go to for help. Your individual subject teachers are the best people to go to. They can help you with the relevant work both inside and outside the lesson. You can also go to your Heads of Year and Group Tutors who will send you in the right direction and help out with stress/time management. Don't forget your classmates can be extremely useful. They are going through the exact same thing as you, so you can exchange tips for coping and for revision. Never be scared to ask for help as it is vital for your improvement and success.

Charlie: Millfield provide a fantastic range of study support through workshops, both for your subject and for SATs and university applications. The school has placed a great deal of emphasis on ensuring that your group tutor is there to provide assistance and a link with you and your teachers. They also provide amazing pastoral support, something I am very grateful for.

What sort of preparation have you had for life beyond school?

Diketso: In the first term of the Lower Sixth everyone takes part in the EAGLES programme. Every two weeks you switch to a different activity. One of the talks taught us about cooking and budgeting. Another taught us about interviews and the various skills and tricks you need in order to have a successful one. My favourite was on social etiquette as it pushed the majority of us outside our comfort zones and showed us how to interact with others the right way. In addition to EAGLES, we have talks from outside organisations who share their stories and advice from their experiences.

Charlie: The Careers Department have been very hands on in providing support for students. I have been keen to explore the possibility of going to North America for university and the department has been tremendous in helping me with my applications. They also organise events like the annual careers fair at the school. Meeting universities in the UK and talking with them about the options available makes the next step a lot less daunting.

What are your plans when you leave Millfield?

Charlie: I am currently exploring the possibility of studying computer science at university, some have a business emphasis with the possibility a one-year work placement and would give me a great way of applying what I have learnt. I will always have a massive passion for basketball and many universities have great teams so I would definitely look to carry this on.

Diketso: When I leave Millfield I hope to study chemical engineering in either the US or the UK. My dream is to go into the green energy sector and work on some type of renewable energy or work on electric cars/greener urban mobility methods. I want to start working in industry as soon as possible and hopefully be able to travel at the same time. My all-time dream is to have my own energy company and work from home. I still plan to continue hockey and drumming at whichever university I attend.

STUDY ROUTES

All of the courses available in the Lower Sixth at Millfield from September 2020 are listed in this booklet. The Sixth Form curriculum has been designed to provide you with a broad and flexible choice of subjects and courses which include:

- A levels (or equivalent)
- BTEC courses (or equivalent)
- Professional qualifications
- GCSE retakes

Each course has its own entry requirements.

A LEVEL

A level courses have been specifically designed to be delivered linearly over the two years of Sixth Form. External examinations taken at the end of the Upper Sixth assess the full two years of Sixth Form study and lead to the award of an A level.

Most students will study three A level courses (or the equivalent curriculum loading) in the Lower Sixth and continue with all of these courses into the Upper Sixth. With the school's agreement, and depending on prior attainment, aspirations, subject choices (i.e. the overall programme) and co-curricular load, there are options to study more or less courses than this.

Advice is available on the number of courses that would suit you; to follow the 'standard' three A level programme in the Lower and Upper Sixth at Millfield you will typically have achieved a minimum of 30 points from your best six GCSE/IGCSE/BTEC (or equivalent) courses; there are also specific requirements for individual courses and these are set out in the subject entries and summarised at the end of this brochure. Full details of our requirements for Sixth Form study, together with information on the alignment of the A* – G and 9 – 1 GCSE grade scales, can also be found at the end of this brochure.

The A levels were reformed in 2015 and are significantly more challenging than the previous A level courses. Each A level has 12 hours of taught lessons over a fortnight and we expect the students to be undertaking 12 hours of independent study during the same time period. This may be specified prep or deeper reading and research. Universities, including Oxford and Cambridge, advise against studying four A levels. Three A levels and an EPQ (see page 60 for more details on this excellent Sixth Form qualification) shows breadth, depth and independent inquiry which is what the top universities are looking for. An exception to this is Further Mathematics which is expected to be a fourth A level. If you would like to discuss a fourth A level option please speak to your Mrs Haydon or a member of the Sixth Form team.

University entry requirements are based on achievements at A level (or BTEC or Pre-U) in most cases. The majority of Millfield students take three subjects at A level which is the standard university entry requirement; two being the usual minimum requirement for degree level study. Entry onto Higher National Diploma/Foundation degree courses requires at least one A level or a BTEC qualification with appropriate GCSEs.

All students will undertake formal internal assessments in the summer term of the Lower Sixth year; continuation of an A level course into the Upper Sixth will require students to demonstrate their ability to achieve at least a 'pass' grade at the end of the two-year A level course. There are no AS exams in the summer term of the Lower Sixth.

BTEC

There are four (multiple A level equivalent) courses available:

- BTEC Level 3 Extended Diploma in Art & Design (three A level equivalent)
- BTEC Level 3 Diploma in Business (two A level equivalent)
- BTEC Level 3 Diploma in Enterprise and Entrepreneurship (two A level equivalent)
- BTEC Level 3 Diploma in Sport (two A level equivalent)

These courses can stand alone (and take up the curriculum time equivalent to three A level subjects) or be combined with one A level.

The entry requirement for one of our multiple A level equivalent BTEC courses is a minimum of 20 points from your best five GCSE/IGCSE/BTEC (or equivalent) courses. It is equally important that you possess the personal qualities appropriate to this style of study: well-motivated, resourceful and considering a career in the chosen BTEC area. Full details of our requirements for Sixth Form study can also be found at the end of this brochure.

In addition, a BTEC Level 3 National Extended Certificate in Music Performance (one A level equivalent) and a BTEC Level 3 National Extended Certificate in Information Technology (one A level equivalent) are available. These BTEC courses can be completed in the curriculum time equivalent to one A level and can therefore be combined with A level courses in the Lower Sixth.

Typically, these courses are attractive to Sixth Formers who are capable of working at an advanced level, but who feel better placed to show their potential through coursework assignments, rather than in the traditional examination room setting of most A level assessment. On these courses students are largely continuously assessed as they progress through unit assignments and each assessment counts towards their overall grade. Students who are interested in a multiple A level equivalent BTEC place are strongly encouraged to contact the relevant Head of Department as soon as possible to discuss their suitability.

To complete a BTEC course successfully, and achieve one of the pass grades overall, at least a pass grade must be achieved in each and every assignment. This means that students must produce work of the required standard throughout the course. It is also important to note that all Level 3 BTEC courses contain some external examination elements. An overall pass during the Lower Sixth is a requirement for continuation into the Upper Sixth.

The WJEC Level 3 Certificate in Food Science & Nutrition course is also available, which is similar in approach and assessment to single A level equivalent BTEC courses.

EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ is an additional qualification available to all Sixth Form students and involves independent research on a topic of your own choice. The EPQ carries more UCAS points than an AS level and is highly regarded by universities as it will enhance and demonstrate your independent study skills. You will work over an extended period, starting in the Lower Sixth and including work over the summer break, to produce your project; mention of the EPQ can therefore be included in university applications.

OTHER COURSES

A number of GCSE and specialist courses are also available, including the 'Leiths Introductory Certificate in Food and Wine' and the 'British Horse Society (BHS) Complete Horsemanship Certificate'. All students have access to English and Maths lessons that prepare them for the US university entrance tests (SATs).

CHOOSING YOUR SIXTH FORM OPTIONS

The Sixth Form curriculum consists of four timetable blocks; you will be allowed to choose no more than one subject in each block. The options available in each block are set out in the Appendix.

The subject combinations that we are able to offer are based upon our own research and our experience of the sorts of subject combinations which students choose. Although flexibility is a priority, it is important to note that not all combinations of subjects are possible, just as some are undesirable.

Please note that students requiring more than two periods per timetable cycle of English as an Additional Language (EAL) will normally choose no more than the equivalent of three A level subjects in the Lower Sixth. GCSE English and/or GCSE Maths must be selected by students yet to achieve a grade 4 (grade C, or equivalent) in these subjects.

Although every attempt will be made to offer the courses shown, the school reserves the right to limit places if demand is too high or close courses if numbers are too low.

Provisional choices will be requested at spring half-term (or as soon as possible thereafter for new registrations). Adjustments to these choices will be possible (for example, following the release of GCSE results) with the School's agreement.

On the Sunday before the start of the Autumn term, key staff will be available to answer any queries at the Lower Sixth Advice meeting for students and parents. Formal registration for Lower Sixth courses will take place at this event.

MOVING ON FROM MILLFIELD

The A level, Pre-U and BTEC subjects that you choose will ultimately impact on the university courses that are available to you; the table which follows gives details of this.

If you are thinking of applying to universities in the USA you should aim to keep your options as broad as possible and you may need to take a Scholastic Aptitude Test (SAT) in addition to A levels. Some universities in the USA do not recognise BTEC qualifications, and the more competitive universities prefer to see the more traditional A level subjects. You will also need to have suitable qualifications in Mathematics, English and a Social Science at GCSE level if not at A level. The Careers & Higher Education Department is available to give expert advice on these areas.

If you would like guidance on more complex questions concerning subject combinations for different courses at university, any other aspect of further/higher education or careers then contact the Careers Office Manager, Mrs Hicks-Keeley, or one of the tutors who work in Careers & Higher Education:

Mr J J C Brittain
Further/Higher Education
brittain.j@millfieldschool.com

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Careers, subject choice and gap years
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Top universities including Oxbridge
pringle.a@millfieldschool.com

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North American Universities
nixon.l@millfieldschool.com

Mrs J Hicks-Keeley
Careers Office Manager
careers@millfieldschool.com

DEGREE COURSES AND A LEVEL CHOICES

The table below gives you some broad guidance on subjects that suit common degree courses.

Please note, there are often exceptions to this guidance; you are strongly advised to look at www.ucas.com/students/coursesearch to see which subjects are recommended in the areas that you are potentially interested in.

DEGREE COURSE	ESSENTIAL /DESIRABLE A LEVELS
ACCOUNTING	Accounting, Mathematics and Economics/Business Studies are useful.
ARCHAEOLOGY	Generally no specific requirements; History, Geography or Chemistry useful.
ARCHITECTURE	Mathematics and Physics may be required, plus an art-based subject.
ART & DESIGN	Art or Product Design; a portfolio is usually required.
BIOLOGICAL/LIFE SCIENCES	Two sciences: Chemistry and Biology, sometimes Mathematics.
BUSINESS & MANAGEMENT	Some have a Mathematics requirement at GCSE (A/B grade), or at AS/A level.
CHEMISTRY	Chemistry and another science or Mathematics.
CLASSICS	Latin and/or Greek; useful to have History, English or Modern Languages.
COMPUTER SCIENCES & IT	Mathematics may be required; Computing is useful.
DENTISTRY	Chemistry and Biology; some like Mathematics or Physics in addition.
DRAMA	One from English Literature or Drama.
ECONOMICS	Mathematics usually required; Economics desirable.
ENGLISH	English Literature. Other essay-based subjects useful.
ENGINEERING	Mathematics essential, plus a second science (usually Physics or Chemistry, depending on area of specialism).
GEOGRAPHY & ENVIRONMENTAL SCIENCE	Geography. Some require one or more science subjects.
HISTORY	History is usually required. Other essay-based subjects useful.
INTERNATIONAL RELATIONS	Generally no specific requirements. Politics, Economics, History are useful.
LAW	No essential requirements, but a preference for traditional subjects which require logic and the ability to write well such as History or English.
MATHEMATICS	Mathematics and sometimes Further Mathematics; Physics is useful.
MEDIA STUDIES	English or Media Studies preferred. Relevant work experience often considered. Psychology can be useful.
MEDICINE	Chemistry plus Biology. Physics and Mathematics are useful.
MODERN FOREIGN LANGUAGES	Target language almost always required; a second language is desirable.
MUSIC	Music required, and Grade 7 or 8 in the main instrument.
PHARMACOLOGY & PHARMACY	Chemistry and Biology; another science or Mathematics is useful.
PHYSICAL SCIENCES	Physics, Mathematics, sometimes Further Mathematics.
PHYSIOTHERAPY	Biology or other science subject. Physical Education is useful.
POLITICS	History, Politics, Modern Language, English or Economics are often useful.
PSYCHOLOGY	Biology, Psychology or Mathematics often required. In addition, there can be a GCSE Mathematics requirement (7 (A) or 6 (B) grade).
SPORTS SCIENCE	Biology or another science can be required; Physical Education can be useful.
TEACHING (PRIMARY)	Traditional subjects preferred. GCSE Science 6 (B) grade can be a requirement.
VETERINARY SCIENCE	Chemistry, plus one from Biology (which is preferred), Physics or Mathematics.



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ARTS, DESIGN & MEDIA

OVERVIEW

The merits of music as a means of expression have long been recognised and the study of this subject develops creative, critical, analytical and communicative skills that are transferable to many other academic subjects.

Far more than just a practical pursuit, A level Music's broad programme provides intellectual and artistic challenges through the study of an engaging range of music that nurtures an in-depth musical understanding and encourages musical development through performing, composing and appraising.

The study of music fosters and inspires teamwork, cooperation, excellent communication, self-management and problem-solving whilst increasing confidence, self-reliance, self-esteem, a sense of achievement and an ability to relate to others.

APPROACH

Music A level combines elements of history, theory, analysis and practical skills. Our various A level tutors allow for a wide range of approaches with small class sizes and our instrumental teachers assist with the performing element of the course.

You will make the most of our facilities with opportunities to perform in our concert hall and to compose using Sibelius software on Apple Macs. You will also extend your appreciation of the diverse heritage of music, promoting cultural development, encouraging life-long learning and providing access to both music-related and other careers.

COURSE OUTLINE

The course is made up of two compulsory components and two optional components that students can choose dependent on their individual strengths. The first compulsory component is Listening. In order to prepare for this unit students will study both Baroque music, with set works by key composers from the period and set works by key composers from the 19th century. These will be examined through both short and long answer questions and a choice of essays. Through the teaching of this topic you will develop a strong understanding of contextual and cultural issues, and learn to make connections between different styles.

The second compulsory component is Practical Musicianship which has two elements, performing (a programme of the students choice for 6-10 minutes) and composing (two contrasting compositions of 1-2 minutes).

Students will also choose two additional units from Extended Performance, Extended Composition and Investigating Music, an evaluative essay stemming from the students' own interests.

FURTHER INFORMATION

Students will also need to be having individual instrumental lessons in order to complete the performing component of the qualification. It is still possible for a student to take A level Music without completing an IGCSE/GCSE qualification in Music, though a formal discussion regarding the student's suitability would be necessary.

ENTRY REQUIREMENTS

It is desirable for candidates to have achieved at least grade 7 (A) IGCSE/GCSE Music or equivalent, and to have reached an approximate standard of Grade 5 or 6 on an instrument or voice. A grade 6 (B) in IGCSE/GCSE Music (or equivalent) is essential.

EXAM BOARD AND SPECIFICATION

9483
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-music-9483/

CONTACT

Assistant Director of Music (Academic)
Mrs K Barry
barry.k@millfieldschool.com

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (1 A LEVEL EQUIVALENT)

MUSIC PERFORMANCE

OVERVIEW

This two-year programme of study is suitable for musicians with a practical interest in music. It will suit broad minded musicians who have a thirst for all styles of music whether contemporary, commercial, classical or avant-garde. Learning will be centred on practical music making, exploring the subject creatively in groups. Students will also study music theory and harmony in a practical context. There will be a high level of performance on the course. For those wishing to develop their instrumental skills at a conservatoire or to move on to one of the many courses in commercial music now available, this programme is an ideal starting point. It is equivalent in size to one A level.

