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Note: Upper Sixth and Lower Sixth are the terms used in this Handbook. We do not use “Year 12” or “Year 13” as a matter of policy.
# AES MISSION STATEMENT

## Learner Profile

The Anglo European School will provide opportunities for students to become:

**Inquirers:** To develop their natural curiosity; acquire the skills necessary to conduct inquiry and research and show independence in learning. To actively enjoy learning and this love of learning, which will be sustained throughout their lives.

**Knowledgeable:** To explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** To exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.

**Communicators:** To understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. To work effectively and willingly in collaboration with others.

**Principled:** To act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. To take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** To understand and appreciate their own cultures and personal histories, and to be open to the perspectives, values and traditions of other individuals and communities. To be accustomed to seeking and evaluating a range of points of view and be willing to grow from the experience.

**Caring:** To show empathy, compassion and respect towards the needs and feelings of others. To have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** To approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. To be brave and articulate in defending their beliefs.

**Balanced:** To understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** To give thoughtful consideration to their own learning and experience. To be able to assess and understand their strengths and limitations in order to support their learning and personal development.

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## Aims of the school

**Special quality:** To provide the highest quality of education which is enriched by a strong International dimension.

**Intercultural worth:** To respect individuals and their culture whilst developing a respect for, and an understanding of, the student’s own culture and the cultures of others.

**L’Avenir:** To give students the academic and social skills which enable them to move freely and productively beyond the boundaries of their own community.

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## Curriculum

The school is committed to a broad and balanced curriculum. Within this breadth there are opportunities for students to choose subjects of their choice. The study of a language other than English at every stage of a child’s career at the school is compulsory. This includes two such languages from age 11-16 and one such language in the Sixth Form.

The curriculum is designed to allow teachers to educate succeeding generations of young people and encourage them to think globally whilst learning locally.

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The school aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our educational programmes encourage students from diverse backgrounds to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
October 2012

Dear Student

We are pleased to provide you with this copy of our handbook for the International Sixth Form at the Anglo European School. It contains details of one of the richest and most varied Sixth Form programmes available anywhere. In addition, the international character of the school culminates in the Sixth Form.

We are committed to making every effort to find appropriate and suitable courses for individual students. To this end, you will have a choice of British A-Levels or an opportunity to study the highly regarded International Baccalaureate Diploma (IBD) in which we have much expertise. Most unusually, however, you will also have the opportunity to study selected parts of the International Baccalaureate Diploma with A-Levels. We also provide applied/vocational courses including the International Baccalaureate Career-related Certificate (IBCC). The school was the first state school in the country to offer the International Baccalaureate Career-related Certificate – the IBCC. This course was officially accredited by Ofqual in October 2011.

We believe that this gives an unrivalled opening for each student to combine qualifications in a way which best suits their needs. It also gives students the chance to study subjects in depth whilst retaining a broad and balanced programme. Year on year the results testify to the success of this programme.

The more you do in the Sixth Form, both from the programmes of study and from the extra curricular activities, the better will be your career prospects. We will encourage and support you in doing this. In order to ensure you maintain a broad programme, you will be expected to follow a programme the components of which equate to four A-Levels. Many students will exceed this number (full IBD students could reach up to the equivalent of 6 A-Levels).

Achieving the best possible examination results will be your goal as it is ours. However, the International Sixth Form programme is much more than just the subjects taught. Extra curricular activities are numerous and add an important dimension to life in our Sixth Form. This includes access to our overseas visits and work experience programme.

In addition to reading this handbook, we would encourage you to ask the advice of your teachers. Even if we are unable to provide the ideal course for you, we will be happy to advise you of alternatives. Please contact Mrs Parker, Curriculum Support, Careers if you would like further information.

Yours sincerely

Mr D A Barrs
Co-Headteacher

Mrs J Martin
Co-Headteacher
STRONG REASONS TO JOIN
THE ANGLO-EUROPEAN INTERNATIONAL SIXTH FORM

- You will make new friends as our Sixth Form attracts many students from other schools. If you are already at the school you will find that the tutor groups will be mixed with both internal and external students, and you will associate with people that you did not necessarily know before.

- This is the only school or college in this area which offers you the chance to study the International Baccalaureate Diploma (IBD) or A-Levels or Applied A-Levels or a mixture of all three. We also offer the International Baccalaureate Career-related Certificate (IBCC).

- There are excellent study facilities including a newly equipped silent study area supervised by a Study Manager with its own suite of computers. We also have a study area where students can work collaboratively.

- We have excellent results; 24% of our students achieved the equivalent of 3½ As at A-Level, and an outstanding record for students obtaining university or college places. Last year for example we had students applying to Oxford, Bristol, Warwick, UCL and SOAS to read subjects such as: Economics, French, German, Law, Medicine, Veterinary Science, South East Asian Studies etc. 90% of the Upper Sixth normally progress to university. In 2012 70% achieved their first place, 30% achieved a place at one of the Russell Group universities.

- In common with the rest of the school, the Sixth Form has an international flavour and all students are expected to maintain a foreign language study at some level ranging from vocational French through to IBH German, Italian, Russian, Spanish, Japanese or Mandarin.

- The opportunity exists to participate in study visits abroad and field study visits in this country. Last year for example Sixth Form students were involved in visits to Passau, Alden Biessen, China, Minehead (Geography), Orielton, Pembrokeshire (Biology).

