



# PANGBOURNE

A Guide to  
Choosing Subjects  
at Sixth Form 2021-22

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## THE SIXTH FORM AT PANGBOURNE COLLEGE

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

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

- You have more time to work on your own
- The work becomes more interesting and independent
- The classes usually become smaller
- The relationship with your teachers becomes less formal and more collaborative
- You have more autonomy and freedom of action

And when you begin to prepare for university and choose courses, you hold your own destiny in your hands.

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

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

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

### Mr J Bamforth

Head of Sixth Form

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## ENTRY REQUIREMENTS FOR THE SIXTH FORM

A summary of the minimum requirements for entry into A Level courses

Subject	GCSE minimum grades for acceptance	Strongly Recommended	Other essential attributes	GCSE essential?
Art	5 in Art	Portfolio	Creativity and Imagination	Yes
Biology	6 in Bio & Chem or 6-6 in Comb. Sc.	Good Maths	Diligence, interest; supporting A Level subjects	Yes
Business		5 in Maths & English Language	Enjoyment of problem-solving; numeracy and data handling	No
Chemistry	6 in Chemistry or 6-6 in Comb. Sc.	Good Maths	Supporting A Level subjects (Maths, Physics or Biology)	Yes
Classical Civilisation		6 in English Lang & Literature	Commitment to serious reading and writing; cultural interest	No
Economics	6 in Maths	Good English	Interest and willingness to keep abreast of current affairs	No
Design Technology BTEC		4 in (if taken) Design Technology	Dedication, creativity: problem-solving ability	No
Drama	5 in Drama	Good English	Interest in/experience of live theatre; open-mindedness	Yes
English Literature	6 in English Literature	Good English	Commitment to serious reading and writing	Yes
Film Studies	5 in English Literature	Good English	Love of films; enjoyment of writing; imagination	No
French	7 in French		Enjoy playing with language and commitment	Yes
Further Maths		8 in Maths	Enjoyment of problem solving	No
Geography	5 in Geography	Good English	Interest in people and their environment	No
German	7 in German		Enjoyment of language and commitment	Yes
History	5 in History	Good English	Attitude - all important!	No
Computer Science	5 in Maths	Reasonable English	Interest in computers & applications	No
Mathematics	7 in Maths		Enjoyment of problem solving	Yes
Media BTEC	4 in English Language		Enjoyment of working digitally and being creative	No
Music	5 in Music		Interest & enjoyment	No
Physical Education	5 in Biology and/or PE		Interest and ability in sport	Yes
Sport BTEC	4 in PE GCSE			No
Photography		Portfolio		No
Physics	6 in Physics or 6-6 in Comb. Sc.	Strong Maths	A logical, analytical mind; good practical skills	Yes
Politics		Good English, History (if taken) 5	Interest in Politics and current affairs	No
Psychology		Good Maths, Science & English (GCSE grade 6)	Interest in the human mind and behaviour	No
Religious Studies	5 in RS	Good English	Interest in religious and ethical issues	No
Spanish	7 in Spanish		Enjoyment of language and commitment	Yes
EPQ			Willingness to be a self-starter	No

## SIXTH FORM ENTRY CRITERIA

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

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

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

## SIXTH FORM AWARDS AND BURSARIES

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

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

- Academic study
- Art, Music and Drama
- Sport

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

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

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

Further details of these, and the awards described above, can be obtained from the Registrar by calling 0118 9767415, or by sending an email request to [admissions@pangbourne.com](mailto:admissions@pangbourne.com)

## CHOOSING SIXTH FORM SUBJECTS FOR SEPTEMBER 2021

Many pupils at Pangbourne College start by selecting four subjects in the Lower Sixth, but by the Michaelmas Half Term, most of these will have identified their three key subjects.

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

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

In addition to A Levels, Pangbourne College offers BTECs in a limited number of subjects: Design Technology, Creative Digital Media Production (Media) and Sport. We have run a set studying the BTEC Sport Diploma (the equivalent of two Sixth Form subjects). The Drama set in the year-group may work towards A Level, or could study for a Performing Arts BTEC with the agreement of all parties concerned.

Although BTECs have traditionally been associated with 'continuous assessment' there are now terminal exams at the end of these courses after recent reforms.

## HOW TO CHOOSE YOUR SIXTH FORM SUBJECTS – ADVICE FOR PARENTS AND STUDENTS

There are three crucial questions to ponder:

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

### Choosing Individual Subjects

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

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

### Choosing the Right Combination of Subjects

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

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

Certain careers such as Medicine, Architecture, and Engineering, for example, will closely determine your choices at A

Level. If you do not know what you want to study, the ‘facilitating’ nature of certain more broadly recognised A Levels may be an advantage. Nevertheless, the majority of admissions tutors are most impressed by the grades you achieve above all else.

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

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

For further details of the UCAS tariff tables, visit: <https://www.ucas.com/file/63536/download?token=sxmdfCS->

#### **A Note of Viability of Courses and Set Sizes.**

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

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

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

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

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

## **THE PROCESS OF CHOICE**

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

- Michaelmas Term: Year Group assemblies wherein current teachers/students present the range of choices available for study in the Sixth Form.
- October: Form 5 and Parents’ Sunday post Parade presentation to launch the ‘Sixth Form at Pangbourne’.
- November: A day when Form 5 students visit ‘taster lessons’ in the subjects they are considering.
- January: GCSE Trial Exams, followed by GCSE grade predictions.
  - January Leave out week-end - Form 5 Parents’ and Guardians’ meeting.
  - Review your Trial Exam results with your tutor and parents.
  - Make a provisional choice of four subjects, from the list.

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

- End of Lent Term: Make firm your choice of three or four A Level/BTEC subjects. This will be from the Options Columns compiled to best fit the choices expressed in February. These March choices are not binding but the timetable will be adjusted and columns ‘set in stone’ on the basis of this round of choices.
- May/June: GCSE Exams.
- July: We may have a last confirmation of intended A Level/BTEC choices. This enables us to plan for set sizes.
- August: GCSE results published. Change of subjects can be made, numbers permitting, following publication of GCSE results. The Head of Key Stage 4 and the Head of Sixth Form are available in this period before term starts.
- 1st Day of Michaelmas term: Induction Day includes a ‘Parents’ Meeting’ for final advice on the selection of Academic programmes.