APPROACH

Assessment is by internal assessment and external moderation across four units. Learning with instrumental teachers and in ensembles will have relevance to all units, giving candidates the opportunity to use their full range of skills, interests and experience to further their qualification.

Being able to work well both independently and as part of a team is an essential skill for this qualification. Real world experience forms an important part of vocational learning – guest speakers from the music industry and visits to appropriate events, conferences and venues will take place during the course.

COURSE OUTLINE

In the first year, students will explore Unit 1 - Practical Music Theory and Harmony, where they will develop knowledge and understanding of music theory and harmony and apply their understanding in practical sessions. This is completed by at the end of the Lower Sixth year. It is 25% of the overall grade for the qualification. Alongside this, students will start the most substantial unit of the course - Ensemble Music Performance, for completion towards the end of Upper Sixth (33%). For this component students will work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance.

There is the opportunity for one optional unit such as composition, improvising or solo performance that is completed by December of the Upper Sixth year (17%) leaving the Professional Practice in the Music Industry for completion in the second half of the Upper Sixth year (25%). Students will explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. It is designed to equip students with the relevant skills, knowledge and understanding to work in the profession. The unit content includes financial management, effective interpersonal skills and working with others. The evidence for this unit, completed under supervised conditions, includes planning an event at school.

FURTHER INFORMATION

This course can be readily combined with a wide range of other courses or as an integral part of a media/arts based curriculum.

ENTRY REQUIREMENTS

The essential entry requirement for BTEC Music is at least four GCSE passes at grade 4 (C) or above (or the equivalent).

Approximately Grade 4 or 5 on an instrument (or voice) is helpful. It is also highly recommended that students will have individual instrumental lessons in order to complete the performing component of the qualification.

EXAM BOARD AND SPECIFICATION

601/7090/6
qualifications.pearson.com/en/qualifications/btec-nationals/music-performance-2018.html#

CONTACT

Assistant Director of Music (Academic)
Mrs K Barry
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OVERVIEW

Studying Drama is not just for those who wish to become actors, writers or directors; far from it. Drama is for those who are interested in developing essential skills valued by employers and indispensable in the modern world: creativity, teamwork, communication, presentation, risk-taking and reflection.

APPROACH

Everything we do in Drama is focused on a practical application of performance skills. We devise, study and reflect in a scholarly manner, with performance at the very heart of the course. Theatre thrives on invention, and students are encouraged to find their voice, harness their strengths and tell their stories. The course requires you to create a practical project for which you will be assessed. For most students these exciting projects are the best part of the course.

COURSE OUTLINE

The Drama course is assessed largely through practical work, though there is a written element and a written exam at the end of the course. It is both an academic and a practical subject, and so if you choose to do Drama you will be expected to write, read and research all aspects of the theatre, as well as act, play, and perform.

A level Drama comprises the following components:

1. Devising (40%): in this coursework unit you will devise an original piece of theatre, in close collaboration with the other members of the class. The finished product will be performed before an audience.
2. Text in Performance (20%): in this component you will perform a monologue or duologue, as well as acting in an excerpt from a play.
3. Theatre Makers in Practice (40%): in this component you will study two complete plays, which you will write about in the written exam at the end of the Upper Sixth. The exam also requires you to write a review of live theatre seen during the course.

FURTHER INFORMATION

Complete commitment is required to study Drama and students are carefully guided and supported.

ENTRY REQUIREMENTS

The GCSE requirements are grade 4 (C) in English Language or English Literature or Drama.

EXAM BOARD AND SPECIFICATION

9DRO
qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html

CONTACT

Teacher in Charge of Drama
Mrs K Lane
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A LEVEL MEDIA STUDIES

OVERVIEW

Whether you like it or not, the media is one of the biggest influences on your life. It cannot be ignored as it plays a critical role in helping to form people's views about a huge range of subjects.

This is a good A level to do if you think you may want a career in media, and Media Studies is a valid entry subject for nearly all courses in higher education. You will produce a portfolio for the practical components; these may be of interest to universities or prospective employers.

APPROACH

The emphasis is on full student involvement in the course of study. Group work is a common feature of the course so it is important that you enjoy this form of working. The practical components, which represent 50% of the marks in the A level course, are underpinned by media concepts and theory which also form the basis of the other units. Good reading and writing skills are a real advantage. It is also important that you are able to work independently. Great use is made of computers with software such as Adobe Photoshop and Final Cut Pro being available for production work.

COURSE OUTLINE

During the course, you will study for four units:

1. Foundation Portfolio: this coursework unit entails production of a two-minute opening to a fiction film, which you will devise, film and edit.
2. Key Media Concepts: for this exam unit, you will conduct a close examination of moving image extracts, analysing how they are constructed and what meanings they contain. You will also study a media industry in depth.
3. Advanced Portfolio: in this coursework unit, you will be required to create a more substantial film production such as a music video, accompanied by two ancillary productions in different media, for example a magazine advertisement or a CD digipak.
4. Critical Perspectives: this exam unit involves close study of media theory, from a choice of topics such as postmodernism and group identity. This element will cover a range of media such as film, television, magazines and the internet.

In both years, you will create your own media blog to support your production assignments.

FURTHER INFORMATION

All external examinations are taken at the end of the Upper Sixth and assess the full two years of study leading to the award of an International A level. The school has a studio equipped with digital video cameras and editing suites for student use. An experienced, professional technician teaches students how to film and edit and closely supervises these aspects of the practical productions in both years. The standard of student achievement has been very high.

ENTRY REQUIREMENTS

Having a genuine interest in the media and being willing to extend your horizons are both important requirements. A minimum of grade 4 (C) in GCSE English Language is required, grade 6 (B) or above is desirable.

EXAM BOARD AND SPECIFICATION

CIE 9607
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-media-studies-9607/

CONTACT

Teacher in Charge of Media Studies
Mrs A Coelho
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BTEC LEVEL 3 EXTENDED DIPLOMA (3 A LEVELS EQUIVALENT)

ART AND DESIGN

OVERVIEW

If your career aspirations lie in the visual creative arts this could be the course for you. Challenging and rigorous, the BTEC Extended Diploma is equivalent to three A levels and is suited to those of a self-motivated nature, providing an excellent all-round experience of fine art, graphic design, photography, fashion, textiles, illustration and product design, as it gives you the extensive practical skills and knowledge to succeed on an art and design degree.

Independence is key and you will be encouraged to express your individuality and interests through the work you produce. A wide range of media is available for you to embrace, such as drawing, painting, printmaking, 3D making processes, digital media and photography; whilst at the same time intensifying your research and analysis of artists and their work. This will provide you with meaningful insight into the techniques and processes of professional artists and designers, inspiring you to respond in your own way.

APPROACH

The subject is practically based with a vocational focus, providing a rich and personal experience where you are encouraged to become an independent learner and to express your individuality. You will follow a series of projects that allow you to explore different aspects of art and design in a structured way. You will learn through teaching and learning phases, before embarking on independent assignments that are designed to help you express yourself skilfully and creatively. These will be selected by you in consultation with staff to allow you to develop a specialist focus within your portfolio that supports progress towards higher education or careers.

During the course you will participate in a study week taking in the very best practice in art and design in the galleries and design houses of a city overseas. All students are encouraged to take advantage of work experience in areas of art and design they are interested in during holiday periods.

COURSE OUTLINE

The course is equivalent to three A levels and is made up of 13 units covering a wide range of art and design activities. Of these seven are core units that look at key vocational areas such as Managing a Client Brief and Developing a Portfolio. Four units are externally assessed with a mixture of practical and written examinations. The combination of all the grades for all 13 units studied will give you a final triple grade. Assessment of your work takes place every half term with written and verbal feedback.

At the end of the course you will be given the opportunity to exhibit your independent final, major project.

FURTHER INFORMATION

Students wishing to progress into Higher Education would normally have to follow a one year foundation course before proceeding to a degree course, but BTEC students are frequently able to make successful applications directly onto a degree course.

ENTRY REQUIREMENTS

At least five GCSEs at grade 4 (C) or higher are essential for BTEC Art & Design, together with a portfolio of art/design work.

EXAM BOARD AND SPECIFICATION

Pearson BTEC Level 3 National Extended Certificate in Art and Design
qualifications.pearson.com/en/qualifications/btec-nationals/art-and-design-2016.html

CONTACT

Head of Art, Design & Technology
Mr P Maxfield
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A LEVEL

ART AND DESIGN (FINE ART)

OVERVIEW

If you enjoyed GCSE Art & Design then you are undoubtedly going to find A level an absolute delight. You will acquire a wonderful insight into the techniques and processes of professional artists and be inspired to respond in your own way. You will embark on a journey of discovery of art and culture, often globally inspired.

APPROACH

The subject is practically based and a wide range of media are available for you to embrace; such as drawing, printing, printmaking and photography, as well as a more in-depth research and analysis of artists and their work. There is an additional written element which becomes much more significant during the second year of the course, when a journal or essay is required.

The range of subject matter you will follow is extensive and where a thematic response is the preferred option, you can draw from your own interests, whether they be social, moral, political or simply portraits or landscapes. You will be provided with all the necessary materials such as paints, acrylic, watercolour, inks, oil pastels, charcoal etc. to foster an interdisciplinary approach to your work. There is a strong tradition of drawing at Millfield and there will be an opportunity to attend life drawing classes during the course.

This course offers the opportunity to explore and experiment with a wide range of drawing, painting and printmaking materials, techniques and practical skills. Developmental work is produced in personal sketchbooks exploring meanings, messages and ideas. This includes the study of, and annotated analysis of other artists' work and art movements, against which you will set your own ideas in context. Your imagination and enthusiasm for visual language is paramount, and your final outcomes should demonstrate your individual strengths and interests.

COURSE OUTLINE

The first year starts with teacher led workshops designed to develop your skills, before exploring strategies for the development of your own personal project. The A level has two components:

Component 1: Personal Investigation. This is a coursework project with a substantial written element (1000-3000 words) that is required to support the practical study.

Component 2: the Externally Set Assignment is 15 hours long and provides the opportunity for you to respond in your own way to one of a number of themes set by the exam board.

Coursework carries 60% of the total mark, and the Externally Set Assignment the other 40%.

Assessment of ongoing work takes place every half-term, by course tutors. Final work is marked internally at the end of each summer term, and a sample is moderated by the exam board. Assessment of both components is at the end of the Upper Sixth after the full two years of study and leads to the award of an A level.

FURTHER INFORMATION

Fine Art can be matched with a range of other A level subjects. If you plan to pursue art into Higher Education, you would normally have to follow a one year foundation course before proceeding to a degree course. Our students have successfully gained places at all the leading universities, with some achieving international fame for their work in this field.

ENTRY REQUIREMENTS

If you wish to study Art A level then you should normally have achieved at least four GCSEs at grade 4 (C) or higher.

EXAM BOARD AND SPECIFICATION

7202
www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design

CONTACT

Head of Art, Design & Technology
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FOOD AND NUTRITION

OVERVIEW

Level 3 Food Science and Nutrition qualifications allow students to gain a wealth of knowledge about this important industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food. The course is excellent preparation for those wishing to pursue careers in nutrition, food science, sports science, food technology, consumer protection and the hospitality industry.

APPROACH

Level 3 Food Science and Nutrition qualifications have been designed around the concept of a 'plan, do, and review' approach to learning. There is a strong emphasis on practical work, making this an ideal choice for students who prefer to learn by doing. The qualifications mirror many work activities in the food and nutrition industry and facilitate learning in a range of contexts.

COURSE OUTLINE

This course offers the opportunity for you to primarily explore the subject of food from a number of different perspectives. In the Lower Sixth students follow the Certificate course which provides the first unit of the Diploma. In this unit, Meeting Nutritional Needs of Specific Groups, students become able to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. Through ongoing practical sessions they gain the skills to produce quality food items to meet the needs of individuals. This is assessed through a combination of a written exam and an internal centre marked assignment.

In the Upper Sixth, all students complete a second unit, Ensuring Food is Safe to Eat. This allows students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Students are then able to choose their final unit from a choice of two coursework projects: Experimenting to Solve Food Production Problems or Current Issues in Food Science and Nutrition.

Unit 2 and Unit 3/4 of the WJEC Level 3 Diploma in Food Science and Nutrition are assessed internally and then externally moderated. While most students will proceed to the second year and achieve a Level 3 Diploma at the end of the Upper Sixth it is possible to do the first year and achieve a Level 3 Certificate on completion of Unit 1.

The final Diploma grading is reported on a four point scale: Distinction*; Distinction, Merit and Pass. These grades have an equivalent UCAS weighting to the A level grades A*, A, C, E respectively.

FURTHER INFORMATION

The WJEC Level 3 Food Science and Nutrition course can be successfully matched with a range of A level subjects (or equivalent), supporting progress on to a wide range higher education degree courses.

ENTRY REQUIREMENTS

Students wishing to follow the WJEC Level 3 Food Science and Nutrition course will have achieved at least four GCSEs at grade 4 (C) (including at least one science qualification).

EXAM BOARD AND SPECIFICATION

QAN 601/4553/5 and QAN 601/4552/3
(Level 3 Certificates in Food Science and Nutrition)
www.wjec.co.uk/qualifications/food-science-and-nutrition/

CONTACT

Teacher in Charge of Food Studies
Mr P Reeves
reeves.p@millfieldschool.com

LEITHS INTRODUCTORY CERTIFICATE IN FOOD AND WINE

OVERVIEW

The Leiths Introductory Certificate, from the Leiths School of Food and Wine (one of the most respected cookery schools in the country) is a professional cookery course and recognised by the food industry. If you have a passion for cooking, or would like to utilise it in a vocational route after school, this course will teach you the skills needed to become a confident, capable and efficient cook, access work during a ski season, or take further courses at Leiths in London, and start your journey to become a professional chef.

APPROACH

The course is a thorough introduction to kitchen techniques and most styles of cooking. You will become proficient in family and party cooking, learn to understand recipes, plan time efficiently and cook with relaxed confidence. Little or no previous experience is needed.

The dishes you will prepare are interesting and varied with an increasing degree of skill required. There is a balance between classical methods and modern recipes. You will learn the skills needed for all aspects of cooking from meat preparation, cooking and carving to sweet sauces, cakes, scones and buns. Visiting chefs and a Master of Wine will give talks and demonstrations throughout the course.

COURSE OUTLINE

The course lasts for five terms. Each week you will undertake a structured practical session and produce a time plan, which enables you to plan your practical work efficiently. Presentation is paramount and you are encouraged to utilise flair and creativity to serve food of a good quality. The course is assessed through coursework (40%), practical examination (40%) and written examination (20%). The coursework includes the marks achieved during the weekly practical sessions and results of theory tests (taken throughout the five terms) as well as a meal planning assessment.