- All students have the chance to benefit from an expanding extra-curricular programme where you are given responsibility and can show leadership qualities – Paired Reading, Senior Citizens’ Christmas Party, Debating, Sixth Form Prom, Model United Nations Meetings, French Literature Society, Mooting Society, Amnesty International, Concerts, Sports Teams, Duke of Edinburgh Award, First Aid Course.

- World Challenge; possibility of joining an expedition to places such as Pakistan, Peru, Namibia, Thailand and Cambodia. In 2013 students are planning to go to Bolivia.

- Employability; the corollary of all this is that by the time you are ready to leave us you will be an attractive applicant to either work or university.

- In September 2012 we opened up a new computer area in the Sixth Form. This has 24 new computers. In addition, in the Sixth Form students also have access to newly installed Wi-Fi.
WHAT OFSTED SAID ABOUT THE SIXTH FORM IN JANUARY 2011

We were last inspected by Ofsted in January 2011 they concluded that…..

“Students in the Sixth Form make outstanding progress, particularly in their GCE Advanced courses. Students are highly confident and speak very positively of their experiences in the Sixth Form. They play an important role in the school and the community, for example teaching modern foreign languages in primary schools.

Teachers' subject knowledge is very good, as is the quality of teaching. Students say that they are suitably challenged and that the teachers' expectations of them are very high.

The curriculum is broad and has recently been further developed to include the IBCC, unique in this country.

Leadership of the Sixth Form is highly effective and has a clear focus on further improving students' personal and academic development.

One aspect of this is that some students spend two weeks in Germany on work experience, while maintaining their school studies via computer links.

Students' progress is monitored effectively, and the resulting information used to remedy any underachievement. A high proportion of students go on to university, many to their first choice.

There were thirteen categories that Ofsted made judgements on in the Sixth Form – for all thirteen categories we achieved a grade 1, ‘outstanding’. Consequently the Sixth Form was awarded an overall Grade 1 – ‘outstanding’.
WHAT IS SO DIFFERENT ABOUT THE SIXTH FORM:

- Classes are smaller than in Years 7-11. The average class size on Lower Sixth A levels is 13 and on Lower Sixth IBD courses is 6. Lessons in the Sixth Form are different too. You will receive formal lectures as well as seminars. You will be expected to contribute in class.

- As a result, staff-student relationships are different – they are more adult and friendly. We expect you to take responsibility for your own learning. To read widely around your subjects, to read quality newspapers and periodicals available in the School Library. We expect you to come and ask what you could be doing to improve your understanding.

- Academic work is more challenging - you study fewer subjects but the standard of work is much more advanced. The students who do well are the ones who show commitment and application from day one in the Sixth Form. We will help you manage your studies but you must fully immerse yourself in your academic work.

- You can have a greater involvement in your year group's school and social activities. Sixth formers are expected to take on responsibility for suggesting and organising many activities. In the Sixth Form you will also have the opportunity to stand for Head/Deputy Boy or Girl. You will then be able to instigate proposals to improve the Sixth Form/school life. Recent improvements have included changes to the home page on the computers, recycling bins in the Sixth Form area, a garden/patio area for Sixth Form students, improvements to the display and presentation boards and a meal deal for Anglo students at a local sandwich shop.

- You experience a much more adult atmosphere – E Block is a Sixth Form teaching and studying area, you take on more responsibility for your own progress, you are expected to be able to organise some of your own time in a number of private study periods, you have longer deadlines to work towards, which demands a more mature approach. We expect you to approach your time at school in a professional manner. Whilst at school you should apply yourself to the task at hand, work in the study room and potentially stay behind after school to study. By using your 'free' time wisely, and taking your studies seriously you are much more likely to be successful. You will be given far more rights but with this there are the associated responsibilities of being a member of the Sixth Form.

- The Sixth Form offers more privileges, but makes more demands - there is no school uniform, but there is a dress code. You can go off the school site at lunch time and some of your private study time may be undertaken at home. However, as senior members of the school, you are expected to set good examples to the rest of the pupils, take on extra responsibilities, show visitors around the school and contribute to supporting school activities, including open evening and sports day. You will become role models for 1000+ younger students.
SIXTH FORM MATRICULATION

At present, our school offers an academic Sixth Form programme with a choice of A-Levels, the IB Diploma, a combination of the two or IB Career-related Certificate. Students have to qualify (matriculate for each course) through their GCSE grades, as set out below. For those applying from other countries, we require matriculation from an IGCSE programme or from comparable evidence of academic achievement. Although we state the following matriculation requirements we will always consider individuals if we feel that it is in the interests of the student.

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<th>Route One: IB Diploma</th>
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<td>In order to study the IBD we would expect the student to have secured an average GCSE point score of (at least) 44* including at least a grade C in English. As a general rule we require that the student has obtained a grade B, or above, at GCSE for any subject that they wish to study at Higher Level and a grade C, or above, for any subject that they wish to study at Standard Level.</td>
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<th>Route Two: A’ Levels</th>
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<td>As a general rule, in order to study on the A’ level course, we would require the student to have obtained (at least) an average GCSE points score of 42* including a grade C or above in English. The majority of the A’ levels that we offer require that the students obtains a Grade B or above in the subject (or related subject) at GCSE in order to study it at A’ level.</td>
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<th>Route Three: Combination of A’ levels and IB Standards</th>
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<td>In order to study on the combination course we would expect students to have secured, at least, an average GCSE points score of 40* including a grade C or above in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.</td>
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<th>Route Four: The IB Career-related Certificate</th>
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<td>In order to study the IBCC we would expect students to have secured, at least, an average GCSE points score of 38* at GCSE including at least a grade C in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.</td>
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Students already at the Anglo European will need to have successfully completed the Diplôme du Citoyen. External candidates will have to demonstrate their commitment to global citizenship. These are the minimum requirements which would ensure acceptance on a suitable Sixth Form course. Where a subject is being studied at Sixth Form level for the first time (for example History or Economics), a minimum of grade B at GCSE is required in a complementary subject for an intended A-Level or IB Higher subject and a minimum of grade C for an intended Standard subject.