## UNIVERSITY AND NEXT DESTINATIONS

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

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

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

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

All Lower Sixth students will be invited to sit a university aptitude questionnaire, which matches interests, personal qualities and abilities with courses in Higher Education. Students receive an online interactive report that allows them to search for courses using key filters, eg by subject area, ability range and geographical region.

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

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

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

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

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

**Head of Careers and Enterprise:** Andrew Sumner BSc (Oxford Brookes) PGCE

### Introduction

The Head of Careers and Enterprise co-ordinates the careers education, information, advice and guidance activities that take place within the College. He works closely with the tutors, the Heads of Section and Housemistresses/Housemasters to provide this service. The Careers Education and PSHCE programmes in the Pangbourne Senior School aim to equip students with the skills they need to make the successful transitions from Form 5 to the Sixth Form and beyond.

The Careers mission statement is as follows:

**Furnishing pupils with the skills and confidence to make realistic and informed decisions about their futures. Helping them manage the transitions from one stage of their education, training and work to the next.**

In the increasingly competitive world of work, sound careers advice is essential and we aim to enable students to maximise their potential and to have the opportunity to discover the career areas most appropriate to their individual talents and aspirations.

Students are encouraged to carry out their own research using the resources available to them but under the guidance of one or more of the adults mentioned. We subscribe to a number of services offered by MyFutureChoices that help signpost the first steps into university research and alternative career paths.

Within the Pupil Hub there is a growing presence in the Careers section, where there are links to useful websites for industry sectors and professions, upcoming external events and initiatives.

There is a successful Sixth Form Careers Conference in the Lent Term where a variety of professions and future choices have a presence. Students also undergo work-related 'mock interviews' in the summer of the Lower Sixth year to encourage and prepare them for getting holiday work and work shadowing in the years that follow.

For those looking at apprenticeships, internships and learning while you work options, we run a number of events with local businesses and organisations offering useful advice in this ever competitive environment.

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

The Head of Careers can be contacted by students or parents at any time by email:  
Andrew.Sumner@Pangbourne.com

## TUTORS AND THE SIXTH FORM PROGRAMME

### The Role of the Sixth Form Tutor

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

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

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

During the Lower Sixth, this will involve:

- Discussion and research of Higher Education courses and options for after Pangbourne.
- A Pangbourne 'Careers Event' in March.
- Guided use of the Careers Site.
- Attending presentations from visiting university lecturers.
- Open Day visits and taster courses.

During the Upper Sixth year, the following takes place:

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

### The Sixth Form Programme

Throughout the Sixth Form, pupils are stretched and developed in an integrated programme of PSHCE, General Studies, Study Skills, Life Skills and other wider opportunities for personal development. This is delivered in the weekly year-group lesson on a Friday, as well as through tutors and in the many activities which the year group undertakes together.

In the Michaelmas Term, students are to some extent in unfamiliar territory as they adjust to the more independent approach of the Sixth Form. During this transition period, the emphasis of the modules lie firmly on the academic habits, progress and well-being of individuals. Tutorial sessions cover issues such as self-development, target setting, methods of study and review, and stress management. At the end of the Michaelmas term, students have an opportunity to complete a short psychometric profile which will start to focus their thoughts onto possible Higher Education courses.

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

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

### The year group lessons

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

### Academic Extension and Oxbridge/Competitive Applications

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

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

### The Medway Club

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

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

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

## BRING YOUR OWN DEVICE

As of September 2018, the College introduced an updated Bring Your Own Device (BYOD) policy. This requires all pupils in Form 4 to Upper Sixth to have a productive IT device for all lessons.

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

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

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

Subjects requiring the Enhanced Laptop Specification are currently:

- Computer Science
- Film Studies
- Photography

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

## ART

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

### Are you right for the course?

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

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

### What does the course consist of?

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

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

### What does it offer?

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

### Where will it lead you?

Possible career options include; advertising, architecture, illustration, animation, game design, graphics, film and television, fashion, textiles and all other creative forms of design. It also opens the door to careers in the art world, including gallery work, auction houses, art criticism, restoration and museums. Art is seen as equal in academic status to all other subjects by universities and can lend an application a distinctive edge. Careers advice and portfolio preparation for further and higher education courses are available to all students.

## BIOLOGY

<b>Exam board:</b>	Edexcel
<b>Head of Department:</b>	Kate Klymow MA (Cambridge) PGCE
<b>Members of Department:</b>	Dr Jo Hart BSc PhD (Bristol) PGCE Viv Richardson BSc (Aston) PGCE Jack Sims MSc (Southampton) PGCE
<b>Department Technician:</b>	Jehan Dyer

### Are you right for the course?

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

### What does the course consist of?

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

### The course structure

The new A Level course is assessed at the end of two years by three written papers which include reference to practical work and about 10% maths. The practical endorsement is a separate but important qualification for which students need to complete a minimum of 12 specified practical activities. Their performance in these practical activities is assessed in class.

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

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

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

### Where will it lead you?

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

### What subjects does it go with?

The A Level course asks for a more in-depth perspective of science and is well suited to students studying other scientific courses including Chemistry, Maths and Physics. However, it is a popular subject and frequently successfully taken in combination with Geography, Psychology or PE. scientific courses including Chemistry, Geography, and Physics.

## BUSINESS

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

### Are you right for the course?

What is the best advert of all time? What is the reason you remember it? Marketing tends to be 'the face' of the business with the back end being forgotten. By the end of the two years you will have an appreciation of all aspects of business and why an integrated approach is required. We will ensure that the theory of finance, operations and human resources will be contextual by linking to current affairs to help develop your understanding.