To pass the Leiths Introductory Certificate students need a minimum of 60% in all three areas of assessment. In addition, the course runs in parallel with the Confederation of Tourism and Hospitality (CTH) Level 3 Professional Cookery Qualification for which UCAS points are awarded (36 points for Distinction, 24 points for Merit and 12 for a Pass).

CTH will use marks, evidence and project work collected throughout the Introductory Certificate together with three practical assessment exercises to determine the CTH final grade. As a compulsory part of the course you will undertake the Chartered Institute of Environmental Health Certificate in Food Safety in Catering (Level 2).

FURTHER INFORMATION

As this is a professional cookery course, expectations are high. You are provided with whites and chefs hats, which are worn during the practical lessons. In addition, you are issued with your own initialled knife sets and a copy of the Leiths Cookery Bible.

During the five terms there is also the opportunity to attend a food related trip and to undertake a workshop at Leiths School of Food and Wine in London. There is an additional cost for this course.

ENTRY REQUIREMENTS

There are no entry requirements for this course.

EXAM BOARD AND SPECIFICATION

Not applicable.

CONTACT

Teacher in Charge of Food Studies
Mr P Reeves
reeves.p@millfieldschool.com

A LEVEL PHOTOGRAPHY

OVERVIEW

Photography is a very powerful art form. During your time on the course you will unearth captured moments of history and thought-provoking concepts that continue to help shape our culture and society. You will deepen your skills in capturing frozen instants, explore sequential imagery and gain a wonderful insight into the techniques and processes of traditional and modern photography, all the while being inspired by a range of professional photographers and artists throughout history.

APPROACH

The range of subject matter you will explore is extensive and where a thematic response is the preferred option, you can draw from your own personal interests, whether they be social, moral, political or simply portraits or landscapes.

Weekly support sessions offer you the opportunity to revise techniques learned in class, whether it be darkroom or Adobe Photoshop CC. You will also have access to SLR and digital cameras, studio lighting, the darkroom, digital suites and be inducted into the photography studio.

The skills developed will allow you to widen your own personal interests in many areas, such as advertising and marketing, social media, fashion, portraiture, curation, photojournalism, documentary, forensic photography, graphic design and web design.

COURSE OUTLINE

Those who have studied GCSE Art will be familiar with the sketchbook approach where you will analyse the photography and artworks of practitioners' work as well as developing your own ideas and personal responses and evaluating your work as it evolves. Your imagination and passion for visual language is paramount, and your final outcomes should validate your individual strengths and interests. The first year starts with teacher-led workshops designed to develop your skills, before exploring strategies for the development of your own personal investigation project. A substantial written element will need to be incorporated to support your practical study (1000-3000 words). This coursework counts for 60% of the marks. The second component is an externally set assignment (40% of the final mark) where you will choose one of eight themes to explore and develop, concluding in a 15 hour exam in the summer term.

Assessment by course tutors of ongoing work takes place every six weeks. Final work is marked internally at the end of each summer term, and a sample is moderated by the exam board.

FURTHER INFORMATION

Photography can be matched with a range of other A level subjects. If a student wishes to pursue photography into Higher Education, they would normally follow a one-year Foundation course before going on to a degree course, although this is not always the case.

ENTRY REQUIREMENTS

If you wish to study Photography A level, then you should normally have achieved at least four GCSEs at grade 4 (C), with grade 6 (B) being desirable. Students who have not studied Photography before should ideally be conversant with a SLR camera and would benefit from having access to one.

EXAM BOARD AND SPECIFICATION

7206
www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design

CONTACT

Head of Art, Design & Technology
Mr P Maxfield
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A LEVEL

PRODUCT DESIGN

OVERVIEW

The A level Product Design course gives you an exciting opportunity to be creative and the freedom to manufacture in our extensive workshops. The Design Department is a superb purpose-built environment where you will have the opportunity to use an enviable range of general and specialist tools and equipment, including state of the art CAD/CAM, Rapid Prototyping, a metals fabrication and heat treatment area. We also have four studios, each equipped with sixteen PCs for design, computer modelling and graphical presentation work.

APPROACH

You will be expected to have enthusiasm for designing and making innovative and exciting products. You will be able to study a broad range of materials and making processes, with emphasis placed on the life cycle of products (design, manufacture, and disposal) and issues relating to the environmental sustainability of products will be considered. This knowledge will be developed over the two-year course, alongside an understanding of the processes and procedures of commercial production and manufacture.

This is a good course to build a solid foundation for careers in 2D/3D design and the arts. You will have a free choice of the coursework projects that you undertake, ranging from areas such as jewellery design or fashion textiles, to furniture projects or environmental design.

COURSE OUTLINE

The course content is very diverse. We will start by covering the core technical principals of materials and their applications, product development and improvement, inclusive design, ergonomics and anthropometrics, design communication, digital design and manufacture, efficient use of materials and health and safety. This is followed by further work on the principles of designing and making such as product analysis and commercial manufacture. Written exams in these areas count for 50% of the final mark.

The non-examined assessment (NEA) is a substantial design and make task and is worth 50% of the A level. You will be expected to produce either a written or a digital design portfolio and photographic evidence of the final prototype.

Maths and science elements account for 15% of the course; this supports learning and understanding of material properties, calculating quantities and improving manufacturing.

FURTHER INFORMATION

This A level is good preparation for a wide variety of university courses including product design, graphic design, transport design, textiles, engineering and architecture.

ENTRY REQUIREMENTS

For acceptance onto the course, you should normally have achieved at least four GCSEs at grade 4 (C). Some experience in a design-based GCSE subject is highly desirable, plus evidence of a strong design folio. Grade 6 (B) and higher in GCSE Product Design is desirable. Art/Textiles portfolios will be considered.

EXAM BOARD AND SPECIFICATION

7552

www.aqa.org.uk/subjects/design-and-technology/as-and-a-level

CONTACT

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LANGUAGES AND LITERATURE

A LEVEL ENGLISH LITERATURE

OVERVIEW

If you enjoy reading and talking about what you read, you like watching plays being performed and you enjoy discussing your responses to the books you have read then the literature in English International A level will challenge and expand your appreciation of poetry, prose and drama.

You will learn how to respond critically and creatively; exploring contrasts, comparisons and connections between texts as well as forming an argument and presenting your own views.

APPROACH

You will be expected to read independently, and you will explore texts through your own note-making, essays and research as well as class discussions and debates. Your own ideas and opinions really do matter.

Your critical and debating skills will be developed as you explore different interpretations of a range of texts. You will learn through film and performance as well as the written word and will have opportunities to follow your own interests through coursework and project work. Your essay writing skills will be honed in class with one-to-one attention from your teacher as the course progresses. There will be a variety of enrichment opportunities, ranging from theatre and cinema trips, to visiting literary sites both locally, in Dorset, and abroad in Venice and Florence depending on demand. There will also be social events with a literary flavour when the teaching groups meet for some food (and food for thought) as well as to engage in discussions, workshops and debates.

COURSE OUTLINE

During the course, you will study for four units:

1. Drama & Poetry: you will study and learn to write about the author's craft in one play and one collection of poetry. This is examined in a 2 hour paper.
 2. Prose & Unseen: you will study one work of prose fiction, and you will learn how to analyse an unseen passage or poem, in preparation for a 2 hour paper in which you answer one essay question on each of them.
 3. Shakespeare & Drama: in this unit you will study a play by Shakespeare and another play, in preparation for a 2 hour exam.
 4. Pre- and post-1900 Poetry & Prose: you will study one work of prose fiction and one collection of poetry. This is examined in a 2 hour paper.
- All the units are equally weighted.

FURTHER INFORMATION

English Literature combines well with subjects like History, Philosophy, Languages and Economics. It is best-suited to those who already enjoy reading and exploring texts and is a good basis for many subjects at degree level. For example, arts subjects, law, drama and American studies.

ENTRY REQUIREMENTS

You will need to have at least grade 6 (B) in English Language and English Literature, but grade 7 (A) is highly desirable for those who wish to achieve grade C or higher at A level.

EXAM BOARD AND SPECIFICATION

9695
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-english-literature-9695/

CONTACT

Head of English, Drama and Media
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OVERVIEW

The Latin A level course offers a rich blend of language and literature from the ancient world. You will develop your linguistic skills in order to understand and appreciate some of the finest literature mankind has produced. This will take you inside the minds of authors who were writing two thousand years ago. Alongside this, you will gain an understanding of the events, culture, and attitudes of Rome at significant periods in its history. The ways in which the ancient world has shaped western civilisation and the relationship between the classical and modern worlds will be explored.

The A level qualification in Latin is rightly regarded by universities and employers as an indication of intellectual ability. It also demonstrates impressive breadth, as this course offers the chance to develop skills which are at different times linguistic, analytical, empathetic, logical, creative, and critical. These are skills which will equip you for a very wide range of interesting careers, such as the Foreign Office, journalism, advertising, business, finance or law. In particular, they will help you learn other languages quickly and effectively.

APPROACH

Our Classics tutors are passionate about their subject and very approachable. Class sizes are usually small and students are able to receive highly individualised attention. The teaching focuses both on literary texts and a variety of methods to develop language skills, using ICT where appropriate. We have a well-stocked library of Classics-related books and articles which students are encouraged to use. The school library offers further classical material and there is a wealth of resources online.

Whenever possible, we enrich the experience of learning Latin by organising trips to classical sites at home and abroad, and to plays, films and lectures.

COURSE OUTLINE

Each week there will be grammatical work to complete and vocabulary to learn and in literature lessons, we will read and translate original classical works. One prose text and one verse text are studied during the Lower Sixth, and these texts are studied in further depth in the Upper Sixth. Across both language and literature components, students will study at least four authors in detail during the A level course.

The verse text will be poetry, and the prose text will be drawn from history, a legal speech or philosophy. You are encouraged to understand the content and context of the texts studied, and to appreciate their literary qualities. In the Sixth Form, prep is often to look ahead at the passage of Latin which will be studied in the next lesson, or to go back over material covered previously. This approach supports your language work, and helps you develop independent powers of analysis.

FURTHER INFORMATION

The Latin course complements all other subjects. Whatever area you intend to specialise in, taking Latin shows very impressive intellectual breadth and will strengthen your university application.

ENTRY REQUIREMENTS

It is essential that you have at least grade 6 (B) in GCSE Latin prior to undertaking this A level.

EXAM BOARD AND SPECIFICATION

H443
www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/

CONTACT

Head of Languages
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A LEVEL SPANISH

OVERVIEW

With 437 million native speakers, Spanish is second only to Chinese as a first language and is the fourth most widely spoken language in the world. Spain has increasingly become a major player in European business and with Banco de Santander now a key provider of UK financial services, business and economic links between the two countries have never been stronger. Coupled with the explosive growth of Spanish influence in the fashion world, following the unprecedented success of Inditex, the company behind brands such as Zara and Massimo Dutti, the ability to speak Spanish will open up many opportunities for you in the future.

APPROACH

The standard required at A level is a great deal more rigorous than at GCSE; it requires a sound understanding of grammar and the vocabulary areas become more complex. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary. At A level, the ability to write well-structured essays and an enjoyment of film and literature is an advantage.

You will be expected to take a lot more responsibility for your progress, particularly through regular listening and reading in Spanish outside lessons. There is a great deal of support available: small classes, a Spanish assistant who delivers weekly oral lessons to small groups, a computer-based language laboratory for listening and speaking practice during and outside lessons, an annual Spanish trip to Valencia or Granada and cinema trips.

COURSE OUTLINE

Progress towards the A level is tracked by formal assessments each half term, a robust examination at the end of the Lower Sixth and a mock examination in the Upper Sixth. The final external examinations at the end of the two-year course consist of a combined listening, reading and writing paper, a separate writing paper and a separate speaking exam.

In the Lower Sixth students study nearly all the key grammar needed to speak the language fluently. In addition they will study a theme from social issues and trends, Aspects of Hispanic society, one theme from artistic culture, Artistic culture in the Hispanic world, and a film.

In the Upper Sixth grammar covered in Lower Sixth is reinforced so that accuracy and manipulation of the language improves. In addition students will explore a further theme from social issues and trend: Multiculturalism in the Hispanic world – immigration, racism and integration, a further theme from political culture Aspects of political life in the Hispanic world, and a literary text. Students will also undertake an individual research project for speaking assessment.

FURTHER INFORMATION

If you feel you would like to study languages at university, it is often a good idea to study two languages to A level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist.

ENTRY REQUIREMENTS

At least grade 6 (B) in Spanish at either GCSE or IGCSE.

EXAM BOARD AND SPECIFICATION

7692
www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692

CONTACT

Head of Languages
Mr M Nash
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A LEVEL FRENCH

OVERVIEW

French is highly sought after both in the European community and the wider world. According to the latest survey carried out by the British Council, French ranked in the top three languages sought after by British businesses. Spoken on five continents, French is one of the major languages for communication today. Almost 220 million people have French as their mother tongue or are fluent in it and around 85 million young people and adults are learning it worldwide. French is also the second language of the EU and one of the United Nations' principal working languages, one of the two official languages of the International Olympic Committee and the African Union's main language. In the fields of aeronautics and civil engineering, hospitality, tourism, luxury goods and fashion, French is associated with high levels of expertise, technology and modernity.

APPROACH

Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary. The ability to write well-structured essays and an enjoyment of literature and film is an advantage. Students will be advised on how to choose the best resources available online to personalise their reading and listening experience in French. You will be supported by a French assistant who delivers weekly oral lessons on a one-to-one basis, a computer-based language laboratory for listening and speaking practice during and outside lessons.

COURSE OUTLINE

Progress towards the A level is tracked by formal assessments each half term, a robust examination at the end of the Lower Sixth and a mock examination in the Upper Sixth. The final external examinations at the end of the two-year course consist of a combined listening, reading and writing paper, a separate writing paper and a separate speaking exam.

In the Lower Sixth, students study nearly all the key grammar needed to speak the language fluently. In addition, they will study a theme from social issues and trends, Aspects of French-speaking society: current trends, one theme from artistic culture, Artistic culture in the French-speaking world, and a film.

In the Upper Sixth, grammar covered in Lower Sixth is reinforced so that accuracy and manipulation of the language improves. In addition, students will explore a further theme from social issues and trends: Aspects of French-speaking society – current issues, a further theme from political culture Aspects of political life in the French-speaking world, a literary text, as well as an individual research project for speaking assessment.

FURTHER INFORMATION

If you feel you would like to study languages at university, it is often a good idea to study two of them to A level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist. Latin combines well with modern European languages at A level, as it can assist you in working out meanings to words and with linguistic analysis.

ENTRY REQUIREMENTS

At least grade 6 (B) in French at either GCSE or IGCSE.

EXAM BOARD AND SPECIFICATION

7652
www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652

CONTACT

Head of Languages
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OVERVIEW

German is the language of logic, music, philosophy and business. Its grammatical structure appeals to those with a mathematical mind and a strong sense of order. Germany lies at the heart of Europe and is the financial powerhouse of the European Union. It is a major player in world-wide business and knowledge of its language will give any job applicant the edge. Germany's cultural influences stretch far back. Germany has been the birthplace of major writers, poets, artists, musicians, thinkers, scientists and innovators and today it is a vibrant, fun-loving country, rich in modern culture and fashion, at the cutting edge of technology with a diverse landscape and fascinating cities. Studying its language will open career possibilities as well as an exciting world to discover through language exchanges.