Mathematics requires further matriculation requirements. As well as reading the information contained about the various subjects in this booklet, students should check with their Year 11 Mathematics teacher for further details. External applicants should discuss this at interview.

Individual students who do not fit the normal pattern will still be considered in certain circumstances. (For example students from overseas will be considered on their qualifications and merits)

These matriculation requirements are not intended to select the most able students but they are intended to provide a realistic entrance requirement, thereby avoiding the possibility of students starting a Sixth Form programme for which they are unsuited. Students will not be allowed in if they have not matriculated. We cannot guarantee a course if students change their minds about which subjects they want to do after GCSE results are published even if they have matriculated.

*Methodology: A*=58; A=52; B=46; C=40; D=34; E=28; F=22; G=16  We take an average of all students’ GCSE grades. If students do not achieve a GCSE C+ in English then we could consider the application after consulting Yr11 teachers about the possibility of a resit.
WHAT SHOULD I DO IF I DON'T THINK I WILL QUALIFY?

If you feel your grades will not be high enough for you to qualify for the Sixth Form, you should take action while you are in Year 11 and before your results come out in August.

- Make full use of the careers information in the school - see Mrs Parker based in the Careers Office on the middle floor of ‘C’ Block.

- Get realistic grade predictions for your subjects - either from your Course Counsellor when your interviews start, or direct from your subject teachers.

- Contact local colleges to find out their entry qualifications – see Mrs Parker for addresses and telephone numbers.

  • Chelmsford College
    Moulsham Street
    Chelmsford
    Essex CM2 0JQ
    Tele:01245 265611
  
  • Braintree College
    Church Lane
    Braintree
    Essex CM7 5SN
    Tele:01376 321711
  
  • Southend College
    Luker Road
    Southend-on-Sea
    Essex SS1 1ND
    Tele: 01702 220400

  • Havering College
    Ardleigh Green Road
    Hornchurch
    Essex RM11 2LL
    Tele:01708 455011
  
  • SEEVIC College
    Runnymede Chase
    Benfleet
    Essex SS7 1TW
    Tele:01268 756111

- The following link will take students to information relating to apprenticeships
THE WIDER CURRICULUM

Sixth Form education at the Anglo European School is about far more than simply the A-Level, IBD or IBCC courses including BTEC and Applied A-Level subjects. Alongside your chosen academic courses, you will take part in a range of activities which will help you develop skills for later life and will broaden your experience. The wider curriculum programme is an integral part of Sixth Form life and it consists of these main strands: language study, the PSE programme, a practical studies course, CAS, and broader sixth form activities.

- **Language Study**  All students will take at least one language other than English in the Sixth Form. This may be as part of an IBD, A-Level or A-Level and IB Standard mixed programme dependent upon your ability and your career/university applications. In addition it will also be possible to follow an introductory course in Japanese IB Standard or Asset. If the timetable can accommodate this, it may also be possible to follow an introductory course in Italian or Mandarin Asset, Spanish IBS

- **Creativity, Activity, Service**  All students will be expected to follow this course which will give you the opportunity to improve your practical skills and have a great deal of fun in such things as Computing, Painting, Model United Nations, Kitchen Survival, Craft, Drama, Music, Sports Leadership, Community Service and P.E. These subjects help students build up their study skills, confidence and independence as well as learn skills that are relevant to their lives: how to cook a meal, balance a budget, present a seminar etc. Many of the skills that are developed on the CAS course show universities and prospective employers that the student has a great deal to offer above and beyond their academic courses

- **Physical Education**  Students have the opportunity to take part in teams – eg swimming, cross country, rugby, football and netball. It is also possible to help with the multi-sports and badminton clubs on Wednesday after school for Year 7-9

- **Broader Activities**  During your time in the Sixth Form, you will find plenty of opportunity to involve yourself by participating in and organising many things:-

  Conferences - internal, local and international
  Open evenings
  Students organise a Christmas party for local senior citizens
  Liaison with the Parents’ Association
  Helping junior pupils as ‘Vertrauensschüler’ (peer mentoring)
  Support of junior pupils with special needs or in running their clubs and activities etc.
  COSMOS – international affairs network
  Organising the Upper Sixth end of year prom
  Amnesty International Group
  Debate Society
  Creative Writing Society

As a sixth former your life here will be very busy. We are looking for energetic, interesting and interested people who will leave us fully prepared with all the skills and experiences that employers and universities look for alongside academic excellence.
# SIXTH FORM CURRICULUM

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<td>Theory of Knowledge***</td>
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<td>Travel &amp; Tourism</td>
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All courses are offered. Some courses may not run if there is insufficient demand. Every sixth form student will study a language.
This will be accredited at A-Level, IB Higher, IB Standard, or Asset level depending on ability.
*Approaches to Learning
**Available through Video Conferencing one hour per week after school
***Taken by all full International Baccalaureate Diploma Students
HOW IS MY PROGRESS ASSESSED IN THE SIXTH FORM?

You are in the Sixth Form for less than two years - all courses are completed over 5 academic terms – 3 in Lower Sixth, 2 in Upper Sixth. Therefore, it is important that you do not fall behind at any stage.