### What does the course consist of?

<b>Year 1:</b> Theme 1 – Marketing and People Theme 2 – Managing Business Activities	<b>Required Skills:</b> Strong numerical understanding Logical reasoning Critical thinking Interest in current affairs
<b>Year 2:</b> Them 3 – Business Decision and Strategy Theme 4 – Global Business	<b>Required Skills:</b> Strong numerical understanding Logical reasoning Critical thinking Global Awareness
<b>Assessment:</b> Paper 1 – Theme 1 and Theme 4 Paper 2 – Theme 2 and Theme 3 Paper 3 – Pre-release Case Study	<b>Each paper is 120 minutes</b> Short answer Calculations Analytical and Evaluative Essays

### What does it offer?

A Business A Level offers you a chance to gain an insight into the ideas which have shaped current business practices and investigate the forces which are altering the way in which people buy, sell and trade.

Outside the classroom, the department enjoys trips to see the ways in which businesses function and compete. In the past, this has included visits to Mini, Citibank and the London Stock Exchange. There are also a variety of co-curricular activities.

### Where will it lead you?

The reformed A Level course is more rigorous than the former qualification and is well-respected by universities. Business is a useful subject if you are considering starting your own business and want to gain an understanding of what might be involved.

### What subjects does it go with?

Business would sit well with many subject combinations due to the breadth of the skills which are involved. Aspects of Psychology and Geography enjoy an overlap with certain parts of the Business course. Please note: Option combinations including both Business and Economics should be discussed with Miss Buckland prior to commencing A Level.

## CHEMISTRY

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

### Are you right for the course?

An A Level Chemist should have a positive attitude towards this subject, as well as an inquiring mind. Academically, you will need at least a Grade 7 in GCSE Chemistry, or a comparable grade in the Chemistry component of GCSE Additional Science. Students coming to Chemistry A Level from abroad should have studied the subject for at least two years; however, a lack of practical experience in that time will not be held against you!

You will need to demonstrate a good level of understanding of Maths. Chemistry should ideally be taken with at least one other science, and the selection of Maths in addition is encouraged. Those choosing Biology are strongly encouraged to choose Chemistry as well. Chemistry should also be taken up with the intention of following the course through to the full A-Level Qualification.

### What does the course consist of?

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

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

### What does it offer?

Chemistry and its many branches are rarely out of the news, especially in the fields of Biochemistry and the Environment. This course enables you to understand the principles behind this continually expanding subject.

There are opportunities to learn outside the laboratory. Recent trips have included visits to businesses operating in chemically-based industries, working laboratories and research establishments. We have also attended the Science Society and the Royal Society of Chemistry for lectures.

### Where will it lead you?

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

Many other courses, including Medicine, Veterinary Science, and most branches of Engineering, regard Chemistry to be an essential A Level.

## CLASSICAL CIVILISATION

<b>Exam board:</b>	OCR
<b>Head of Department:</b>	James Bamforth MA (Cambridge) PGCE

### Are you right for the course?

You will need strength in reading a variety of texts and writing about them, to show you can assimilate information, analyse and make judgements from what you study. Much more importantly, you need to be fascinated by the Classical World (Greece and Rome) and interested in the myths, culture, way of life and history of these peoples.

All materials studied on the course have been translated into English for you. We do not read them in the original Latin or Greek. Nor do you need to have studied Classical Civilisation at GCSE. Across the country, the majority of pupils starting the course in the Sixth Form are fresh to the Ancient World.

### What does the course consist of?

The modules of the OCR A Level under consideration are:

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

- Homer – the Odyssey
- Virgil – the Aeneid

Unit 2 Greek Art [30% of A Level]

- Vase painting, free standing sculpture and temple sculpture from Ancient Greece.d

Unit 3 Greek Religion [30% of A Level]

- A study of the rituals and buildings of Greek Religion. To what extent was Religion as practised in ancient times a personal or a public affair?

### What does it offer?

Classical Civilisation offers you a chance to:

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

Outside the classroom the department enjoys:

- Trips to Sixth Form conferences to hear lively speakers and trips to plays.
- ‘The Classical Tour’ which is a really important part of the study and has proven rather popular over the last few years. We tour the sites and museums of Greece, especially Athens, Delphi and Olympia. Other destinations, such as Italy, Sicily and Turkey have also been visited in the past.

### Where will it lead you?

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

### What subjects does it go with?

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

## COMPUTER SCIENCE

**Exam board:** OCR

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

### Are you right for the course?

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

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

### What does the course consist of?

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

First Year of A Level:

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

Second Year of A Level:

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

### What does it offer?

Computing offers you a chance to:

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

Outside the classroom the department enjoys lively debates on new technologies and ethical discussions on the use of Computers in society, along with trips to computer businesses and sites of historical interest in the Computing field.

### Where will it lead you?

Many students choose to continue studying Computer Science or a related discipline at university and may also specialise in software engineering, digital forensics, games programming amongst many others. A Computer Science A Level is accepted at all UK universities.

## DESIGN TECHNOLOGY

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

**Exam board:** Pearson

**Head of Department:** Rosie Jewell BA (Arts University Bournemouth) PGCE

**Members of Department:** Tom Cheney BA (Southampton Solent) PGCE  
Mike Habusune-Cowdery BA (Rochester)

### Are you right for the course?

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

### What does the course consist of?

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

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

### What does it offer?

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

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

### Where will it lead you?

Design Technology combined with Maths and Science leads to engineering and industrial design. Design Technology combined with Art or Humanities or Business or a language leads to product design, graphic design, marketing and advertising. Previous students have also gone on to study Fashion Design and Textile based courses.

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

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

## DRAMA AND THEATRE STUDIES

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

### Are you right for the course?

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

### What does the course consist of?

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

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

### Where will it lead you?

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

### What subjects does it go with?

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

## ECONOMICS

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

### Are you right for the course?

Economics is a social science and is, therefore, unlike any previous subjects you will have studied. By the end of the two years you will be able to understand the intricate relationships between households, governments and businesses. You will be required to combine analytical models with an awareness and consideration of the real world limitations during the course.