APPROACH

You will be expected to take a lot more responsibility for your progress, particularly through regular listening and reading in German outside lessons. There is a great deal of support available: classes are small and a German assistant who delivers weekly oral lessons on a one-to-one basis, a computer-based language laboratory for listening and speaking practice during and outside lessons, an annual German trip, cinema trips and many opportunities to mix socially with native German students in the school.

German requires a sound understanding of grammar and the vocabulary areas become more complex. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary. At A level the ability to write well-structured essays and an enjoyment of culture is an advantage.

COURSE OUTLINE

Progress towards the A level is tracked by formal assessments each half term, a robust examination at the end of the Lower Sixth and a mock examination in the Upper Sixth. The final external examinations at the end of the two-year course consist of a combined listening, reading and writing paper, a separate writing paper and a separate speaking exam.

In the Lower Sixth, students study nearly all the key grammar needed to speak the language fluently. In addition, they will study a theme from social issues and trends, Aspects of German Speaking Society, one theme from artistic culture in Artistic Culture in the Germanic World, and one film.

In the Upper Sixth, grammar covered in Lower Sixth is reinforced so that accuracy and manipulation of the language improves. In addition, students will explore a further theme from social issues and trends, Multiculturalism in the German Speaking World, in addition to a further theme from political culture, Aspects of Political Life in the Germanic Speaking World, an additional literary text, as well as an individual research project for speaking assessment.

FURTHER INFORMATION

If you feel you would like to study language at university, it is often a good idea to study two of them to A level. This is also helpful if you are planning on studying a language at university that you have not studied before, as it will demonstrate that you are a good linguist.

ENTRY REQUIREMENTS

It is essential that students have at least grade 6 (B) in GCSE German and grade 7 (A) or above is desirable.

EXAM BOARD AND SPECIFICATION

7662
www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662

CONTACT

Head of Languages
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nash.ma@millfieldschool.com

OVERVIEW

Language learning is a very fulfilling and rewarding experience. If you are considering studying Chinese Mandarin in the Sixth Form you will not only enjoy perfecting your linguistic knowledge, but you will also explore one of the most ancient cultures in greater depth, thus understanding Chinese lifestyle, tradition and ways of thinking.

As China is rapidly becoming one of the most powerful world economies, one in four employers rate Chinese Mandarin as an essential skill for to-day's young people. Having knowledge of Chinese Mandarin will potentially be of great benefit in areas such as business, politics, finance and the law to name but a few. Becoming proficient in Chinese Mandarin will undoubtedly make you stand out from the crowd in the marketplace and it will complement a wide range of subjects read at university.

APPROACH

This course develops advanced linguistic skills, as well as fostering an awareness of Chinese culture and history. Opportunities to sample Chinese culture might include a visit to Chinatown in London for the Chinese New Year, and to the Chinese section of the British Museum. The department is looking to develop contacts with Chinese schools to organise a visit to China.

You will be using a wide range of resources from formal textbooks to authentic resources to enable you to develop both your comprehension and communicative skills. The use of modern technologies will also enhance your learning in and outside of the classroom as you will be able to access captivating materials and use a range of software to help you produce vibrant presentations and documents.

COURSE OUTLINE

Having a couple of years' experience already, you have risen to the challenge of mastering characters and the concepts hidden behind them, as well as the tones when communicating orally. Over the two-year course you will study six topic areas, looking at how they are reflected in modern Chinese and British society: Family, Young People, Education, The Media, The Environment, Work and Leisure. Speaking, Listening, Reading, Translation, Writing and Usage make up 75% of the marks. A further 25% of the marks are examined in English and assess the students understanding of their work on a topic of Chinese culture, including literature or film.

FURTHER INFORMATION

This is a Pre-U course which is assessed in a similar way to reformed A level courses. All examinations are taken at the end of the Upper Sixth.

ENTRY REQUIREMENTS

All students opting to study Chinese must have achieved at least grade 6 (B) in Chinese Mandarin at GCSE or IGCSE; grade 7 (A) is desirable.

EXAM BOARD AND SPECIFICATION

9778
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-pre-u-mandarin-chinese-9778/

CONTACT

Head of Languages
Mr M Nash
nash.ma@millfieldschool.com

461066

$$\int \frac{r^2}{2} d\theta$$

$$= \int \frac{\sin^2 3\theta}{2} d\theta$$

$$= \frac{1}{2} \int \sin^2 3\theta d\theta$$

$r = \sin 3\theta$
find area of one petal.

SCIENCE, TECHNOLOGY AND MATHS

OVERVIEW

A level Biology is the study of life. From how a simple cell works to the complexity of a human body, studying Biology allows you to develop a deep understanding of biological processes, their importance to the health and wellbeing of all organisms and environments and the impact of humanity on our natural resources.

APPROACH

Our approach to Biology is to bring life to life. The learning that takes place both in the lab and when students are working independently is enriched with an abundance of extra-curricular opportunities. Beyond trips, essay competitions and Olympiads we have a programme including: dinners and lectures from world class speakers, giving students the opportunity to meet with and make links with experts in their respective biological fields; our annual Biology and Psychology Symposium where students from a dozen other schools join us for a day of lectures and workshops to develop their understanding and fire their imaginations; Biology breakfasts, where students take the lead in engaging with biological tasks above and beyond the specification; and dissection club, where students are given a hands-on opportunity to engage with the anatomy of mammals.

COURSE OUTLINE

In the Lower Sixth students begin by studying the core concepts of Biology, starting with the structure and function of biological molecules and cells, moving onto a detailed study of the cell membrane and the cells of the immune system, how cells group together as tissues, tissues as organs, how organisms exchange material with their environment and then how these materials are transported around the body.

Building on these core concepts, the work in the Upper Sixth examines relationships between metabolic processes such as photosynthesis and respiration, and the interconnected nature of ecological systems. We study the nervous and muscular systems of humans, homeostasis, genetics and the extraordinary advances in our understanding of genetic processes and the implications of this in gene technology.

Please note that the mathematical skills required are at least the same as those found in the Higher Tier specification of GCSE Mathematics.

FURTHER INFORMATION

Students are assessed within the department on their practical skills: a pass in this component will be reported on their results certificate. For medicine, dentistry or veterinary science and some Biological Sciences courses at university, students must study A level Chemistry as well.

ENTRY REQUIREMENTS

Students who have studied GCSE Separate Science should have achieved a minimum of grade 6 (B) in GCSE Biology to enrol onto this course. Those with GCSE Combined Science: Trilogy should have achieved a minimum of grades 7-6 (A-B).

All students should have achieved a minimum of grade 6 (B) in GCSE Maths. A minimum of grade 4 (C) in English is essential, and grade 6 (B) is desirable.

EXAM BOARD AND SPECIFICATION

7402
www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402

CONTACT

Head of Biology
Mrs L McEwen
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A LEVEL CHEMISTRY

OVERVIEW

From pheromones to microchips, it is a knowledge of Chemistry – elements and compounds composed of atoms, molecules and ions, their composition, structure, properties and behaviour – that underpins our understanding of the world around us. Chemists are at the forefront of research in new technologies in medicine, materials, leiths and alternative energy production. It is because of this key role in emerging markets that employment prospects are good – not all chemists wear white coats.

The knowledge gained and competencies acquired in Chemistry are transferable to many subjects such as mathematical problem solving, analysis and evaluation. As well as becoming scientists, engineers and doctors, students who have studied A level Chemistry often move into areas of business management, law and finance, where a logical, enquiring mind are highly desirable assets.

APPROACH

The Chemistry Department has outstanding facilities, with modern spacious labs and a highly experienced teaching team. Recognising that Chemistry has many applications in the outside world, students are given the chance to interact with world-class speakers onsite and further afield, looking for example at the role of chemistry in the design of pharmaceuticals and advanced materials. Students will research and give their own lectures in joint symposia with other local schools, and visit our local universities to use their mass spectrometry and NMR facilities. In our Chemistry Society, students have the opportunity to tackle more complex multi-step practical synthetic challenges normally only encountered at university level.

COURSE OUTLINE

There are three strands to Chemistry: Physical, Organic and Inorganic.

Physical Chemistry: you will study atomic structure, bonding, energetics, kinetics equilibria, REDOX reactions, thermodynamics, K_c , electrode potentials and acids and bases.

Organic Chemistry: you will be learning about alkanes, haloalkanes, alkenes, alcohol, organic analysis, Optical isomerism, aldehydes, ketone, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, DNA, organic synthesis and NMR.

Inorganic Chemistry: this strand examines periodicity, group 2 and group 7, period 3 and oxides, transition metals and aqueous ions.

Within each strand complexity is built throughout the Lower Sixth into the Upper Sixth.

FURTHER INFORMATION

Students are assessed within the department on their practical skills: a pass in this component will be reported on their results certificate. Students need to be aware that A level Chemistry is a demanding subject and must discuss their options with the Head of Department prior to registration. A level Chemistry is essential for entry into medicine, dentistry, veterinary science and chemical engineering.

ENTRY REQUIREMENT

Students who have studied GCSE Separate Science should have achieved a minimum of grade 7 (A) in GCSE Chemistry to enrol onto this course. Students who have studied GCSE Combined Science: Trilogy should have achieved a minimum of grades 7-7 (A-A). It is desirable for students to have achieved a minimum of grade 7 (A) in GCSE Maths.

EXAM BOARD AND SPECIFICATION

7405

www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405

CONTACT

Head of Chemistry
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A LEVEL PHYSICS

OVERVIEW

Physics is about the workings of nature – from the smallest sub-atomic particles to the processes at work in the largest stars and galaxies. Your imagination will be challenged, and you will develop your ability to express ideas both in writing and the 'language' of mathematics.

A level Physics is a sound basis for careers in a wide range of fields such as research, engineering, teaching, ICT, astronomy, aeronautics and even areas such as medicine and finance.

APPROACH

You will be encouraged to take an active interest in your learning, to be inquisitive about the physical world and to develop a determined approach to tackling problems and difficulties.

Laboratory practical work plays a significant part in the structure of the course, with laboratory sessions held at regular intervals. You will develop the skills of making careful observations and measurements, processing data, analysing results and evaluation.

Experiments will be set which will allow you to develop your ability to use IT skills in data capture and data processing.

Students can choose to train and compete in Physics Olympiad with extra classes – the awards received are highly regarded by universities. There are lots of rich opportunities for extracurricular Physics – we have visited the Bloodhound SSC test centre and the RNAS Naval Engineering Challenge. Visiting speakers have enriched students with lectures on string theory, guitars and submarine detention.

COURSE OUTLINE

In the Lower Sixth you will study Particles and Radiation in much more detail than GCSE, covering antiparticles and photons, hadrons and leptons, quarks, photoelectricity and wave-particle duality. This will be followed by further topics: In Waves and Optics, Mechanics and Materials and Electricity. Through each of these areas you will be improving your skills in practical work, analysis, and the handling of error.

In the Upper Sixth you will move on to study some more advanced mechanics in Mechanics and Oscillations, as well as topics on Fields, Nuclear Physics, Thermal Physics and Astrophysics.

FURTHER INFORMATION

A level Physics is a well-respected course and a pass at this level will certainly be highly regarded by university admissions tutors (in any discipline) and also by prospective employers.

Students are assessed within the department on their practical skills: a pass in this component will be reported on their results certificate.

The mathematical content of the A level Physics course is challenging. Studying A level Mathematics is strongly recommended.

ENTRY REQUIREMENTS

Students who have studied GCSE Separate Science should have achieved a minimum of grade 7(A) in GCSE Physics to enrol onto this course. Students who have studied GCSE Combined Science: Trilogy should have achieved a minimum of grades 7-7 (A-A).

All students should have achieved a minimum of grade 7(A) in GCSE Maths.

EXAM BOARD AND SPECIFICATION

7408
www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408

CONTACT

Head of Physics
Mr J Hudson
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A LEVEL PSYCHOLOGY

OVERVIEW

Study of Psychology allows us to confront and examine our intuitions and beliefs objectively. This involves testing preconceptions and questioning our understanding of people's behaviour, as individuals or in groups. Throughout the course, the focus is on application of research methods in psychology and an appreciation of the code of ethics employed by the British Psychological Society.

APPROACH

We offer a structured approach to Psychology in the Lower Sixth as students are unlikely to have studied the subject before. You are introduced to the major areas of research, guided towards more advanced reading and online materials, and helped to develop your critical thinking skills as you consider the value of the research and theories that you encounter. Although there is no coursework and no continuous assessment that contributes towards the final grade, every opportunity to recreate key experiments is taken in order to develop an appreciation for practical skills. All students will carry out small-scale independent research projects during the course.

COURSE OUTLINE

The Lower Sixth provides the foundation on the theories of Psychology and research techniques. After a brief foray into the historical context of psychology, you will study Biopsychology, the biological structures and chemical activity that underlie behaviour and the techniques that are used to investigate brain function. Other topics in the Lower Sixth include Social Influence, introducing the classic research on conformity and obedience, Memory, tracing the development of current models of human memory and evaluating their impact on the interpretation of eyewitness testimony, Attachment, focussing on the role of caregiver-infant interaction on development and the impact of maternal deprivation and Psychopathology where students learn about the characteristics of phobias, depression and obsessive-compulsive disorder then evaluate different approaches to treatment.

The first half of the Upper Sixth builds on the foundation of theory and research techniques from the Lower Sixth, by evaluating their practical applications in areas such as the treatment of mental illness and forensic psychology. The latter half of the Upper Sixth is based around comparison of the effectiveness of the different perspectives adopted by psychologists in studying human behaviour, including their implications on philosophical debates such as our free will to make choices.

FURTHER INFORMATION

Psychology is a very flexible subject and compliments all Sixth Form courses. Students studying other subjects have appreciated its topic links with Biology, Physical Education, Philosophy, Business and Economics. Psychology remains one of the most popular courses at university, and it underpins other courses, such as child development, marketing, criminology and neuroscience.

ENTRY REQUIREMENTS

Students who have studied GCSE Separate Science should have achieved a minimum of grade 6 (B) in GCSE Biology to enrol onto this course. Those with GCSE Combined Science: Trilogy should have achieved a minimum of grades 6-6 (B-B).

All students should have achieved a minimum of grade 6 (B) in GCSE Maths. A minimum of grade 4 (C) in English is essential and grade 6 (B) is desirable.

EXAM BOARD AND SPECIFICATION

7182
www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182

CONTACT

Teacher in Charge of Psychology
Ms K Lloyd
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A LEVEL MATHEMATICS

OVERVIEW

At this level, mathematics moves away from the restrained, outcome focused approach taken in GCSE courses. Students studying Mathematics in the Sixth Form begin to question why and how things work and develop their understanding of the fundamental concepts to a deeper level. Learning mathematics is not just about memorising techniques and formulae, it teaches you thinking skills that will last a lifetime. Mathematics is a useful and well-respected A level. However, the main reason to choose mathematics in the Sixth Form is because you enjoy the subject.