The school will be assessing your progress all the time in various ways, helping you to make the most of your abilities and providing you with support when necessary.

INFORMAL ASSESSMENT:

Your subject teachers will monitor your progress continuously. They may discuss matters with you and give you advice or they may involve your Form Tutor, Head of Lower Sixth or ask the Director of Sixth Form to help you sort out difficulties.

FORMAL ASSESSMENT:

a) Your written work will be marked regularly and formative comments given that will enable you to improve further pieces of work

b) Some of your work will be conducted under test conditions

c) An increasing number of subjects are "Modular" - you take exams, over the course of 5 terms, which count towards your final grade

d) The reports that we send home will show what your ALIS Minimum Expected Grade is for each subject that you study and the teacher will then report how well you are performing in terms of that predicted grade. Reports are sent 3 times a year

e) At the start of the Lower Sixth, based on your GCSE grades, you will be given a realistic minimum target in each subject, which you will be aiming to reach and then exceed

f) There will be a review each term, supported by a private interview with your tutor, to check if you are on target

g) Round Robins – These are asked for when we need a more detailed picture of the student. A round robin would be asked for prior to parents coming into school for an interview

h) Twice during your Sixth Form career, you and your parents will attend a formal consultation with all of your teachers at the Parents’ Evening

i) A-Level students will take AS exams in May/June of the Lower Sixth year in most A-Level subjects, although the Sciences and Mathematics sit an examination in the January of your Lower Sixth year

j) IBD students will take internal school exams in June of the Lower Sixth year

k) IBD students will take internal mock exams in January of their Upper Sixth year

l) AS re-sits – if approved – will take place in January or May of the Upper Sixth year. In order that students do not become over loaded with exam demands we only permit no more than two resits in any exam session
NEXT STEPS TOWARDS MAKING AN INFORMED APPLICATION

- **Read** the detailed course descriptions in this handbook

- **Talk** to Sixth Form friends, elder brothers or sisters, parents, teachers – anyone and everyone – about your future

- **Fill** in your Course Counselling Form and hand it to your Course Counsellor at your first interview. A copy can be found on the last page of this Handbook

- **Revise** and take seriously mock examinations in December. Aim to do your absolute best in them

- **Take seriously** the estimated grades; do you need to raise your sights and work much harder in some areas; do you need to investigate college places for other courses? e.g. Btec

- **Contact** colleges and other schools if necessary (see page 7 for details)

- **Be guided** by your mock examination results

- **Be prepared** to discuss seriously your course choices as far as possible with your Course Counsellor at interview in January/February

- **Keep 27th June** free for Sixth Form Induction Day

- **Celebrate** excellent results on 22nd August 2013

- **Attend** the final Course Counselling interview 29th August (to be confirmed)

- **DO NOT BOOK A HOLIDAY IN THE LAST WEEK OF AUGUST 2013**

- **Look forward** to your first day as a sixth former at AES – 3rd September

N.B. The Timetable for September 2013 will be built around the choices made by Year 11 Students over the next few months, including external applicants who apply by end of January 2013. Students can still change their choice of subject as late as August 2013, but by then the basic structure will be fixed, so some late changes will simply not be possible.
LANGUAGES IN THE SIXTH FORM

All students study a language at some level in the Sixth Form.

Details about the different courses available can be found in Route 1 The IBD and Route 2 A Levels.

In addition the following 6 pages outline the information relating to Asset Languages.

<table>
<thead>
<tr>
<th>Subject</th>
<th>IB Higher</th>
<th>IB Standard</th>
<th>IB Ab Initio</th>
<th>IB Standard</th>
<th>A Level</th>
<th>Asset Language</th>
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<tbody>
<tr>
<td>French</td>
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<td>Spanish</td>
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</tbody>
</table>
** SUBJECT: FRENCH (INTERMEDIATE) – ASSET LANGUAGE  

** HEAD OF DEPARTMENT: MISS N HULME  
** HEAD OF SUBJECT: MRS N PIEJKO AND MISS C AMES  

<table>
<thead>
<tr>
<th>SYNOPSIS OF CONTENT</th>
<th>SKILLS THAT WILL BE DEVELOPED</th>
</tr>
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<tbody>
<tr>
<td>Asset Languages French (Intermediate) is designed to build on language learning at GCSE level and add length and complexity in a wider variety of areas. The vocabulary used in Intermediate Stage consists of common items that normally occur in the everyday vocabulary of native speakers using the target language in a range of familiar areas. At this stage learners are expected to increase the range of language they can use and understand within familiar topic areas or those of personal interest. Learners can expect to build on their communicative skills in order to become increasingly independent and confident language learners. The flexible nature of the assessment scheme allows learners to tailor aspects of the course to their own personal interests. Asset is based on the structured languages ladder giving learners credit for skills acquired in “can-do” statements. It is designed to play to learners’ strengths, allowing learners to personalise their language portfolio, for instance focusing on listening and reading or speaking or writing skills.</td>
<td>Learners will continue to develop listening, speaking, reading and writing skills, choosing to externally assess some or all of these skills according to their own strengths. At intermediate level learners will build on grammatical and communicative knowledge in order to cope more confidently with unpredictable language.</td>
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<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>SPECIFIC MATRICULATION REQUIREMENTS</th>
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<tbody>
<tr>
<td>Asset Languages is built around a flexible combination of teacher assessment and external assessment, offering classroom-based ‘assessment for learning’ and external testing, throughout the year. External Assessment leads to a nationally recognised qualification that carries university-recognised achievement and attainment points. It is hoped that Asset Language accreditation will soon also carry UCAS points.</td>
<td>Asset Languages French (intermediate) is aimed at learners who have achieved a grade C at GCSE and wish to continue learning French without necessarily continuing to AS or IB level. It is designed to equip learners with the skills to continue to more advanced levels later if they so wish.</td>
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<thead>
<tr>
<th>SOME USEFUL WEBSITES</th>
<th>OTHER INFORMATION</th>
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<tbody>
<tr>
<td>More information is available at <a href="http://www.assetlanguages.org.uk">www.assetlanguages.org.uk</a></td>
<td>Eg Field Trips/expenses/books</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
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</tbody>
</table>
### SUBJECT: GERMAN (INTERMEDIATE) – ASSET LANGUAGE