### What does the course consist of?

<b>Year 1:</b> Theme 1 – Markets and Market Failure Theme 2 – The UK economy	<b>Required Skills:</b> Strong numerical understanding Logical reasoning Critical thinking Interest in current affairs
<b>Year 2:</b> Theme 3 – Business Behaviour and Labour Market Theme 4 – Global Perspective	<b>Required Skills:</b> Strong numerical understanding Logical reasoning Critical thinking Global Awareness
<b>Assessment:</b> Paper 1 – Theme 1 and Theme 3 Paper 2 – Theme 2 and Theme 4 Paper 3 – Synoptic Economics	<b>Each paper is 120 minutes</b> Multiple choice and Short answer Data Response Analytical and Evaluative Essays

### What does it offer?

Economics offers you a chance to:

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

Outside the classroom, the department enjoys a variety of co-curricular activities, including trips to see the ways in which businesses function and compete. In the past, this has included Citibank, the London Stock Exchange and attending Economics In Action.

### Where will it lead you?

An Economics A Level would be effective preparation for the degree study of International Relations, Politics, Business Management, Modern History and Human Geography. It is highly-respected by admissions tutors.

Please note: Option combinations including both Business and Economics should be discussed with Miss Buckland prior to commencing A Levels.

### What subjects does it go with?

As a social science, Economics works effectively in combination with many other subjects.

## ENGLISH LITERATURE

<b>Exam board:</b>	Edexcel
<b>Head of Department:</b>	Rebecca Dickson BA (Bath Spa) MA (OU) PGCE
<b>Members of Department:</b>	Alex Brinkman-Young BA (Columbia, USA) MA (Oxford) Dr Clare Harraway BA (Exeter) MA DPhil (Oxford) PGCE Stephanie Poynter BA (Exeter) PGCE Alex Corp MA (East Anglia) PGCE Ben Payne MA (Oxford) PGCE

### Are you right for this course?

Literature can be transformational; this course offers a unique opportunity to challenge your attitudes, perspectives and opinions. You will exercise your empathy skills and walk in the shoes of others as we gain insights into other people's lives and experiences.

It is essential that you enjoy reading and are willing to read extensively in your own time to support class work, especially your coursework, which will require you to write extensively about two pieces of literature of your choosing.

You need to understand that discussion is crucial to the development of ideas and perspectives and therefore should be willing to offer informed and thoughtful contributions. You must also enjoy writing and be prepared to produce several essays per half-term.

### What can I expect from the course?

- The opportunity to study some of the greatest authors ever to have written in English, such as Shakespeare, Christina Rossetti and a variety of contemporary, modern poets.
- Seminar-style lessons with an emphasis on discussion and close reading.
- Lessons will give you the time and space to discuss your own opinions and interpretations of these great novels, plays and poems.
- An exciting coursework unit which enables you to pursue your own literary interests.
- A programme of trips, events and enrichment activities designed to complement your studies.

### What does the course consist of?

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

Course components
1. Drama: A Shakespeare play and one other play
2. Prose: Two novels linked by genre, with additional reading in that genre 'Science and Society' Never Let me Go and Frankenstein
3. Poetry: A 'Movement' Study of a Specific Poet/ Movement Modern Poetry - Post-2000 Anthology
4. Coursework

### Where will it lead you?

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

## FILM STUDIES

<b>Exam board:</b>	Eduqas
<b>Head of Department:</b>	Rebecca Dickson BA (Bath Spa) MA (OU) PGCE
<b>Member of Department:</b>	Dr Clare Harraway BA (Exeter) MA DPhil (Oxford) PGCE Stephanie Poynter BA (Exeter) PGCE

Film Studies is a new and exciting field of study that reflects a growing and vibrant UK Film Industry. The UK Film Industry employed 80,000 people last year and 2019 also saw the second highest level of spend by international filmmakers ever recorded, reaching £1.77 billion. This highlights the confidence international filmmakers have in the UK's creativity, the expertise of our crews, and world-class production facilities combined with the UK film tax relief as well as the wide range of professional services available including the support provided by the British Film Commission.

### Are you right for the course?

If you have a real interest and enthusiasm for interesting Film and would be comfortable discussing your ideas with other like minded individuals you will find your place on this course. If you are prepared to learn about a range of cinematic techniques and explore the effects of these techniques on audiences, as well as explore aspects of Context and Film Theory, you will find success on this course.

The course is predominantly assessed through exams but with the opportunity to produce your own short film for coursework. The coursework provides a space for students to be creative and may potentially foster the Directors and FilmMakers of the future.

Film studies students need to be insightful, thoughtful, analytical, capable of independent research, have a grasp of a range of complex concepts and be able to write perceptive essays.

### What does the course consist of?

The course studies cinema as an art form and consequently the films you will watch are often not mainstream Hollywood blockbusters. Instead, students analyse so-called 'arthouse' films which are made on low budgets and which tend to deal with ethical, artistic and political issues.

Students only have the opportunity to watch movies once in class and consequently they must review the same movies in their own time in order to write detailed analyses of them in preparation for the exams. Areas of study are Classic Hollywood, New Hollywood, American film since 2005, British Film since 1995, Global Film, Documentary Film, Silent Cinema and Experimental Film.

It is important students realise that many of the issues dealt with in the movies studied are often challenging and provoke wide-ranging opinion. Consequently, a level of sensitivity and emotional maturity is required for the course.

### Where will it lead you?

Film Studies can help open doors into this creative and innovative industry as well as provide a range of employable skills.

## GEOGRAPHY

<b>Exam board:</b>	Cambridge International
<b>Head of Department:</b>	Thomas Poynter BA (Exeter) PGCE
<b>Members of Department:</b>	upert Bancroft BSc (Brunel) PGCE David Metcalfe BSc (Cardiff) PGCE Anna Pennington BSc (Southampton) PGCE Alex Hawthorn BSc (Nottingham Trent) PGCE

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

### Are you right for this course?

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

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

### What does the course consist of?

Development of geographical skills, examining the actors and factors that create change in our dynamic environment. Analysis of the earth systems and major hazards as well as the assessment of our integrated global economies and the drivers of change in and around human settlement.