The themes covered are similar to GCSE – algebra, graphs, geometry – but the style is different. You are encouraged to start viewing these concepts from the inside rather than as a spectator, and you must be prepared to train yourself to think carefully and logically.

APPROACH

If you embark on this course you need to be well motivated; to be successful it is important that material covered in classes is backed up with independent study. With an average class size of about 10-12, you can be guaranteed close contact with your tutors and extra support where needed. However, you are expected to be more self-sufficient than in previous years.

A variety of teaching styles are adopted including practical activities, use of iPads and independent research. There is no coursework; qualifications are awarded based on the results of external exams taken at the end of the Upper Sixth. Most students will be entered in the UKMT Senior Maths Challenge and all will have opportunities to prepare and attend presentations in our lecture series 'Pi Shop'.

COURSE OUTLINE

A level Mathematics is broken down into three main subject areas: pure maths, mechanics and statistics; links will, however, be made between each of these and the skills developed are transferable across all areas of the curriculum. Pure mathematics makes up two thirds of the qualification and consists of topics such as algebra, trigonometry and calculus. Mechanics and statistics are equally represented in the course.

FURTHER INFORMATION

A level Mathematics is a necessary or preferred qualification for many degree courses in a variety of subject areas. The skills learnt will be useful for those wishing to study sciences, medicine, architecture, economics and essential for those considering courses in mathematics, statistics or engineering. Mathematics at A level is considered a 'facilitating subject' by the Russell Group of universities, and is a good companion subject for the sciences and economics.

ENTRY REQUIREMENTS

Grade 7 (A) in IGCSE Mathematics or the equivalent is essential, although a higher grade is strongly recommended. A strong understanding and fluency in algebraic skills is necessary to access this course.

EXAM BOARD AND SPECIFICATION

H240
www.ocr.org.uk/qualifications/as-and-a-level/mathematics-a-h230-h240-from-2017/

CONTACT

Head of Mathematics
Mr T Bowley
bowley.t@millfieldschool.com

OVERVIEW

This course is for students who are strong mathematicians. The course is studied in addition to A level Mathematics. Students will work at an accelerated pace through the syllabus and will have access to enrichment and extension opportunities.

APPROACH

This is a fast-paced course and students are expected to ensure that they develop a very good understanding of each topic as it is covered; there is little time for extensive revision. Students will also be exposed to a variety of extra-curricular topics, such as the history of mathematics and discussions about recent discoveries. All students will be entered in the UKMT Senior Mathematics Challenge and there are opportunities to prepare for the British Mathematical Olympiad. We also train a squad from which a team is picked for the Senior Team Challenge.

COURSE OUTLINE

The Further Mathematics syllabus introduces students to some exciting new concepts such as matrices, polar coordinates and complex numbers. The trigonometry, calculus and algebra introduced in A level Mathematics is extended.

FURTHER INFORMATION

Anyone interested in studying mathematics at a top university will need to have studied Further Mathematics. This course is also an advantage for anyone considering physics, computer science, engineering or economics. Further Mathematics A level is an extremely well respected qualification which is widely regarded as one of the hardest to obtain.

ENTRY REQUIREMENTS

Grade 8 (A*) at IGCSE or equivalent is essential. A passionate interest in mathematics is required; a good grade in an additional qualification (e.g. Additional Mathematics) is an advantage, but is not essential.

EXAM BOARD AND SPECIFICATION

H245
www.ocr.org.uk/qualifications/as-and-a-level/further-mathematics-a-h235-h245-from-2017/

CONTACT

Head of Mathematics
Mr T Bowley
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OVERVIEW

The invention of the computer in the twentieth century was a 'once in a millennium' event, comparable in importance to the development of writing or the printing press. Computers are fundamentally different from other technological inventions in the past in that they directly augment human thought, rather than, say, the functions of our muscles or our senses. A level Computer Science is very well regarded by universities everywhere and although though it is possible to study Computer Science at university without an A level in the subject, it is increasingly hard to do so. Students will learn logical reasoning, algorithmic thinking, system design and structured problem solving, all concepts and skills that are valuable well beyond the Computer Science classroom.

APPROACH

The course consists of both theory and practical units. A solid foundation will be laid from which you can achieve a high level of understanding of the theoretical aspects of Computer Science. This will be done through classroom teaching and learning, using traditional methods alongside computers. You will learn the fundamentals of a range of programming paradigms. However, most practical work will involve programming in Python. For success in the course, you should be keen on this type of work.

COURSE OUTLINE

The course is divided into four sections. Theory Fundamentals covers information representation, communication and internet technologies, hardware, processor fundamentals, system software, security, privacy and data integrity, ethics and ownership, databases and data modelling. Fundamental Problem-solving and Programming Skills looks at algorithm design, data types and structures, programming and software development. In Advanced Theory, students build on the fundamentals and also explore artificial intelligence. Finally, the Practical paper involves writing and testing programs on a computer and includes concepts such as recursion, standard algorithms for searching and sorting, and paradigms including object-oriented programming.

FURTHER INFORMATION

Progress in science has always been linked with progress in technology and vice versa and so it is typical for computer scientists to work in other scientific disciplines such as working with climate scientists to model climate change or with biologists in bioinformatics to solve the big problems of the 21st century. You can therefore feel confident in combining Computer Science with any other area of study.

ENTRY REQUIREMENTS

You should have a genuine interest in Computer Science and problem solving. If you have not studied it at GCSE, you should be prepared to work very hard. Grade 6 (B) in GCSE Mathematics is essential; grade 7 (A) in GCSE Mathematics would be desirable.

EXAM BOARD AND SPECIFICATION

9618
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-computer-science-9618/

CONTACT

Head of Computer Science and ICT
Mr M Shields
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BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (1 A LEVEL EQUIVALENT)

INFORMATION TECHNOLOGY

OVERVIEW

As the percentage of businesses and households connected to communication networks such as the Internet grows, so does the need for individuals who can master and manipulate these new technologies. How long will it take the next technology to be adopted across the globe, and how will this affect the way we live and do business? Facebook has a user base that exceeds the population of any country – how does this affect society and how we socially and professionally interact?

New technologies such as podcasting, blogging, tweeting, and wikis – what does this all mean to you or a business in which you may end up working? What will the network of tomorrow look like? How will it be kept safe? What kinds of skills will an IT professional need? How will developments in IT impact your school, your home or the place you work?

Most of the above is uncertain. However, one thing that is certain is that young people will be driving this change. Those that can understand and take advantage of the opportunities will have a head start on those that have not got to grips with the changes that are happening. Studying BTEC IT will give you the tools and skills to make the most of these opportunities.

APPROACH

This qualification is designed for students who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Employer involvement is a key feature of BTEC IT. Guest speakers and visits to local businesses will be arranged, and students will be encouraged to work with businesses for their assignments.

BTEC IT is assessed through a mixture of external and internal assessment. Internally assessed assignments require students to work consistently and independently to produce work to deadlines set by their tutors.

COURSE OUTLINE

Four units need to be completed to gain the BTEC Extended Certificate (equivalent to one A level). There are two externally unit: Information Technology Systems, which has a two-hour exam, and Creating Systems to Manage Information, which is assessed by a task set and marked by the exam board. In addition, there are two internally assessed units: Using Social Media in Business, and Website Development.

FURTHER INFORMATION

The extended certificate is equivalent to one A level. The pass grades for each unit are Pass, Merit and Distinction and the overall pass grade for the qualification ranges from Pass to Distinction*. UCAS points are awarded accordingly.

ENTRY REQUIREMENTS

The essential entry requirement for BTEC IT is at least four GCSEs at grade 4 (C) or higher. Prior study of the subject will be of benefit in some units. However, beyond the above essential entry requirement, there are no specific subject requirements for acceptance on to the course.

EXAM BOARD AND SPECIFICATION

601/7575/8
qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#tab-ExtendedCertificate

CONTACT

Head of Computer Science and ICT
Mr M Shields
shields.m@millfieldschool.com



HUMANITIES AND SOCIAL SCIENCES

A LEVEL GEOGRAPHY

OVERVIEW

Sixth Form Geographers should have a lively enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate ideas effectively. Students with A level Geography have access to a wide range of possible career and higher education opportunities. They will learn and use a variety of highly valued and transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating their findings in different ways, and identifying and developing the links between different parts of the subject.

APPROACH

Geography is multi-disciplinary and features a wide range of skills. It is, at times, essay based, mathematical, problem solving, evaluative and analytical. In order to achieve well you will need to read widely and be prepared for extended writing and research. Across the two years, candidates will participate in four individual fieldwork days in the local area, including Somerset villages and the North Somerset coast.

COURSE OUTLINE

A level Geography has two main strands, Physical and Human.

In Physical Geography you will examine hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering in the Lower Sixth before moving on to coastal environments and hazardous environments in the Upper Sixth. In Human Geography, the Lower Sixth study population, migration and settlement dynamics to help you to develop an understanding of the principle changes which are occurring and how humans are trying to manage those changes. These ideas are developed in the Upper Sixth with the study of environmental management and global interdependence.

FURTHER INFORMATION

Geography is widely recognised as a facilitating subject by Russell Group universities and it combines well with a wide range of A level subjects. Taken with Mathematics, Physics, Chemistry or Biology, Geography supports applications for almost any science-based university course such as engineering, psychology, environmental sciences, oceanography and geology. Alongside humanities like English, French, History, Business or Economics, Geography supports an equally wide range of university courses including business, law, media, politics and philosophy.

ENTRY REQUIREMENTS

It is essential to have a grade 6 (B) in GCSE Geography and grade 4 (C) in GCSE English Language or Literature in order to fully prepare them for the rigours of the A level course.

EXAM BOARD AND SPECIFICATION

9696
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696

CONTACT

Head of Geography
Miss A Starling
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A LEVEL HISTORY

OVERVIEW

The study of history offers a unique opportunity to research past societies and cultures in depth, while at the same time allowing you to make sense of the modern world. Any attempt to understand the world today must begin with an understanding of what has come before. The study of history develops crucial skills, which are hugely relevant to a wide range of careers, in particular the law. Far from being dead and irrelevant, history is all around us and affects our lives in a multitude of ways. An understanding and awareness of it is vital for making sense of the present, and indeed the future, of our world.

APPROACH

Our A level course has been designed to help you understand the significance of historical events, the role of individuals in history and the nature of change over time.

There is an emphasis on seminar style teaching and learning, with discussions and debates featuring in many lessons. The tutors at Millfield are very knowledgeable and experienced in their areas, but in order to gain the most from what A level History offers, you must be prepared to read around the subject outside the classroom. The ability to present well argued, effective and supported essays is the key to success in History.

COURSE OUTLINE

Through a study of Tudor Britain 1485-1603, and Weimar and Nazi Germany 1918-1945, you will develop an in-depth understanding and mastery of two of the most significant periods of British and global history. For the Tudor section key monarchs such as Henry VIII, Mary I and Elizabeth I will be studied in detail, alongside key questions focusing on the power of the monarchy and our relations with foreign powers.

In Democracy and Nazism: Germany 1918-1945 you will explore how the weakness of the democratic system and the polarisation of the political state were exploited so successfully by the Nazis. In addition, key concepts such as nationalism, liberalism, fascism and totalitarianism, as well as the horrors of Nazi racial policy, will be explored.

The third element of the A level is the Historical Investigation. This must be independently researched and written by yourself and must not duplicate topics studied within the examined units. The coursework will draw upon investigation of sources (both primary and secondary) and will be between 3,000 and 3,500 words.

FURTHER INFORMATION

History combines well with all other arts subjects, and is also attractive to science students who are looking for a more balanced combination of subjects. The subject is highly respected by both university admissions tutors and employers, as the skills it teaches – the ability to assimilate a mass of detailed evidence, to analyse and evaluate its importance before presenting a valid conclusion – are highly prized throughout the educational and professional sectors.

ENTRY REQUIREMENTS

It is highly desirable that Sixth Form History students have at least grade 6 (B) in GCSE History. At least grade 4 (C) in English Language is essential.

EXAM BOARD AND SPECIFICATION

7042
www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042

CONTACT

Head of History
Mr A Arbuckle
arbuckle.a@millfieldschool.com

OVERVIEW

Did George Burns get it right when he claimed that "All the people who really know how to run the country are busy driving taxi cabs and cutting hair"? Or as another wag put it, "The problem with political jokes is they get elected". Recent years have witnessed two momentous events: namely the decision to leave the European Union and the US Presidential election. Both will feature prominently in the syllabus.

Politics changes from week to week; Harold Wilson was wrong – sometimes a day or a tweet is a long time in politics. Politics is therefore primarily a study of contemporary political structures, but we will also be studying its historical and ideological context.

Politics is an independent discipline in its own right, a worthy aspiration to study later at university.

APPROACH

Beyond any doubt the most successful students are those who are prepared to read. Politics textbooks are out of date the minute that they are printed and do little more than provide a framework within which we can understand the body politic, but the nitty-gritty, the dirt, the stuff that makes it worth studying, is in the newspapers, on the TV, online, on the radio and in podcasts.

There are also some wonderful websites available; not only for studying the UK, but especially for studying the USA where reading a conventional American newspaper on a regular basis might prove more difficult.

The department is also a member of the Politics Association and we invite local academics to address our students on topical issues.

We also believe in attending conferences and have recently visited London to hear a variety of leading MPs as well as the speaker of the House of Commons.

If reading is the key to understanding – and enjoying – this subject, writing is the only way in which candidates can communicate with examiners, so although some shorter written answers are required, there is no getting away from the need to write an essay.

COURSE OUTLINE

In the Lower Sixth, students study British Politics and look at the relationship between the UK and the EU. Topics include UK elections, protest (pressure groups, parties, redress of grievance) and 'macro-political' issues such as the functions and powers of the Houses of Parliament, the power relationship between the Prime Minister and Cabinet and the importance of the Civil Service. We also study political ideologies such as Socialism, Liberalism, Nationalism and Conservatism. In the Upper Sixth, students study similar themes in American Politics as well as making comparisons between the USA and the UK.

FURTHER INFORMATION

Students taking this subject also need to demonstrate a strong interest in politics and be willing to read about and research current political events, as well as be comfortable writing essays. This A level can work well with any combination of subjects, although the most common might be History, English, Economics, Philosophy, or Modern Languages.

ENTRY REQUIREMENTS

At least grade 6 (B) in GCSE English Language is essential.

EXAM BOARD AND SPECIFICATION

9PL0
qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html

CONTACT

Teacher in Charge of Politics
Miss L Noall
noall.l@millfieldschool.com

A LEVEL ECONOMICS

OVERVIEW

This is a fascinating time to be studying A level Economics. Recent events, ranging from the election of Donald Trump, to the banking crisis and to Brexit have brought a number of changes to the economic landscape. Studying Economics will help you understand many of these real-world events and enable you to discuss these important economic issues. It will help you develop a critical, analytical approach, which will challenge any preconceived notions held about how the economy works. It will enable you to consider questions such as: Should interest rates be kept at their current very low levels? Is Amazon too powerful? Should the government spend even more money to help secure steady growth in economy? Can the British Government continue to fund the NHS? There are so many questions and so much discussion to be had.