**HEAD OF DEPARTMENT:**
MISS N HULME

**HEAD OF SUBJECT:**
MRS D STOCKTON & MISS C AMES

**SYLLABUS NUMBER:**

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### SYNOPSIS OF CONTENT
Asset Languages German (Intermediate) is designed to build on language learning at GCSE level and add length and complexity in a wider variety of areas. The vocabulary used in Intermediate Stage consists of common items that normally occur in the everyday vocabulary of native speakers using the target language in a range of familiar areas. At this stage learners are expected to increase the range of language they can use and understand within familiar topic areas or those of personal interest. Learners can expect to build on their communicative skills in order to become increasingly independent and confident language learners. The flexible nature of the assessment scheme allows learners to tailor aspects of the course to their own personal interests. Asset is based on the structured languages ladder giving learners credit for skills acquired in “can-do” statements. It is designed to play to learners’ strengths, allowing learners to personalise their language portfolio, for instance focusing on listening and reading or speaking or writing skills.

### SKILLS THAT WILL BE DEVELOPED
Learners will continue to develop listening, speaking, reading and writing skills, choosing to externally assess some or all of these skills according to their own strengths. At intermediate level learners will build on grammatical and communicative knowledge in order to cope more confidently with unpredictable language.

### SOME USEFUL WEBSITES
More information is available at www.assetlanguages.org.uk

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### ASSESSMENT
Asset Languages is built around a flexible combination of teacher assessment and external assessment, offering classroom-based ‘assessment for learning’ and external testing, throughout the year. External Assessment leads to a nationally recognised qualification that carries university-recognised achievement and attainment points. It is hoped that Asset Language accreditation will soon also carry UCAS points.

### SPECIFIC MATRICULATON REQUIREMENTS
Asset Languages German (intermediate) is aimed at learners who have achieved a grade C at GCSE and wish to continue learning German without necessarily continuing to AS or IB level. It is designed to equip learners with the skills to continue to more advanced levels later if they so wish.

### OTHER INFORMATION
**Eg Field Trips/expenses/books**

N/A
### Synopsis of Content

This course runs for 4 hours per cycle in the Autumn and Spring terms of the Lower Sixth. It will focus on developing basic speaking and listening skills to enable students to deal with everyday situations in Italian, covering such topics as family, leisure, eating and drinking, transport and shopping. Students will also practice reading and writing.

At the end of the course, students will sit the OCR Asset Language Breakthrough Level in all four skills. The course exams are usually in May.

### Skills That Will Be Developed

Reading, Writing, Listening and Speaking skills.

### Some Useful Websites

Pupils are encouraged to make use of class topic based work.

- [www.linguascore.com](http://www.linguascore.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

### Assessment

- **Asset Language Breakthrough Listening Exam:** 30 minutes
- **Asset Language Breakthrough Speaking Exam:** 10 minutes
- **Asset Language Breakthrough Reading Exam:** 30 minutes
- **Asset Language Breakthrough Writing Exam:** 30 minutes

### Specific Matriculation Requirements

This course is for complete beginners. The course will fulfil the Sixth Form foreign language requirement.

### Other Information

#### Eg Field Trips/expenses/books

Students should buy 2 workbooks from the Languages Department:

- Tutti Insieme Workbook 1
- Tutti Insieme Workbook 2
**SUBJECT: JAPANESE (BREAKTHROUGH) – ASSET LANGUAGE**

**HEAD OF DEPARTMENT: MISS N HULME**

**SUBJECT CO-ORDINATOR: MRS D H SHIN**

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<tr>
<th>SYNOPSIS OF CONTENT</th>
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<tr>
<td>This course runs for 4 hours per cycle in the Autumn and Spring terms of the Lower Sixth. It will focus on developing basic skills to enable students to deal with personal information and everyday items, activities and surroundings, covering such topics as family, study, leisure, eating and drinking and nature. Writing system will cover phonetic syllables Hiragana and Katakana, and also some very basic Kanji characters. At the end of the course, students will sit the OCR Asset Language Breakthrough Level in Listening, Speaking and Writing.</td>
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<table>
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<tr>
<th>SKILLS THAT WILL BE DEVELOPED</th>
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<tr>
<td>Four Skills: Listening, Reading, Speaking and Writing.</td>
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<thead>
<tr>
<th>SOME USEFUL WEBSITES</th>
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<tr>
<td><a href="http://www.assetlanguages.org.uk">http://www.assetlanguages.org.uk</a></td>
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<td><a href="http://www.jpf.org.uk/language/basicws.php">http://www.jpf.org.uk/language/basicws.php</a></td>
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<td>Asset Language Breakthrough Listening Exam: 30 minutes</td>
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<td>Asset Language Breakthrough Speaking Exam: 10 minutes</td>
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<tr>
<td>Asset Language Breakthrough Reading Exam: 30 minutes</td>
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<td>Asset Language Breakthrough Writing Exam: 20 minutes</td>
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<tr>
<th>SPECIFIC MATRICULATION REQUIREMENTS</th>
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<tr>
<td>None. This is a beginner’s course. The course will fulfil the Sixth Form foreign language requirement.</td>
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<tr>
<th>OTHER INFORMATION</th>
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<tbody>
<tr>
<td>Eg Field Trips/expenses/books</td>
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<tr>
<td>Possibility of a visit to the Japanese Embassy.</td>
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</table>
## Subject: Mandarin (Breakthrough) – Asset Language