Assessment is written; there are four, 90-minute papers worth 25% of the marks each. There is no coursework.

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

### What does it offer?

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

### What subjects does it go with?

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

### Where will it lead you?

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

## HISTORY

<b>Exam board:</b>	AQA
<b>Head of Department:</b>	James Frost LLB MA (UWE, Bristol) PGCE
<b>Members of Department:</b>	Ben McLeod MA (St. Andrews) PGCE Matthew Eagers BA (Exeter) PGCE

### Are you right for the course?

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

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

### What does the course consist of?

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

We plan to teach the following modules:

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

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

**Component 3: Historical Investigation**

### What does it offer?

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

Outside of the classroom, we invite external speakers to present to students, as well as attending lectures in London.

### Where will it lead you?

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

### What subjects does it go with?

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

## MATHEMATICS AND FURTHER MATHEMATICS

<b>Exam Board:</b>	AQA
<b>Head of Department:</b>	Mark Skidmore BSc (Newcastle) PGCE
<b>Members of Department:</b>	Jenny Clubbe BSc (Royal Holloway) MEd (Buckingham) PGCE Samantha Greenwood BSc (Bristol) PGCE Fergus Yuille BSc (Liverpool) PGCE Jenny Jones BEd (Gloucestershire) PGCE Adam Beake BA (Durham) MSc (Durham) PGCE Michael Salmon BSc (Cardiff Met) PGCE Amanda Bowden BEng (Liverpool) PGCE

### Are you right for the course?

Studying Mathematics can be very enjoyable! The reasons why people opt to study Mathematics and Statistics vary widely but include the desire to study something interesting, stimulating and challenging.

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

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

### Courses offered

The content of the mathematics A Level courses are split into three areas: Pure Mathematics, Statistics and Mechanics.

- A Level **Mathematics** ( $\frac{2}{3}$  Pure mathematics,  $\frac{1}{6}$  Mechanics and  $\frac{1}{6}$  Statistics)
- A Level **Further Mathematics** ( $\frac{1}{2}$  Pure mathematics,  $\frac{1}{4}$  Mechanics and  $\frac{1}{4}$  Statistics)  
This can only be taken in conjunction with A Level mathematics and not independently.

### Pure Mathematics:

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

### Mechanics:

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

### Statistics:

Statistical elements of the GCSE course include analysing data, hypothesis testing and data science. The A Level course uses different and more sophisticated statistical techniques to manipulate and evaluate data.

### Further Mathematics:

The Further Mathematics course bridges the gap between A Level and Degree Mathematics. It is excellent preparation for a Mathematical based degree. Some of the areas of study include matrices, complex numbers, conic sections and hyperbolic functions.

### Where will it lead you?

Mathematics A Levels are a good foundation for degrees in Mathematics, Science or Engineering but the subject also provides excellent training in problem solving and thinking skills which are useful throughout life.

People with mathematics qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics, to name but a few career areas.

Examples of specific job roles include Actuary, Business Analyst, Software Engineer, Technology Analyst, Information Engineer, Speech Technology Researcher, and Maths Teacher.

Careers enjoyed by Maths graduates tend to be very well paid. The combination of a skills shortage and a growing need for Maths skills means more and more employers are on the lookout for Maths graduates.

### What subjects does it go with?

Anything.

## MEDIA STUDIES

### Level 3 BTEC in Creative Digital Media Production

**Exam board:** Pearson  
**Head of Department:** Stephanie Poynter BA (Exeter) PGCE  
**Members of Department:** Rebecca Dickson BA (Bath Spa) MA (OU) PGCE  
Alex Brinkman-Young BA (Columbia, USA) MA (Oxford)

#### Are you right for the course?

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

#### What does the course consist of?

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

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

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

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

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

#### What does it offer?

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

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

#### Where will it lead you?

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

## MODERN FOREIGN LANGUAGES FRENCH/GERMAN/SPANISH

**Exam board:** AQA  
**Head of Department:** Amy Ellerington BA (UCL), MA Education (Middlesex), PGCE  
**Members of Department:** Annabel Cruwys BA (Bath) PGCE  
Katy Burrows BA, (Sheffield) PGCE  
Fatma Kartal MA (Clermont-Auvergne)

#### Are you right for the course?

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

#### What does the course consist of?

##### AS Level:

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

##### A Level:

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

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

#### Where will it lead you?

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

Universities are offering numerous joint-honours courses with languages.

#### What subjects does it go with?

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

## MUSIC

<b>Exam Board:</b>	Eduqas
<b>Director of Music:</b>	Chris McDade BA (Huddersfield) LTCL PGCE
<b>Head of Instrumental Music:</b>	Andrew Thornhill MMus (Portsmouth) MA (Salford) LRSM
<b>Member of Dept:</b>	Ian Hockley BA (Birmingham Conservatoire), MA (Birmingham) ARCO LTCL ABSM

### Are you right for the course?

The study of Music at A Level is both academically challenging and creatively stimulating. This new course provided by Eduqas provides more 'specialist' routes than the more traditional A Level course and can be adapted to suit the strengths of both the performer and composer/arranger alike.

Ideally, students embarking on the course will have achieved at least a grade 6 at GCSE and be competent performers on at least one instrument. While it is not essential to have achieved graded music exams in their main instrument, in order to achieve a good grade in performance at A Level, students should ideally be performing at about grade 7 by the time of the assessment in the Upper Sixth. A good working knowledge of music theory is also highly recommended.

### What does the course consist of?

#### Unit 1 – Performing

Students can opt for either Option A or Option B

Option A (35% of the qualification) – a performance of between 10-12 minutes in duration which may include both solo and ensemble performances

Option B (25% of the qualification) – a performance of between 6-8 minutes in duration which may include both solo and ensemble performances

#### Unit 2 – Composing

Students can opt for either Option A or Option B

Option A (25% of the qualification) – **Two** compositions lasting between 4 to 6 minutes

Option B (35% of qualification) – **Three** compositions lasting between 8 to 10 minutes

#### Unit 3 – Appraising

A written examination at the end of the course – 2 hours 15 minutes in duration

There are 3 areas of study:

Area of Study 1 – The Western Classical tradition – a study of the development of the Symphony with a close study of two set works by Haydn and Mendelssohn.