APPROACH

Studying Economics involves investigating real-world economic issues such as business decision making, world poverty and inequality, global recessions, controlling inflation and reducing unemployment. Reading from high quality media sources will be important as will participation in the wide range of extra-curricular activities offered by the department: for example, all Sixth Form Economists are members of the Economics Society, offering them the chance to hear the views of high profile visiting speakers. Engagement in such wider learning improves a student's chances of success in the A level course. Throughout the course you will be learning about the fundamental economic theories. These will be explained by your tutor who will make use of excellent textbooks, apps and ICT resources.

COURSE OUTLINE

The course will cover the following topic areas:

- Basic economic ideas and resource allocation
- The price system and the microeconomy
- Government microeconomic intervention
- The macroeconomy
- Government macro intervention
- Macro basic economic ideas and resource

Assessment is by examination only (there is no coursework). Developing an understanding of the key economics diagrams, such as supply and demand, will be vital to your enjoyment of, and success in, the subject.

FURTHER INFORMATION

This is a Cambridge International A level course and is assessed in a similar way to unreformed A level courses. All four examinations will be sat at the end of the Upper Sixth. Papers 1 and 2 will assess Year 1 content and Papers 3 and 4 will assess Year 2 content.

Economics is held in very high regard by universities and employers. Students thinking of studying for a BSc degree in Economics must study Mathematics beyond GCSE level. BA degrees in Economics do not always require Mathematics beyond GCSE.

ENTRY REQUIREMENTS

GCSE Economics is not required.
A minimum of grade 6 (B) in Mathematics, grade 7 (A) is desirable.
Grade 4 (C) in English is essential, grade 6 (B) is desirable.

EXAM BOARD AND SPECIFICATION

9708
www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-economics-9708/

CONTACT

Head of Economics
Mr A Shaw
shaw.a@millfieldschool.com

A LEVEL PHILOSOPHY

OVERVIEW

Philosophy is about questioning everything in the attempt to find certain truth and understand our experiences of the world. It is about constructing an argument with no holes or flaws in it and looking for flaws in the arguments of others. Philosophy is a subject unlike any other and it's not what most people expect. The course was not created just so that people could study it; it is an activity and a way of thinking more than a set of things to learn. Philosophy will make you question every assumption you ever made. It will make you look at the world more rationally and spot when people are using poor logic. It will make you very difficult to beat in an argument, set you up for any profession, and goes well with all A level choices.

APPROACH

Discussion, debate, and argument are still at the very centre of what we do. An A level Philosophy student will experience a learning environment that will be useful preparation for a wide variety of higher education courses and the development of independent learning skills. During lesson time our students are engaged in discussions, activities, reading and note-taking, which is centred around the various topics outlined in the course.

COURSE OUTLINE

On a daily basis you will be asked to read short but dense philosophical arguments which you will be expected to analyse.

To be a good philosopher you must be able to construct rigorous, precise and logical arguments. In the Lower Sixth we will be asking questions like: What is the difference between knowing and believing? Is there anything at all which it is impossible to doubt? How should we decide what is right and wrong? Can we know for sure? Ultimately, is happiness all that matters?

In Year 2 (Upper Sixth) we will turn our attention to questions like: If God is all-knowing, all-powerful and supremely good, why do bad things happen? Can we prove that God exists, or doesn't exist? Is the mind in the brain? Is there any part of us that survives our death?

The course is assessed through two three hours papers, the first asking questions on Epistemology (theory of knowledge) and Moral Philosophy (what is right and wrong), The second asks questions on the metaphysics of God and the metaphysics of mind.

FURTHER INFORMATION

We value: scholarship, integrity, individuality, energy, desire for knowledge, creativity and application.

ENTRY REQUIREMENTS

A minimum of either grade 6 (B) in English Language at GCSE is essential to take this course.

Grade 7 (A) in English Language and grade 6 (B) in Mathematics are also desirable.

EXAM BOARD AND SPECIFICATION

7172

www.aqa.org.uk/subjects/philosophy/as-and-a-level/philosophy-7172

CONTACT

Teacher in Charge of Philosophy
Mr M Day
day.m@millfieldschool.com

A LEVEL RELIGIOUS STUDIES

OVERVIEW

If you ever find yourself wondering about the big questions in life; the things that really matter to humans, this could be the course for you. This exciting A level course will look at whether it is possible to prove or disprove God's existence. All students are welcome with or without previous knowledge of religious studies. You will develop an enquiring, empathetic approach to the study of religion and will finish the course with a broad understanding of how people's beliefs can affect their lives and the world around us.

APPROACH

Lessons will involve reading the ideas of philosophers, ethicists and important religious people. There will be plenty of opportunity for discussion and expressing your ideas in debate.

You will have the chance to think about your own beliefs and those of others, looking at the consequences and implications of believing certain things. You can present your notes creatively through your own choice of medium and will consolidate your ideas into essays to practise for the examinations.

We will look at how religion, philosophy and ethics can affect the everyday lives of people, even now, by exploring issues that are in the news such as abortion, euthanasia and the rise of Islamic State.

COURSE OUTLINE

The A level consists of three components each examined with a two hour written paper:

- Philosophy of Religion. Over the two years you will study arguments for and against the existence of God, whether it is possible to believe in a loving God when evil and suffering exist in the world, religious experiences, how psychologists explain religious belief, atheism, and whether religious language is talking about facts, analogies, myths or personal experiences.
- Religion and Ethics. In this strand you will discuss whether the right thing to do should be based on rules, intentions, virtues or the consequences of an action, whether it can be different for different people or societies and whether morals come from God, nature, making people happy, or showing love for others, whether or not humans are free to make moral decisions, whether ethics is anything more than liking some actions and disliking others, if (or how) we can know what is right or wrong and why some say that ethics is all about doing your duty.
- A Study of Religion – Islam. This topic looks at Islam in detail from the history of the religion, Islamic law, beliefs, ethics and customs to family life in Islam and crime and punishment.

FURTHER INFORMATION

Self-motivation and an interest in the topics are essential, along with a desire for independent study. The course offers a unique opportunity to get your teeth into some philosophical questions and moral dilemmas, how we should treat each other and whether moral rules are important.

ENTRY REQUIREMENTS

A minimum of grade 4 (C) in English Language at GCSE is essential and grade 6 (B) is desirable.

EXAM BOARD AND SPECIFICATION

A120PB
www.eduqas.co.uk/qualifications/religious-studies/as-a-level/

CONTACT

Head of Religious Studies and Philosophy
Mr T Churchill
churchill.t@millfieldschool.com

OVERVIEW

A level Business examines how business decisions are made in the context of accounting and finance, marketing, human resources, production and the economy at large. The objectives and strategies of businesses are studied and students are invited to develop and recommend courses of action for businesses facing a range of problems. Much reference is made to businesses in the news and the subject is lively and relevant either as a route to a business career or simply as a way of becoming more informed as a consumer.

APPROACH

There is a wealth of business material reported in the media and the starting point for many lessons is discussion of a current business event, e.g. a takeover, product development or change in exchange rates. We use current examples to illustrate our teaching of the course specification and in that way keep the lessons lively, relevant and progressive.

Students will acquire knowledge of business terms and concepts and students will learn how to apply that knowledge to particular businesses described in case studies and newspaper reports. In analysing business problems students will be shown how to examine the causes and effects of business actions. In evaluating business strategy, students will be shown how to consider the advantages and disadvantages of particular actions and how to present their findings in business reports.

We incorporate a number of national competitions into our programme including Tycoons in Schools, Student Investor Challenge, and BASE Competition, alongside evenings with entrepreneurs, educational visits and a variety of guest speakers, allowing students to put their classroom learning into action. We also integrate a number of workshops from universities which the students really enjoy.

COURSE OUTLINE

The Lower Sixth starts with an introductory unit on What is a business? This is followed by work on Managers, leadership and decision making, Decision making to improve marketing performance, Decision making to improve operational performance, Decision making to improve financial performance and finally Decision making to improve human resource performance.

In the Upper Sixth you will study Analysing the Strategic Position of a Business, Choosing Strategic Direction, Strategic Methods: How to Pursue Strategies and Managing Strategic Change.

The course is assessed through written examinations. There is no coursework. Examination questions include multiple choice, short answer, data response and essay questions. Business case studies are used frequently to provide a context for questions.

FURTHER INFORMATION

Business is a broad and interesting subject which enhances career and university choices. It fits well in combination with both arts and science subjects and can open up new areas of interest.

ENTRY REQUIREMENTS

The essential entry requirement for A level Business is grade 4 (C) in GCSE English Language or Literature. Grade 4 (C) in GCSE Mathematics is desirable.

EXAM BOARD AND SPECIFICATION

7132
www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132

CONTACT

Head of Business
Mrs C Glover
glover.c@millfieldschool.com

BTEC LEVEL 3 NATIONAL DIPLOMA (2 A LEVEL EQUIVALENT)

BUSINESS

OVERVIEW

This fantastic BTEC programme embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. Students will develop practical skills and theoretical understanding of the world of business and investigate a variety of business related topics.

The qualification is equivalent to two A levels and is offered over three blocks of A level time. This qualification gives students experience of the breadth and depth of the sector that will prepare them for further study or training.

APPROACH

BTEC students are encouraged to develop their research skills, personal business interest and initiative. This programme allows for a huge amount of business related opportunities to allow the students to bring their learning to life. We do this through team-building days, numerous educational trips; guest speakers and a variety of business workshops provided by local business and universities.

There are three main forms of assessment: external, internal and synoptic. External (three units): Two units are controlled assessments and one is an exam. Students must achieve a pass grade or above in these external units and are permitted one resit opportunity during their programme.

Internal (five units): These are assessed through assignments which are marked and graded by subject tutors. This allows a flexible approach to learning with support given by tutors during the process.

Synoptic Assessment: synoptic assessment requires students to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

COURSE OUTLINE

Students taking this qualification start with an introductory unit: Exploring Business which studies the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. This is followed by additional units including International Business, Managing an Event, Develop a Marketing Campaign, Personal and Business Finance and Principle of Management and Business Decision Making.

You will then study two optional units choosing from areas such as Recruitment and Selection Process, Team Building in Business, Investigating Customer Service, Digital Marketing, Investigating Corporate Social Responsibility and Work Experience in Business.

FURTHER INFORMATION

The diploma is demanding and students will require a positive attitude to learning, the ability to work independently whilst possessing a mature, conscientious approach to their work. The workload on this course consists of continual assessment deadlines that will need to be met so it is imperative that students understand this key feature of BTEC courses.

The qualifications awarded range from D*D* (equivalent to A*A* at A level) to PP (equivalent to EE at A level). UCAS points are awarded accordingly.

ENTRY REQUIREMENTS

To follow the BTEC Business (two A level equivalent) course you will typically have achieved at least five GCSEs at grade 4 (C). GCSE English and Mathematics are desirable. The Personal and Business external exam is a compulsory unit in which an appropriate competency in mathematics will be required.

EXAM BOARD AND SPECIFICATION

601/7157/1
qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-Diploma

CONTACT

Head of Business
Mrs C Glover
glover.c@millfieldschool.com

BTEC LEVEL 3 NATIONAL DIPLOMA (2 A LEVEL EQUIVALENT)

ENTERPRISE AND ENTREPRENEURSHIP

OVERVIEW

Enterprise and entrepreneurship is a major part of the UK's drive to increase the employability and this exciting qualification has been developed with additional input from Peter Jones Enterprise Academy, to ensure it is an engaging and innovative course that underpins the enterprise culture in the UK. This course is for bright, ambitious students who have a drive and passion for entrepreneurship and enterprise.

The qualification is equivalent in size to two A levels and is offered over three A level blocks. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for students planning to enter employment directly in the enterprise sector.

APPROACH

BTEC students are encouraged to develop their research skills, personal business interest and initiative. We engage in a wealth of extracurricular activities throughout the course, ranging from Enterprise Flash Challenges; many visits to local businesses; employer workshops; guest speakers; enterprise competitions; team-building days and educational visits. Students also get the chance to set up their own mini businesses with the aid of business mentors and investing real money into their projects.

There are three main forms of assessment: external, internal and synoptic. External (three units): Two units are controlled assessments and one is an exam. Students must achieve a pass grade or above in these external units and are permitted one resit opportunity during their programme.

Internal (five units) are internally assessed through assignments which are marked and graded by subject tutors. This allows a flexible approach to learning with support given by tutors during the process.

Synoptic Assessment: synoptic assessment requires students to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

COURSE OUTLINE

Students taking this qualification will study six mandatory units covering the following areas; Enterprise and Entrepreneurs, Business Decision Making, Launch and Run an Enterprise (most of the time allocated to this unit will be spent on the running of the enterprise), Develop a Marketing Campaign, Personal and Business Finance, and Survival and Growth.

The two optional units, covering areas such as Social Enterprise, Innovation, Entrepreneurship and Intrapreneurship, enable students to decide which units complement their study programme best. Students can use these to support progression to courses in higher education.

FURTHER INFORMATION

BTEC Level 3 Diploma in Enterprise and Entrepreneurship is equivalent to two A levels and will be graded as follows:

D*D* (equivalent to A*A* at A level) to PP (equivalent to EE at A level). UCAS points are awarded accordingly.

ENTRY REQUIREMENTS

The essential entry requirement for BTEC Enterprise and Entrepreneurship is at least five GCSEs at grade 4 (C) or higher. Five GCSEs at grade 4 (C) or higher. GCSE English and Mathematics are desirable. The Personal and Business Finance external exam is a compulsory unit in which an appropriate competency in Mathematics will be required.

EXAM BOARD AND SPECIFICATION

601/7528/X

qualifications.pearson.com/en/qualifications/btec-nationals/enterprise-2016.html

CONTACT

Head of Business

Mrs C Glover

glover.c@millfieldschool.com





PHYSICAL EDUCATION & SPORT

A LEVEL PHYSICAL EDUCATION

OVERVIEW

Physical performance, by definition, involves 'movement' and this course is concerned with sport science developments that lead towards the 'optimal athletic performance'. Physical Education is an increasingly diverse subject. The course offers an excellent insight into all the scientific aspects of sporting performance; whether you are looking to enhance your understanding of exercise physiology and your performance on the sports field, improve your mental approach to performance through sport psychology, or simply learn more about the contemporary issues in sport and society, this course will be of interest to you and provides an excellent foundation if you wish to study a sports related degree at university.

APPROACH

This is a heavily scientific course. Students will study a variety of topics to improve their own individual performance, analysis and evaluative skills in their chosen sporting activity. The course is 70% examined, with a 30% practical assessment including an oral analysis of performance.

COURSE OUTLINE

In this A level you will study three theory components and be assessed in one practical component.

Component 1: Physiological factors affecting performance. Applied Anatomy and Physiology, Exercise Physiology and Biomechanics (30% of total A level).

Component 2: Psychological factors affecting performance. A 1 hour written paper focusing on Skill Acquisition and Sport Psychology (20% of total A level).

Component 3: Socio-cultural issues in physical activity and sport. A 1 hour written paper focusing on Sport and Society and contemporary issues in physical activity and sport (20% of total A level).