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<tr>
<th>Head of Department: Miss N Hulme</th>
<th>Syllabus Number:</th>
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<tbody>
<tr>
<td>Subject Co-ordinator: Ms E Garner</td>
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### Synopsis of Content
This course runs for 4 hours per cycle in the Autumn and Spring terms of the Lower Sixth. It will focus on developing basic speaking and listening skills to enable students to deal with everyday situations in Mandarin Chinese, covering such topics as family, leisure, eating and drinking, transport and shopping.

At the end of the course, students will sit the OCR Asset Language Breakthrough Level in Speaking and Listening.

### Skills That Will Be Developed
Listening and speaking skills.

### Some Useful Websites
- www.bbc.co.uk/languages/chinese/real_chinese/
- www.chinesepod.com
- www.timesonline.co.uk/to1/news/world/asia/china/

### Assessment
- Asset Language Breakthrough Listening Exam: 30 minutes
- Asset Language Breakthrough Speaking Exam: 10 minutes

### Specific Matriculation Requirements
None. This is a beginner’s course. The course will fulfil the Sixth Form foreign language requirement.

### Other Information
- Eg Field Trips/expenses/books
Students who take the course will be entitled to participate in a visit to China, if one is available.
**SUBJECT: SPANISH (BREAKTHROUGH) – ASSET LANGUAGE**

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<th>HEAD OF DEPARTMENT: MISS N HULME</th>
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<tr>
<td>HEAD OF SUBJECT: MR A SPALL</td>
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**SYNOPSIS OF CONTENT**

This course runs for 4 hours per cycle in the Autumn and Spring terms of the Lower Sixth. It will focus on developing basic speaking and listening skills to enable students to deal with everyday situations in Spanish, covering such topics as family, leisure, eating and drinking, transport and shopping.

At the end of the course, students will sit the OCR Asset Language Breakthrough Level in all four skills. The course exams are usually in May.

**SKILLS THAT WILL BE DEVELOPED**

Listening and Speaking skills.

**SOME USEFUL WEBSITES**

- www.euronews.net
- www.elmundo.es
- www.elpais.es
- www.20minutos.es
- www.spanishrevision.co.uk
- www.studyspanish.com
- www.bbc.co.uk/languages
- www.vocab.co.uk
- www.colby.edu

Pupils are encouraged to make use of authentic internet resources to complement class topic based work.

**ASSESSMENT**

- Asset Language Breakthrough Listening Exam: 30 minutes
- Asset Language Breakthrough Speaking Exam: 10 minutes
- Asset Language Breakthrough Reading Exam: 30 minutes
- Asset Language Breakthrough Writing Exam: 30 minutes

**SPECIFIC MATRICULATION REQUIREMENTS**

None. This is a beginner’s course. The course will fulfil the Sixth Form foreign language requirement.

**OTHER INFORMATION**

Eg Field Trips/expenses/books
ROUTE 1

THE INTERNATIONAL BACCALAUREATE DIPLOMA

www.ibo.org
INTERNATIONAL BACCALAUREATE DIPLOMA (IBD)

The IBD has been in existence since 1968 and has a proven track record of academic excellence throughout this period. It has expanded significantly in the UK since 2006 with a very large number of state schools and colleges opting to offer the Diploma Programme. There were approximately 300 schools and colleges offering this programme by the end of 2011. The Anglo European School was the first state school to offer the IBD in 1977.

The IB offers four programmes:
- Primary Years Programme (ages 3-11)
- Middle Years Programme (ages 11-16)
- IBD (ages 16-19) and International Baccalaureate Career-related Certificate (IBCC)

The programmes share:
- a consistent approach to teaching and learning
- a commitment to breadth and balance within a coherent framework
- an overarching concept of how to develop international-mindedness
- an integral component of community service and a promotion of enterprise
- a focus on the development of skills to engender independent learning

International Baccalaureate Learner Profile
All of the IBs programmes have at their centre the Learner Profile, which identifies the personal, social and intellectual characteristics that they seek to develop. International Baccalaureate learners strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

It is remarkable how this profile mirrors many of the skills and competencies required by organisations such as the CBI and its constituent members. For example, in the CBI report ‘Preparing graduates for the world of work’, skills such as problem solving, communication and literacy are highlighted.

Diploma Programme
The Diploma Programme is designed to be a highly effective preparation for Higher Education but equally well serves the needs of students moving into employment/training. It requires the study of six subjects, three of them at Higher Level and three at Standard Level. UCAS judges Higher Level to be the equivalent of a GCE A Level, and Standard Level as 2/3 of an A Level. Normally, one choice is made from each of the following groups:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
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<tbody>
<tr>
<td>First Language (English)</td>
<td>Second Language</td>
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<tr>
<td>Group 3</td>
<td>Group 4</td>
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<tr>
<td>Individuals and Societies</td>
<td>Experimental Sciences</td>
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<tr>
<td>Group 5</td>
<td>Group 6</td>
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<tr>
<td>Mathematics</td>
<td>The Arts*</td>
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</tbody>
</table>

*It is possible for students to take an additional subject from Groups 2, 3 or 4 as an alternative to a Group 6 subject.