Area of Study 2 – Music Theatre – a study of the development of this popular style of music from 1930s Broadway classics to the most recent shows of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

Area of Study 3 – a specific focus on music of the 20<sup>th</sup> century.

### Where will it lead you?

The study of Music at A Level can lead to a whole range of courses and careers. For some this will be at university or Conservatoire, or specifically in recording and production or into a whole range of careers in the vast array of opportunities associated with the music industry. Musicians are hard-working, creative, inventive and, importantly, they are team players – critical skills in any walk of life!

### What subjects does it go with?

Music develops a whole range of academic and practical skills and consequently fits in well with almost any combination of subjects.

## PERFORMING ARTS

### BTEC Level 3 Extended Certificate in Performance (Acting)

<b>Exam board:</b>	Pearson
<b>Head of Department:</b>	Rebecca Atack BEd (Royal Central, London) PGCE
<b>Member of Department:</b>	Rhiannon Bland BA (Cardiff Metropolitan) PGCE

### Are you right for the course?

To succeed in the course, you should have already gained at least a Grade 4 in Drama and English GCSE. You need to have a desire to learn about and explore different Drama practitioners and styles of performance. You need to be organised and work methodically in order to meet deadlines and keep on top of workload, but most importantly you must be inquisitive and have a thirst to know more.

### What does the course consist of?

Year 1	Unit 2: Developing Skills and Techniques for Live Performance (60GLH)	Students explore technical performance skills with a focus on developing skills and techniques in at least two performance styles and submit a portfolio of evidence.	Internally set and assessed body of work, verified by Pearson.
	Unit 21: Improvisation (Devising) (60GLH)	Students develop skills and techniques in improvisation and devising, applying them to a stimulus to create a performance.	Internally set and assessed body of work, verified by Pearson.
	Unit 29: Storytelling (60GLH)	Students explore fairy tales and traditional stories and develop techniques in performing existing written pieces to a target audience.	Internally set and assessed body of work, verified by Pearson.
Year 2	Unit 3: Group Performance Workshop (120GLH)	Students explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.	Externally set and assessed by Pearson.
	Unit 19: Acting Skills (60GLH)	Students develop acting methods by exploring different acting styles and then apply these techniques to the development, rehearsal and performance of their practical work.	Internally set and assessed body of work, verified by Pearson.

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

### Where will it lead you?

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

## PHOTOGRAPHY

**Exam board:** AQA  
**Head of Department:** Iain Young BA (Falmouth) MA PG Dip (Southampton) PGCE  
**Member of Department:** Rafael Zawistowski MA (Wimbledon College of Art) PGCE

### Are you right for the course?

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

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

### What does the course consist of?

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

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

### What does it offer?

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

### Where will it lead you?

Photography can be a vocational subject and may lead directly to a career as a photographer. Possible career options include; advertising, graphic design, illustration, gallery work and photojournalism. Photography is seen as equal in academic status to all other subjects by universities. Careers advice and portfolio preparation for Further Education courses are available to all students.

## PHYSICS

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

### Are you right for the course?

Successful study of Physics requires a logical, analytical mind, an ability to communicate, practical ability and, of course, commitment. As you will note from the entry requirements, a strong performance in GCSE Physics or Combined Science is required, as are strong numeracy and literacy skills. It is highly desirable, though not essential, to study A Level Maths or Further Maths alongside A Level Physics.

### What does the course consist of?

The linear assessment enables us to teach the subject in depth across the two years of the A Level course. The topics covered in the first year of the course include: Mechanics, Materials, Electrical Circuits, Waves and Optics. The second year then goes on to investigate: Further Mechanics, Gravitational, Electrical & Magnetic Fields, Thermodynamics, Nuclear Physics, Particle Physics, Astrophysics and Oscillations.

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

### What does it offer?

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

### Where will it lead you?

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

### What subjects does it go with?

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

## PHYSICAL EDUCATION – A LEVEL

<b>Exam board:</b>	Edexcel
<b>Head of Department:</b>	Sam Hewick BA (Brighton) MSc (Bristol) PGCE
<b>Member of Department:</b>	Richard Follett BA (Liverpool) PGCE

### Are you right for the course?

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

### What does the course consist of?

#### Component 1: Scientific Principles of Physical Education

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

Content overview: Topic 1: Applied anatomy and physiology  
Topic 2: Exercise physiology and applied movement analysis  
Biomechanics is embedded within the content of Topics 1 and 2.

#### Component 2: Psychological and Social Principles of Physical Education

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

Content overview: Topic 3: Skill acquisition  
Topic 4: Sport psychology  
Topic 5: Sport and society

### What does it offer?

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

### Where will it lead you?

Examples of Higher Education qualifications include:

- BA (Hons) in Sport and Exercise Science
- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSc (Hons) in Sport Psychology, if taken alongside A Level in Psychology
- BA (Hons) in Sports Education

Learners should always check the entry requirements for degree programmes with specific Higher Education providers.

Other options for further study include:

- Sports Science or Leisure Management-based courses in Higher Education
- Sports Psychology / Sports Therapy / Sports and Business / Strength and Conditioning
- Teaching and coaching Physical Education and Sport; Personal training
- Sports Medicine – Physiotherapy, Osteopathy
- Sports Engineering and Design

### What subjects does it go with?

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

## BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT (1 A-Level Equivalent)

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

### Are you right for the course?

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

### What does the course consist of?

Students will study four mandatory units, two of which are exams and two coursework. The exams can be sat up to three times and are spread across the two years of study:

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

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

### Where will it lead you?

Examples of Higher Education qualifications include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSc (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts

Learners should always check the entry requirements for degree programmes with specific Higher Education Providers.