Component 4: Practical Performance and evaluation. Analysis and evaluation of physical activity as a performer or coach in the students' chosen sport. Students are assessed in one sport in a fully competitive situation and carry out an oral evaluation and plan for improving performance (EA-PI) (30% of total A level).

FURTHER INFORMATION

Students with a genuine interest in studying sport will find the course a wonderful platform from which to launch a career in the world of sports therapy, teaching, coaching, sports management, physiotherapy, sports psychology, sports technology and not least, sports science.

Speak to any member of the Physical Education Department to confirm whether Physical Education is the right choice for you. They will be as passionate as you to find the best subject to develop your talents.

ENTRY REQUIREMENTS

Essential: Grade 4 (C) in GCSE English, GCSE Science (any)
Desirable: Grade 6 (B) in GCSE Physical Education (with at least grade 4 (C) in the Theory Paper) Grade 6 (B) in GCSE Science (any).

EXAM BOARD AND SPECIFICATION

H555
www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/

CONTACT

Head of Physical Education
Mr T Stokes
stokes.t@millfieldschool.com

BTEC LEVEL 3 DIPLOMA (2 A LEVEL EQUIVALENT)

SPORT

OVERVIEW

The BTEC Level 3 Diploma in Sport is a qualification that is designed to provide students with the specialist sports science related knowledge, understanding and skills that are required for career or higher education advancement. The qualification offers an exciting and engaging academic programme for those who are keen to advance their sports science expertise as well as being challenged to work well with others, manage their own development and learn to communicate effectively in a variety of situations.

In elite sport today, success is often decided by centimetres and 100ths of seconds and consequently, athletes cross-examine their performances to try and obtain future advancements in time, distance etc. This course offers an excellent insight into the theoretical and biological aspects of sporting performance and coaching. Whether you are looking to enhance your understanding of exercise physiology and anatomy, understand which energy drink is best for recovery, or develop your leadership skills through sports coaching, this course is for you.

APPROACH

Assessment will mainly be through internally assessed assignments, however with the changes to the new BTEC specification, three of your units over the two years will be assessed via externally marked examinations. You will receive feedback on your progress throughout the course as you provide evidence towards assessment targets. Within the coursework units, assessment will be generated through a range of activities, including written reports, practical work, poster presentations, leaflet design, observation and oral assessment.

This BTEC qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life. Key skills provide a basis for continual learning and these will aid you in facing the inevitable series of choices in work, education and training throughout your life.

COURSE OUTLINE

The BTEC Diploma in Sport is a two year course and is equivalent to two A levels. You will learn about the anatomy and physiology of the human body in relation to sport and exercise, fitness planning and programming and areas of skill acquisition and sports psychology. You will develop and refine your coaching and leadership skills and gain an insight into sports business and the active leisure industry.

The course consists of nine core units covering diverse sports science-related areas such as Anatomy and Physiology (Exam assessment), Fitness Training (Exam assessment), Investigating Business in Sport (Exam assessment), Sports Leadership, Professional Development in Sports Industry and Skill Acquisition.

FURTHER INFORMATION

The course has been developed in order to give you a solid foundation within sports science, enabling you to develop essential study skills. The development of such skills will prove invaluable in assisting progress to higher education, further qualifications and/or the enhancement of employment opportunities. Speak to any member of the Physical Education Department to confirm whether BTEC Sport is the right choice for you. They will be as passionate as you to find the best subject to develop your talents.

ENTRY REQUIREMENTS

Essential: Minimum of five GCSEs at grade 4 (C).
Desirable: Grade 4 (C) in Physical Education.

EXAM BOARD AND SPECIFICATION

qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html

CONTACT

Head of Physical Education
Mr T Stokes
stokes.t@millfieldschool.com

BRITISH HORSE SOCIETY COMPLETE HORSEMANSHIP CERTIFICATE

OVERVIEW

Millfield offers the first professional coaching qualification awarded within the equestrian industry by the British Horse Society (BHS). Students are trained in all aspects of horse care, riding and teaching. The subject is examined in separate Care and Riding sections in three stages; Stage 1, 2 and 3, including the BHS Ride Safe award. The Stage 2 and 3 teaching assessments are part of the coaching pathway for those wanting to coach, all awards are timetabled as a Sixth Form option. The assessments are practically based and assessed by a nationally recognised team of BHS Assessors. This course would be particularly attractive to students who would like a career in the equine industry or to take their equine knowledge to new heights.

APPROACH

The examinations require a natural aptitude towards riding and an interest in teaching as well as considerable dedication. Students need to be 17 years of age to sit the BHS Stage 3 and Stage 2 Teach, and 18 to sit the Stage 3 Teach. We have an impressive range of instructors, all with a minimum BHSAI, BHSII's, BHSI's qualifications. Our Director of Equestrian Sports is a Fellow of the British Horse Society and Chief Assessor for the BHS. The facilities at Millfield Equestrian Centre are excellent and the campus is used as a base for all lectures, practical and riding sessions. The majority of the riding is done on Millfield horses and the whole course is taught by our own instructors.



COURSE OUTLINE

Courses are tailored to suit the individual student, but as a general guide they will need to attend lessons for five to six terms to have gained all the information and skills required. Classroom lessons play a significant part. The course does require good note-taking skills and reading of allocated material but the exams are all practically based with no written papers. Each student on the BHS course will receive five or six sessions per week; to include riding lessons, stable management and teaching practice, to cover all aspects of the syllabus. It is important that students allow for this time when considering their other A level choices. The groups working on the different stages are small, which gives excellent opportunity for in-depth coaching.

Noted below are the sections covered in the BHS course:

BHS Stage 1 – Complete Horsemanship: consisting of horse knowledge and care, riding a variety of horses on the flat.

BHS Stage 2 – Complete Horsemanship: consisting of horse knowledge, care, lungeing and riding a variety of horses on the flat and over fences.

BHS Stage 2 – Teach: consisting of theory, class, lunge and lead rein lessons.

BHS Stage 3 – Coach in Complete Horsemanship: awards consisting of horse knowledge, care, lungeing and riding a variety of horses over fences, on the flat and cross country.

BHS Stage 3 – Teach: consisting of a private dressage and a shared simulated cross country lesson. To gain the Stage 3 Coach in Complete Horsemanship Award, the Stage 3 ride, care, lunge and both Stage 2 and 3 Teach must be awarded. The option of becoming a BHS Accredited Coach is then available.

FURTHER INFORMATION

The BHS course has the potential for 72 UCAS points. Students who already hold the Pony Club B Test and Ride Safe are not required to complete the BHS Stage 1 and 2 awards and can proceed straight to BHS Stage 3 level at the age of 17.

ENTRY REQUIREMENTS

Knowledge of the subject is helpful as it is a full curriculum with a lot of practical skills to be developed, but with enthusiasm and dedication it is possible to take this subject without previous experience.

EXAM BOARD AND SPECIFICATION

www.bhs.org.uk

CONTACT

Director of Equestrian Sports
Mr D Anholt FBHS (HT)
anholt.d@millfieldschool.com



ADDITIONAL COURSES

EXTENDED PROJECT QUALIFICATION (EPQ)

OVERVIEW

The Extended Project Qualification (EPQ) offers a personally rewarding educational experience in which students choose their own topic, proceed at their own rate, and set their own standard. Independence is at the heart of the EPQ and undertaking a substantial individual project can foster the confidence and resilience needed for the rigours of higher education. Encouraging students to select a subject of deep personal interest is fundamental if they are to find the necessary motivation to complete the project to a high standard.

APPROACH

The EPQ at Millfield equips students with the skills required to complete a research project with a high level of autonomy through a mixture of formal instruction and supervisory support.

The EPQ can take one of two forms: either an extended 5,000-word research project on a subject of the student's choice, or a completed artefact with an accompanying 1,000-word commentary. The artefact can range from a play, created and staged, to a computer programme, written and implemented, or even something like a dress, designed and made. The nature of the qualification allows a student to pursue a subject of personal interest in depth whilst also requiring substantial evidence of a considered and reflective research approach.

COURSE OUTLINE

The EPQ can be combined with the Sixth Form curriculum of most students. The period between autumn half term and the Christmas break in the lower sixth is devoted to the taught course and assigning students to their supervisors. Over the Christmas break, students are required to complete the mini-literature review if they wish to proceed further with the EPQ. During the spring term, students attend regular weekly meetings with their EPQ supervisor and proceed at their own pace.

Students should aim to submit their EPQ at the end of October in their Upper Sixth year. There is also the possibility of submitting for the start of May.

FURTHER INFORMATION

The expectation of independent work habits at higher education is often one of the sternest challenges facing new students. The EPQ is highly regarded by the most selective universities because the qualification is so pertinent to the academic demands that students are certain to meet. Cambridge University, in their support of the EPQ, expressed this directly in stating that "it will help you develop independent study and research skills and ease the transition from school to higher education".

The EPQ is considered the equivalent in difficulty to a full A level and the grades are awarded from A* - E. In terms of UCAS entry, an EPQ is considered half the value, in terms of UCAS points of a full A level.

ENTRY REQUIREMENTS

The EPQ is not to be undertaken lightly, and the commitment required for success should not be underestimated.

EXAM BOARD AND SPECIFICATION

Millfield follows the AQA Level 3 Extended Project Qualification (specification 7993).
[AQA EPQ](#)

CONTACT

Mr D Trevis
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AS LEVEL (OVER 2 YEARS)

MATHS

OVERVIEW

Offered for the first time this year, Maths AS over two years is an opportunity for students studying A levels with more advanced mathematical components such as Chemistry or Economics, to continue with Maths if they are not choosing the subject as one of their three A levels.

APPROACH

If you embark on this course you need to be well motivated. This is in addition to your three A levels (or equivalents) and will be taught in six lessons over a fortnight. You will take the exams in the summer of U6, alongside your A levels. You will have close contact with your tutors and extra support where needed. However, you will be expected to be more self-sufficient and pro-active than you were at GCSE.

A variety of teaching styles are adopted including practical activities, use of iPads and independent research. There is no coursework; qualifications are awarded based on the results of external exams taken at the end of the Upper Sixth. Most students will be entered in the UKMT Senior Maths Challenge and all will have opportunities to prepare and attend presentations in our lecture series 'Pi Shop'.

COURSE OUTLINE

AS level Mathematics is broken down into three main subject areas: pure maths, mechanics and statistics. You will study approximately half the material of the full A level. Links will, however, be made between each of these and the skills developed are transferable across all areas of the curriculum. Pure mathematics makes up two thirds of the qualification and consists of topics such as algebra, trigonometry and calculus. Mechanics and statistics are equally represented in the course.

FURTHER INFORMATION

Studying this course will support your learning of other subjects. It will, however, be important to discuss your suitability for this course with Mr Bowley, Head of Mathematics.

ENTRY REQUIREMENTS

Grade 7 (A) in IGCSE Mathematics or the equivalent is essential, although a higher grade is strongly recommended. A strong understanding and fluency in algebraic skills is necessary to access this course.

EXAM BOARD AND SPECIFICATION

H230

www.ocr.org.uk/qualifications/as-and-a-level/mathematics-a-h230-h240-from-2017/#as-level

CONTACT

Head of Mathematics
Mr T Bowley
bowley.t@millfieldschool.com

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) QUALIFICATIONS

OVERVIEW

Students whose first language is not English, and who wish to apply for a place at a British or US university will need a recognised examination qualification.

Students with less than grade 6 (B) in Second Language IGCSE (or equivalent) should attend lessons with the EAL Department and work towards a recognised qualification.

Sixth Form students are prepared for both Cambridge ESOL Exams either at FCE (CEFR B2) or Advanced (CEFR C1) level and the IELTS examination, with the latter being the preferred qualification for British (and an increasing number of American) universities.

In the Lower Sixth, students will also resit the IGCSE Second Language exam where a pass grade 4 (C) or above was not achieved in the first attempt. Overseas students may also approach the EAL Department for specific language support in their work in other subject areas.

Students who attend EAL lessons should think carefully about their choice of academic subjects. It will be necessary to limit these to three in order to leave sufficient time for EAL. Please ask the Head of EAL for guidance.

APPROACH

New students are assessed prior to their arrival at school and assigned EAL lessons according to their need. Lessons will focus on the four key skills: Writing, Reading, Listening and Speaking as well as addressing grammatical and lexical weakness revealed by individual test results. Clarity of communication and the ability to address a wide range of academic topics are the general aims of the course. We make use of formal classroom teaching in small groups as well as group discussion and computerised learning when appropriate. A Self-Access Centre and Computer Suite are available.



COURSE OUTLINE

Cambridge ESOL – FCE (CEFR B2)

This is an upper-intermediate level English language course in which students will develop skills in reading, writing, listening and speaking through extensive study and practice. Students are also encouraged to improve their general study skills, especially their academic written style. Students will also be prepared for the Cambridge English First for Schools.

Cambridge Advanced (CEFR C1)

Higher ability students are prepared for the demanding Cambridge Advanced Exam (CEFR C1). This is a high-level English course and develops students' academic written and spoken English as well as comprehension of longer written texts and lecture style listening scripts. Students learn to demonstrate an understanding of academic texts and develop an ability to write in an appropriately academic style.

IELTS

The IELTS examination is marked on a 9-point scale (1 = very poor; 9 = expert user). Most British universities require 6.0 - 7.0, depending on the nature of the course applied for. University applicants are usually required to state their IELTS score on their UCAS application forms or to have achieved the university's language requirement as part of a conditional offer by the time they start their university course. Some prestigious universities now expect students to achieve a score of 7.0, and often insist on a minimum of 6.5 or even 7.0 in each of the four modules. The IELTS examination can be taken in March or June in the Upper Sixth year and may be available in June of the Lower Sixth, depending on a student's ability and progress.

IGCSE

The IGCSE Second Language English examination (CIE syllabus 0991) is available at two levels, Core and Extended. The Core syllabus contains less free writing and fewer texts, but has a top grade of 5, which is accepted for entrance into some universities for certain courses. The Extended syllabus is more demanding but allows a maximum grade of 9.

FURTHER INFORMATION

Students needing specific language support in their individual subject areas should speak to their EAL tutor or make an appointment with the Head of EAL.

ENTRY REQUIREMENTS

Students with less than grade 6 (B) Second Language IGCSE (or equivalent) should attend lessons with the EAL Department and work towards a recognised qualification.

EXAM BOARD AND SPECIFICATION

CIE IGCSE Second Language:
www.cambridgeinternational.org

Cambridge Advanced (CEFR C1) and Cambridge FCE (CEFR B2):
www.cambridgeenglish.org

IELTS: www.ielts.org

CONTACT

Head of EAL
Mr H M A Winkley
winkley.m@millfieldschool.com

SUPPORT

SIXTH FORM STUDY SUPPORT PROGRAMME

OVERVIEW

The aim in our Sixth Form Study Support Programme is to provide thorough and targeted support to develop the necessary skills for students to become independent learners whilst in the Sixth Form and in preparation for higher education.