Each candidate for the full Diploma also follows core elements consisting of the following:
- Extended Essay – a research project leading to a 4000-word essay
- Theory of Knowledge – an exploration of the nature of knowledge across disciplines
- Creativity, Action and Service – substantial involvement in artistic pursuits, sports and community service, with opportunities to reflect upon the experience they have gained
Key Features of the Diploma Programme

- A combination of breadth with depth
- No evidence of grade inflation
- All students are required to study a broad and balanced curriculum including: Mathematics, Science and Languages – see diagram below
- Requirement of community service and encouragement of enterprise
- High retention rates Lower Sixth to Upper Sixth
- Evidence of greater preparedness for university and higher class honors awarded to students who studied the IBD

Participation by schools

There are 2379 schools globally offering the IBD Programme, approximately 197 are in the United Kingdom. While the IBD Programme is popular with leading independent schools in the UK, currently 60% of institutions offering the IBD Programme are in the state sector.
THE INTERNATIONAL BACCALAUREATE DIPLOMA AT AES

Our Sixth Form is unusual in that we offer you the IBD as an alternative to A-Levels. The IBD is accepted as an entry qualification to Higher Education and professions throughout the world and our experience shows that it is particularly highly regarded by all British Universities. The educational philosophy of the IB is simple: to provide a balanced academic programme which avoids over – specialisation but does not sacrifice depth to breadth.

In the IBD you will take six subjects, three at Higher Level (the equivalent to A-Level) and three at Standard Level (the equivalent to AS-Level). The nature of the examination has not changed at all, unlike the recent A-Level changes. The six subjects must come from the categories below:

**Group 1:** English A1: Literature

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<th>Group 2:</th>
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<tr>
<td>French</td>
<td>HL</td>
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<td>German</td>
<td>HL</td>
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<tr>
<td>Spanish</td>
<td>HL</td>
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<td>Japanese</td>
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<tr>
<td>Russian</td>
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<tr>
<td>Mandarin</td>
<td>Ab initio</td>
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**Group 3:**

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<th>Group 3:</th>
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<tbody>
<tr>
<td>History</td>
<td>HL</td>
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<tr>
<td>Economics</td>
<td>HL</td>
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<tr>
<td>Philosophy</td>
<td>HL</td>
</tr>
<tr>
<td>Geography</td>
<td>HL</td>
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<td>Business</td>
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**Group 4:**

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<tbody>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<td>Design Technology</td>
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**Group 5:**

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<tbody>
<tr>
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**Group 6:**

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<tbody>
<tr>
<td>Visual Arts</td>
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<td>Music</td>
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<td>Theatre</td>
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</tbody>
</table>

Additionally students will be required to:

- Follow the Theory of Knowledge course which encourages logical, critical and philosophical thought
- Participate in a range of Creative, Active and Community Services (CAS)
- Write an Extended Essay in one of the six subjects

The grades for each subject range from 7 (highest) to 1 (lowest) and a minimum of 24 points is required to obtain a Diploma. Candidates can obtain up to 3 additional points for a good Extended Essay and Theory of Knowledge mark.
NEW RESEARCH CONFIRMS SUCCESS FOR IB STUDENTS AT UNIVERSITY

According to a new study on the performance of IBD Programme students in the UK post secondary system as compared to students with A Level or equivalent qualifications, IBD Programme entrants are more likely to be enrolled at one of the UK’s top 20 Higher Education Institutions (HEIs) than entrants holding other qualifications. The study was conducted by the Higher Education Statistics Agency (HESA) on behalf of the IB. “Fifty-one admission tutors contacted by ACS International said the IB is considered to provide the ‘best preparation to thrive at university’ of the main sixth form exams in the UK”. The Independent 18/09/08

The report provides an overview of IB student characteristics and analysis of enrolment patterns at the top HEIs, chosen fields of study, achievement and non-continuation rates, as well as activities approximately six months after leaving HEIs. For example “IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript”. Marlyn McGrath Lewis, Assistant Dean of Admissions, Harvard University, USA.

Key findings include:

Achievement – More than double the number of IB entrants attended the top HEIs compared with A-Level entrants, when taken in proportion. 91% of IB entrants holding 44-45 exam points attended one of the top 20 HEIs. Approximately a fifth (19%) of IB entrants with a full-time first degree achieved a first class honours award compared to 14.5% of first degree qualifiers who held A-Level or equivalent qualifications. IB entrants are almost twice as likely to study Medicine and Dentistry (5.1%) as A-Level entrants (2.9%). “Because the IB differentiates better than A-levels……, if we are hesitating about making an offer, we would be more likely to make an offer to an IB student than an A-level student”. Cambridge Director of Admissions.

Activities of IB leavers – Six months after leaving tertiary studies, IB students (36%) are almost twice as likely as their A-Level and equivalent peers (18.8%) to pursue further study full time, and more likely to be employed in graduate level jobs and in higher paid occupations than A-Level and equivalent leavers. A greater proportion of IB than A-Level leavers are employed within professional, scientific and technical activities. “IB students are more flexible, more open to new ideas and are more ready to question and challenge”. University of Essex.