Other options for further study include:

- Sports Science or Leisure Management-based courses in Higher Education
- Sports Psychology / Sports Therapy / Sports and Business / Strength and Conditioning
- Teaching and coaching Physical Education and Sport; Personal training
- Sports Medicine – Physiotherapy, Osteopathy
- Sports Engineering and Design

### What subjects does it go with?

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

## BTEC NATIONAL DIPLOMA IN SPORT (2 A-Level Equivalent)

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

### Are you right for the course?

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

### What does the course consist of?

Students will study nine units across two years. There are three exams, spread across the two years and each of these can be sat up to three times.

- Unit 1: Anatomy and Physiology (exam)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (exam)
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sport Leadership
- Unit 5: Fitness Testing
- Unit 7: Practical Sport
- Unit 8: Coaching for Performance
- Unit 22: Investigating Business in Sport and the Active Leisure Industry (exam)
- Unit 23: Skill Acquisition in Sport

### Where will it lead you?

Examples of Higher Education qualifications include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSc (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts

Learners should always check the entry requirements for degree programmes with specific Higher Education Providers.

Other options for further study include:

- Sports Science or Leisure Management-based courses in Higher Education
- Sports Psychology / Sports Therapy / Sports and Business / Strength and Conditioning
- Teaching and coaching Physical Education and Sport; Personal training
- Sports Medicine – Physiotherapy, Osteopathy
- Sports Engineering and Design

### What subjects does it go with?

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

## POLITICS

<b>Exam board:</b>	AQA
<b>Head of Department:</b>	James Frost LLB MA (UWE, Bristol) PGCE
<b>Members of Department:</b>	Ben Mcleod MA (St. Andrews) PGCE Matthew Eagers BA (Exeter) PGCE

### Are you right for the course?

Politics is a lively, popular subject and A Level Politics suits a variety of individuals and their interests. It is the perfect course for those who keep their finger on the pulse of news and current affairs and the study of Politics extends and develops your debating skills when expressing your opinions. In order to study A Level Politics, it is advisable to have a GCSE grade 5 or above in English and/or History, Business Studies, or Geography, as well as five GCSEs in total. Anybody with a good standard of literacy can pass A Level Politics provided they are prepared to work sensibly.

### What does the course consist of?

There are three broad areas of study in this specification:

- Paper 1: The Government and Politics of the UK
- Paper 2: The Government and Politics of the USA, and Comparative Politics
- Paper 3: Political Ideas - including topics such as: Conservatism, Socialism, Liberalism, Feminism

The A Level requires an in-depth study of UK and US government and politics. Comparisons across the two political systems are required in the topic entitled 'Comparative Politics'. The political ideas to be studied have relevance to both of the systems of government and politics. The study of the four ideologies will enhance your knowledge and understanding of politics, political debate and political issues in both the UK and the USA.

You will learn to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that you develop a critical awareness - essential in the world of 'fake news' - of the changing nature of politics and the relationships between political ideas, political institutions and political processes. You will also take part in a number of debates and political discussions, as well as attending political visits.

### Where will it lead you?

Politics affects the whole nation and studying it at A Level can help you shape the future in a political role or just give you a better understanding into how politics shapes the country and how it works. Politics involves the important decisions that affect your life, concerning wealth, health, education and morality.

It is ideal if you are considering studying Politics, Sociology, Ethics, Advertising or Journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

### What subjects does it go with?

A Level politics combines well with the Humanities subjects such as History, Geography, Economics as well as Arts-oriented subjects such as English or Modern languages; but in the modern, flexible world, it can combine with almost any subject.

## PSYCHOLOGY

**Exam board:** AQA  
**Head of Department:** Julie Hoather BSc (East London) PGCE

### Are you right for the course?

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

Psychology is a science. In Psychology we use the scientific approach to learn about behaviour and mental life. To help support you in the course we recommend that you demonstrate strong numeracy and data handling skills in your GCSEs and elsewhere.

### What does the course consist of?

We use the AQA Psychology specification which is a linear course and so all examinations are taken during June in the second year of study. It is examination-based; there is no coursework.

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

This unit comprises of four sections:

- Social Influence
- Memory
- Attachment
- Psychopathology

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

This unit comprises of three sections:

- Approaches in psychology
- Biopsychology
- Research methods

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

This unit comprises of four sections:

- Issues and debates in Psychology (compulsory)

Students will take one topic each from three option blocks:

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

We are currently studying: Relationships, Schizophrenia and Aggression

### Where will it lead you?

Psychologists enjoy a fascinating range of career options, including occupational psychology, clinical psychology, forensic psychology and health psychology. An awareness of psychology is becoming increasingly important in a wide range of disciplines, from Sports and Exercise Psychology, Business, Human Resources management and Teaching.

### Useful Websites

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

## RELIGIOUS STUDIES

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

### Are you right for the course?

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

### What does the course consist of?

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

- Component 1: New Testament (Mr Jeffers)
- Component 2: Religion and Ethics (Mrs Paynter)
- Component 3: The study of Islam (Mrs Bond)

Outside of the classroom, we invite external speakers to present to pupils and attend lectures in London and Oxford. We also visit places of worship.

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

### What does it offer?

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

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

### Where will it lead you?

RS A Level is a long-established academic subject and widely accepted as a valuable qualification for entry to degree courses at universities. Specifically, it may be that you wish to further your interest and study Theology or Religious Studies at degree level. Universities are particularly keen to fill places in these subjects in recent years, making this one of the easier degree courses to gain entry to at Russell Group universities.

An A Level in RS will equip you with a wide range of skills which employers will find highly appealing. RS graduates are often found in law, politics, civil service, education and business.

### What subjects does it go with?

Traditionally, RS combines with other Humanities subjects. However, it is possible and indeed desirable, for the subject to integrate with a wide range of combinations. It is very commonly combined with History, Politics, English, Classics or Psychology.