APPROACH

We offer a tiered approach to Study Support for students with Additional Educational Needs (AEN), dependent on individual needs. Many of our students with AEN are able to work fairly independently and may only need occasional access to the LSC to seek guidance and support. Others will require more intensive support, and this can be timetabled into their weekly academic programme. For our students with more complex Specific Learning Difficulties and who have had a considerable level of study support input throughout GCSE courses, Study Support sessions form part of the academic timetable. These sessions take place in one or more of the private study periods every week with an LSC teacher. Students will be placed into small groups with other students with similar difficulties and/or who are following a comparable curriculum wherever possible. In consultation with their LSC teacher, students will set their own SMART targets to help underpin key skills. These targets are reviewed on a regular basis by the student and the LSC teacher to ensure that individual progress is being monitored.

Adjustments can be made to the curriculum, dependent on need, and all students are supported through teachers who are trained and experienced in Quality First teaching and supporting students with AEN.

Individual tuition is also available (for which there is an additional charge) for the small number of students where it is felt they would be of further benefit.

COURSE OUTLINE

We take an individualised approach to Sixth Form Study Support sessions and are able to advise on a range of study skills including:

Approaches to Learning:

- Target-setting
- Learning styles
- Multi-sensory learning
- Organisation
- Time management
- Motivation

Writing Skills:

- Research
- Note taking
- Planning – mind maps, writing frames
- Sequencing ideas
- Drafting and redrafting
- Editing

Reading Skills:

- Reading for different purposes
- Reading for meaning
- Skimming and scanning
- Subject specific text and vocabulary
- Using a computerised reader

Revision:

- Planning – creating a timetable
- Memory and learning
- Multi-sensory revision techniques
- Time management

Exam Technique:

- Reading the exam paper
- Types of questions
- Time management
- Managing stress

All students are provided with an electronic copy of our Sixth Form Study Skills booklet and a hard copy is available on demand. At this level of study, students are expected to arrive with an idea of what they would like to work on and are encouraged, with support, to be proactive in recognising where they need help and confident in voicing their needs. In order to bridge the gap between supported and independent learning in readiness for higher education and the workplace, students are also encouraged to develop awareness of the metacognitive approaches they adopt to their studies and to generalise these processes across a range of situations.

FURTHER INFORMATION

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APPENDIX

REQUIREMENTS FOR SIXTH FORM STUDY AT MILLFIELD



From September 2020 the majority of new Lower Sixth students will arrive at Millfield with numerical grades but there will be also be some alphabetical IGCSE and BTEC (level 2) grades.

These grades can all be converted into a numerical value using the conversion details below:

a) GCSE (and International GCSE) numerical grades (9 – 1) convert directly to their numerical value (e.g. grade 9 = 9; U = 0, etc.)

b) Alphabetical grades for International GCSEs (A* – G) have been allocated the following numerical values:

A* = 8.5

A = 7

B = 5.5

C = 4

c) BTEC (level 2) grades (Distinction* – Pass) have been allocated the following numerical values:

D* = A* = 8.5

D = A = 7

M = B = 5.5

P (Level 2) = C = 4

P (Level 1) = E/F = 1.75

U (any tier) = 0

On this basis, Millfield's over-arching entry requirement to follow our 'standard' 3 A level Sixth Form programme (which may include single A level equivalents) is a minimum of 30 points from the student's best 6 GCSE/IGCSE/BTEC courses.

For example, 4 x B grades (4 x 5.5) and 2 x C grades (2 x 4) gives a total of 30 points. As has always been the case, GCSEs achieved in modern foreign languages by native speakers do not count towards this calculation.

Similarly, the entry requirement for multiple A level equivalent BTEC courses is a minimum of 20 points from the student's best 5 GCSE/IGCSE/BTEC courses. For example, 5 x C grades (5 x 4) gives a total of 20 points.

In addition to these over-arching GCSE/IGCSE/BTEC requirements, there are also minimum (or 'essential') grade requirements to study a particular subject. These can be found on page 70.

MILLFIELD SIXTH FORM CURRICULUM 2020-2022

Students can choose a maximum of one option from each of the blocks.

BLOCKS								
	A (12 PERIODS)		B (12 PERIODS)		C (12 PERIODS)		D (12 PERIODS)	
A LEVEL SUBJECTS 2020/22 10 x 55 min. periods per 2 weeks (Subjects usually carry through to A Level in the same block 2021/22)	Art Biology Business Studies Chemistry Computer Science Drama Economics English Literature French Government & Politics Latin Media Studies Photography Physical Education Physics Psychology Religious Studies		Biology Business Studies Chemistry Economics Further Mathematics Geography History Mathematics Mathematics AS + Music (BTEC Level 3) Photography		Biology Business Studies Chinese Mandarin Economics English Literature French Geography German History Media Studies Philosophy Physics Psychology Spanish		Art Biology Business Studies Chemistry Economics English Literature Further Mathematics @ Food Science & Nutrition Geography Government & Politics Information Technology (ICT) (BTEC L3) Mathematics Media Studies Music Physical Education Product Design	
BTEC COURSES 2020/22	Year 1 (L6) Courses (Blocks A; B & C): + BTEC Art & Design (3 A level equivalent) + BTEC Business (2 A level equivalent) + BTEC Enterprise and Entrepreneurship (2 A level equivalent) + BTEC Sport (2 A level equivalent)						Block D is not used for Year 1 BTEC	
GCSE & OTHER COURSES 2020/22	Maths GCSE (6 pds)	English GCSE (6 pds)	Maths GCSE (6 pds)		BHSCHC (up to 12 pds)		BHSCHC (up to 12 pds)	
					Maths GCSE (6 pds)	English GCSE (6 pds)	Leiths Course Yr. 1 (5 pds)	Maths GCSE (6 pds)
							Maths GCSE (6 pds)	English GCSE (6 pds)
S.A.T.	English & Maths S.A.T. tuition will be offered across all blocks							
ENGLISH / LEARNING SUPPORT	Lessons in the Learning Support Centre (L.S.C.), English as an Additional Language (E.A.L.) and preparation for English qualifications for university (IELTS) will be offered across all blocks Those requiring these lessons may need to reduce their A level programme.							

+ Limited places – must be approved by Head of Department

@ Further Maths must be chosen alongside Maths in A block (i.e. two blocks used) and only as a fourth option.

BTEC Level 3 Music is equivalent to 1 A level.

BTEC Level 3 ICT is equivalent to 1 A level.

Level 3 Food Science & Nutrition is equivalent to 1 A level.

Although every attempt will be made to offer the courses shown, in the blocks shown, the school reserves the right to make changes and to limit places if demand is too high or close courses if numbers are too low.

REQUIREMENTS FOR ENTRY ONTO SPECIFIC A LEVEL/PRE-U/BTEC COURSES

SUBJECT	QUALIFICATION	ESSENTIAL GCSE	DESIRABLE GCSE	NOTES
ART & DESIGN (FINE ART)	A LEVEL	At least four 4 (C)s – any tier	6 (B) Art	Experience of an art & design based GCSE subject and evidence of an art & design portfolio are highly desirable. Ability to work independently.
ART & DESIGN BTEC	BTEC	A minimum of 20 points from the pupil's best 5 GCSE/IGCSE/BTEC (or equivalent) courses	6 (B) Art 4 (C) English 6 (B) Design Technology	Portfolio essential for final decision. Ability to work independently required. This is a triple A level equivalent course. Double and single equivalent versions may be available; interested pupils must speak with the Head of Department.
ART & DESIGN (PHOTOGRAPHY)	A LEVEL	At least four 4 (C)s – any tier	6 (B) Art	Pupils should have some familiarity with (and ideally own) a digital SLR camera.
BIOLOGY	A LEVEL	7-6 (A-B) GCSE Combined Science: Trilogy or 6 (B) Biology – Separate Science 6 (B) Maths 4 (C) English	6 (B) English	Pupils with lower grades must discuss their options with the Head of Biology.
BUSINESS	A LEVEL	4 (C) English Language or English Literature	4 (C) Maths	An understanding of relevant Business news is recommended with a keen interest in keeping up with business issues in the real world.
BUSINESS BTEC	BTEC	A minimum of 20 points from the pupil's best 5 GCSE/IGCSE/BTEC (or equivalent) courses	4 (C) English 4 (C) Maths	This course is equivalent to two A levels. A number of units are coursework based with 3 external examinations. Ability to work independently and in groups. You must enjoy the practical application of Business.
CHEMISTRY	A LEVEL	7-7 (A-A) GCSE Combined Science: Trilogy or 7 (A) Chemistry – Separate Science	7 (A) Maths	Pupils with lower grades must discuss their options with the Head of Chemistry.
CHINESE MANDARIN	PRE-U	6 (B) Chinese Mandarin	7 (A) Chinese Mandarin	A keen interest in all aspects of Chinese culture and language is essential; a stay in the target language country is recommended.
COMPUTER SCIENCE	CAMBRIDGE INTERNATIONAL A LEVEL	6 (B) Maths	7 (A) Maths	Programming work constitutes approx. 50% of this course; prior programming experience beneficial. Pupils with lower grades must discuss their options with the Head of Department.
DRAMA	A LEVEL	4 (C) English Language or English Literature or Drama	6 (B) English Language or English Literature or Drama	Total commitment is essential.
ECONOMICS	CAMBRIDGE INTERNATIONAL A LEVEL	6 (B) Maths 4 (C) English	7 (A) Maths 6 (B) English	Keen interest in 'real world issues' helpful (e.g. how countries increase living standards and reduce poverty).
ENGLISH LITERATURE	A LEVEL	6 (B) English Language & English Literature	7 (A) English Language & English Literature	Genuine appetite for reading. Readiness to think independently.
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	CAMBRIDGE ESOL & IELTS	Pupils whose first language is not English, and who wish to apply for a place at a British or US university will need a recognised examination qualification. Pupils with less than 6 (B) Second Language IGCSE (or equivalent) should attend lessons with the EAL department and work towards a recognised qualification.		
ENTERPRISE AND ENTREPRENEURSHIP	BTEC	A minimum of 20 points from the pupil's best 5 GCSE/IGCSE/BTEC (or equivalent) courses	4 (C) English 4 (C) Maths	This course is equivalent to two A levels. A number of units are coursework based with three external examinations. Ability to work independently and in groups. You must have an entrepreneurial spirit and flair with lots of initiative.

SUBJECT	QUALIFICATION	ESSENTIAL GCSE	DESIRABLE GCSE	NOTES
FOOD SCIENCE & NUTRITION	WJEC LEVEL 3 CERTIFICATE	At least four 4 (C)s – any tier (to include at least one Science qualification)	6 (B) Food & Nutrition or a Science subject	No prior knowledge of GCSE Food and Nutrition is needed. This is a single A level equivalent course.
FRENCH	A LEVEL	6 (B) French	7 (A) French	A stay in the target language country is recommended.
GEOGRAPHY	CAMBRIDGE INTERNATIONAL A LEVEL	6 (B) Geography 4 (C) English Language or English Literature		A keen interest in the world and a willingness to read around the subject is helpful.
GERMAN	A LEVEL	6 (B) German	7 (A) German	A stay in the target language country is recommended.
HISTORY	A LEVEL	4 (C) English Language	6 (B) History	Lively and enquiring mind helpful and a willingness to read around the subject out of class time.
INFORMATION TECHNOLOGY BTEC	BTEC	At least four 4 (C)s – any tier	BTEC (Level 2) in ICT	An interest in technology and its applications is important. This is a single A level equivalent course.
LATIN	A LEVEL	6 (B) Latin	7 (A) Latin	Lively and enquiring mind helpful.
MATHEMATICS	A LEVEL	7 (A) Mathematics		A good level of algebraic ability is required. Pupils with less than a grade 7 (A) in IGCSE Maths (or equivalent) will find this course extremely demanding and will find it difficult to access the material required to achieve grades at the top end of the spectrum.
FURTHER MATHEMATICS	A LEVEL	8 (A*) Maths: for A level		A passionate interest in mathematics is needed; a good grade in some additional qualification (e.g. Additional Mathematics) will be an advantage, but is not essential.
MEDIA STUDIES	A LEVEL	4 (C) English Language	6 (B) English Language	Genuine subject interest needed and ability to work both independently and in groups.
MUSIC	CAMBRIDGE INTERNATIONAL A LEVEL	6 (B) Music	7 (A) Music	Approximately Grade 5 or 6 on an instrument (or voice) is helpful. Pupils will also need to be having individual instrumental lessons in order to complete the performing component of the qualification.
MUSIC BTEC	BTEC	At least four 4 (C)s – any tier	4 (C) Music or BTEC (Level 2) in Music	Approximately Grade 4 or 5 standard on an instrument (or voice) is helpful. It is also highly recommended that pupils will have individual instrumental lessons in order to complete the performing component of the qualification.
PHILOSOPHY	A LEVEL	6 (B) English Language or 4 (C) English Language with 4 (C) English Literature	7 (A) English Language 6 (B) Maths	A challenging and interesting course for those who wish to develop their thinking and logical analysis skills. You will need to be confident reading and resilient when the going gets tough. Pupils are encouraged to see the Head of Department.
PHYSICAL EDUCATION	A LEVEL	4 (C) English 4 (C) any science GCSE (from Biology, Chemistry, Physics, Combined Science)	6 (B) in Physical Education (at least a 4 (C) in the Theory Paper) 6 (B) any science GCSE (or equivalent)	Genuine appetite for the theoretical aspects of sports performance. Coaching may be part of the practical assessment.

REQUIREMENTS FOR ENTRY ONTO SPECIFIC A LEVEL/PRE-U/BTEC COURSES (CONTINUED)

SUBJECT	QUALIFICATION	ESSENTIAL GCSE	DESIRABLE GCSE	NOTES
PHYSICS	A LEVEL	7-7 (A-A) GCSE Combined Science: Trilogy or 7 (A) Physics – Separate Science and 7 (A) Maths	7 (A) Maths	Pupils with lower grades must discuss their options with the Head of Physics.
POLITICS	A LEVEL	6 (B) English Language		Pupils should have a genuine interest in current affairs, as well as a desire to explore and understand some complex political ideas.
PRODUCT DESIGN	A LEVEL	At least four 4 (C)s – any tier	6 (B) in Product Design	Experience of an art & design-based GCSE subject and evidence of an art & design portfolio are highly desirable. Ability to work independently.
PSYCHOLOGY	A LEVEL	6-6 (B-B) GCSE Combined Science: Trilogy or 6 (B) Biology – Separate Science 6 (B) Maths 4 (C) English	6 (B) English	Pupils with lower grades must discuss their options with the Head of Psychology.
RELIGIOUS STUDIES	A LEVEL	4 (C) English Language	6 (B) English Language	Ideal for lively, enquiring minds. A challenging second year. Pupils are encouraged to speak with the Head of Department before signing up.
SPANISH	A LEVEL	6 (B) Spanish	7 (A) Spanish	A stay in the target language country is recommended.
SPORT	BTEC	A minimum of 20 points from the pupil's best 5 GCSE/IGCSE/ BTEC (or equivalent) courses	4 (C) Physical Education	Well suited to pupils who prefer coursework to exams. Ability to work independently and in groups. This is a double A level equivalent course.

Note: where the desired / essential grade is a 4 (or C) in First Language English, the equivalent Second Language grade will be a 6 (or B); where the desired / essential grade is a 6 (or B) in First Language English, the equivalent Second Language grade will be an 7 (or A).