## EXTENDED PROJECT QUALIFICATION – EDEXCEL

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

### The Extended Project

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

### What is it?

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

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

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

### Teaching

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

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

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

### Why take it?

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

## Trinity Exams in DRAMA or COMMUNICATION SKILLS Grades 6, 7 & 8

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

### What is it?

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

### Assessment and Marking

The exams are normally assessed by one examiner who watches the work presented and asks questions about the students’ research and understanding of their chosen texts. The examiner writes a report on the extent to which the candidate has met the learning outcomes of the qualification, and awards marks in line with the published assessment criteria and attainment descriptors. Grades 6, 7 & 8 carry UCAS points reflecting their difficulty and rigour. Students can opt for exams in Acting, Speech & Drama and Performing Text. Depending on which exam they take will depend on what content they will research and explore. Content can include researching, learning and exploring extracts from plays, poetry, extracts of prose and stand up comedy monologues.

### Teaching

This will happen in timetabled lessons on a regular basis. The students and teacher will find appropriate texts, then it is down to the student to read the plays, learn the extracts and then discuss with the teacher. The teacher will support the practicalisation, learning and understanding of the texts. Work through questions that the examiner might ask and offer guidance on all aspects of the work.

### Why take it?

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

## MATHEMATICAL STUDIES (Core Maths)

<b>Exam board:</b>	AQA
<b>Head of Department:</b>	Mark Skidmore BSc (Newcastle) PGCE
<b>Members of Department:</b>	Adam Beake BSc (Durham) MSc (Durham) PGCE Amanda Bowden BEng (Liverpool) PGCE Jenny Clubbe BA (Royal Holloway) MEd (Buckingham) PGCE Sam Greenwood BSc (Bristol) PGCE Jenny Jones BEd (Gloucestershire) Michael Salmon BSc (Cardiff Met) PGCE Fergus Yuille BSc (Liverpool) PGCE

### Are you right for the course?

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

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

### What does the course consist of?

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

- Maths for personal finance
- Critical analysis of data
- Estimation (the single biggest deficit in student ability identified by University Lecturers)

### Where will it lead to?

Core Mathematics is a suitable 'companion' course for any other A Level; it may be combined with the Sciences, Economics, Geography, Business Studies, Psychology or ICT. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

## A LEVEL RESULTS FOR PAST THREE YEARS

### 2020

A LEVEL GRADES	A*	A	B	C	D	E	U
ART	1	1	2				
PHOTOGRAPHY	2	1	6	3			
BIOLOGY	1	3	3	2	2		
BUSINESS	1	3	5	4	2	2	
CHEMISTRY		2	2	3	1	1	
CLASSICS		1	2	3			
DRAMA				1	1		
COMPUTING	1			2		1	1
ECONOMICS	2	3	3	3	1	1	
ENGLISH LITERATURE		4	4	4	1		
FRENCH				1			
FILM STUDIES			3	3	2		
GEOGRAPHY	1	3	2	6	1	1	
HISTORY		3	3	2	2		
MATHS	4	7	3	3	2	1	1
FURTHER MATHS	2	1		1			
MUSIC		1	2				
PHYSICAL EDUCATION	1	1		1			
PHYSICS	1	2	1	2	1		
PSYCHOLOGY	1	2	3	2	1		
RELIGIOUS STUDIES	2	1		2	1		
BTEC GRADES	D*	D		M	P	U	
DESIGN TECHNOLOGY	1	1		4	1		
SPORT	2	5		2	1		
Other	A	B	C	D	E	U	
CORE MATHS	1	1	2	1			
EPQ	2	1		1			

## 2019

A LEVEL GRADES	A*	A	B	C	D	E	U
ART		2	2				
PHOTOGRAPHY		1	5	3			
BIOLOGY		1	1			1	
BUSINESS		3		1	3	3	
CHEMISTRY		2		3			
CHINESE			1				
CLASSICS		1	4	1			
COMPUTING					2	1	
DESIGN TECHNOLOGY	1	1	2	2			
ECONOMICS		3	2	5	2	4	
ENGLISH LITERATURE			3	4	5		
FILM STUDIES			1	3	1		
FILM STUDIES (legacy)				1			
GEOGRAPHY			3	8	5	9	
GERMAN		1					
HISTORY		3	4		3	1	
MATHS	4	5	2	3	2	3	
MUSIC				1	1	1	
MUSIC TECH					1		
PHYSICAL EDUCATION				1	1		
PHYSICS		2	3	2	2	2	
PSYCHOLOGY		4	1	1	2	1	1
RELIGIOUS STUDIES			1	2	1	2	
BTEC GRADES	D*	D	M	P	U		
DESIGN TECHNOLOGY	2	1	6	1			
SPORT		3	2				
Other	A	B	C	D	E	U	
EPQ	4	2	4	1			

## 2018

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

### A-level results for the past three years

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

## UNIVERSITY DESTINATIONS FOR THE PAST FOUR YEARS

2020	
Bristol UWE	2
Bath	1
Birmingham	4
Cardiff	1
Cardiff Met	2
Coventry	2
Durham	2
Exeter	6
Falmouth	2
Gloucestershire	1
Harper Adams	2
Hartpury	1
Kent	1
King's College London	1
Lancaster	2
Leicester	1
Leicester De Montfort	1
Liverpool	1
Manchester Met	1
Nottingham Trent	1
Oxford Brookes	8
Plymouth	1
Reading	3
Royal Holloway	1
Southampton	1
Southampton Solent	1
Swansea	1
Queen Mary, London	1
University College, London	2
Winchester	3

2019	
Bath Spa	1
Birmingham	1
BIMM	1
Bristol	1
Bristol UWE	3
Cardiff	1
Coventry	1
Durham	1
Edinburgh	1
Essex	1
Exeter	2
Falmouth	12
Harper Adams	2
Keele	1
Leeds	2
Liverpool	1
Liverpool Hope	1
Loughborough	1
Newcastle	2
Nottingham	1
Nottingham Trent	5
Oxford	1
Oxford Brookes	8
Portsmouth	1
Ravensbourne	1
Reading	5
RAU Cirencester	1
Royal Holloway	1
Surrey	12
Swansea	1
UEA	1
University of the Arts, London	3
Warwick	1
York	2
Pennsylvania State, USA	1

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

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



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