Salaries of full-time employed IB graduates – The median annual salary of IB leavers in full-time paid employment was higher at £20,500, than that of A-Level and equivalent leavers at £19,000.
SYNOPSIS OF CONTENT

Students will start by gathering information in a research workbook. This is a Journal, kept by the student, and into which regular entries should be put to do with research, ideas for artwork, sketches, notes etc. Throughout the course students will complete a number of research workbooks.

Based on the work done in the research workbooks, students will experiment with different ideas in a variety of media. They will then refine this experimentation and develop different pieces to form their studio work.

The IB Art programme covers 5 terms of intensive work by students. It is not purely practical but involves research into art and artists and students must be prepared to work on art projects both in school and out, visiting galleries and gaining information and inspiration at all times and from all sources. An integral part of the IB Art course is the student.

In order to do well at IB Art, a student must be motivated and have an inquiring mind. Technical ability is useful but is not a guarantee of success. The IB Art student should be open-minded, willing to work hard, interested in visual experimentation and have something to say.

ASSESSMENT

All work is assessed as coursework at the end of the course.

There are two components:
Research workbook 40%
Studio work 60%

There are no terminal examination, however each student is interviewed by the examiner at the end of the course where they have an opportunity to discuss and explain their work and its development.

SKILLS THAT WILL BE DEVELOPED

Technical skills using a variety of materials.
Development of a visual art vocabulary.
Honing the ability to collect visual & contextual research.
Honing the ability to develop & explore ideas through visual means.
Honing research & analytical skills.
Producing personal & relevant visual and written work – to deadlines.

SOME USEFUL WEBSITES

http://web1.ibo.org.uk

A number of IB past exam papers can be found at: www.freeexampapers.com/past

SPECIFIC MATRICULATION REQUIREMENTS

Minimum of grade B in GCSE Art & Design.

OTHER INFORMATION

Eg Field Trips/expenses/books

Visits to Art Galleries and Museums in London, Paris and Amsterdam are offered.
SUBJECT: VISUAL ARTS IB STANDARD

HEAD OF DEPARTMENT:
MISS E C JESSOP

SYLLABUS NUMBER:
N/A

SYNOPSIS OF CONTENT

Students will start by gathering information in a research workbook. This is a Journal, kept by the student, and into which regular entries should be put to do with research, ideas for artwork, sketches, notes etc. Throughout the course students will complete a number of research workbooks.

Based on the work done in the research workbooks, students will experiment with different ideas in a variety of media. They will then refine this experimentation and develop different pieces to form their studio work.

The IB Art programme covers 5 terms of intensive work by students. It is not purely practical but involves research into art and artists and students must be prepared to work on art projects both in school and out, visiting galleries and gaining information and inspiration at all times and from all sources. An integral part of the IB Art course is the student.

In order to do well at IB Art, a student must be motivated and have an inquiring mind. Technical ability is useful but is not a guarantee of success. The IB Art student should be open-minded, willing to work hard, interested in visual experimentation and have something to say.

SKILLS THAT WILL BE DEVELOPED

Technical skills using a variety of materials.
Development of a visual art vocabulary.
Honing the ability to collect visual & contextual research.
Honing the ability to develop & explore ideas through visual means.
Honing research & analytical skills.
Producing personal & relevant visual and written work – to deadlines.

SOME USEFUL WEBSITES

http://web1.ibo.org.uk

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

All work is assessed as coursework at the end of the course.

There are two components:
Research workbook 40%
Studio work 60%

There is no terminal examination, however each student is interviewed by the examiner at the end of the course where they have an opportunity to discuss and explain their work and its development.

SPECIFIC MATRICULATON REQUIREMENTS

Minimum of grade C in GCSE Art & Design.

OTHER INFORMATION

Eg Field Trips/expenses/books

Visits to Art Galleries and Museums in London, Paris and Amsterdam are offered.
SYNOPSIS OF CONTENT

Course in Lower Sixth
Topics 1 - 5 are studied and also option G

Course in Upper Sixth
Topics 7 – 11 are studied and option H

Core topics studied by both Standard and higher level students.
1. Cells.
2. The chemistry of life – study of biologically important molecules.
5. Human health and physiology e.g. disease blood and circulation, reproduction.

Additional Higher Level topics studied by higher level students only.
6. Nucleic acids (DNA, RNA) and proteins.
8. Plant science (structure and functioning of plants).
10. Further Human health and physiology (as for topic 5 but in more depth).

Options
G-Ecology and conservation.
H–Further human physiology (in even more detail than topics 5 and 10).

SKILLS THAT WILL BE DEVELOPED

The ability to construct, analyse and evaluate scientific methods, explanations, techniques.

The ability to apply and use scientific facts and concepts.

The ability to demonstrate an understanding of scientific facts and concepts.

SOME USEFUL WEBSITES

http://www.bbc.co.uk/education/asisgur/biology/intro.shtml
http://www.s-cool.co.uk/
http://www.biologymad.com
http://www.sciencezone.org.uk/work.htm

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

Three exam papers taken at the end of the course.

Paper 1: 40 multiple choice questions in 1 hour worth 20%.

Paper 2: a data based question, several short answer questions and 2 extended response questions in 2½ hours worth 36%.

Paper 3: several short answer questions on the option topics in 1¼ hours worth 20%.
Internal assessment of practical work worth 24% of the final result.

SPECIFIC MATRICULATION REQUIREMENTS

A grade B or higher in GCSE Biology or core and additional science.

OTHER INFORMATION

Eg Field Trips/expenses/books

All students who study biology in the Sixth Form are strongly advised to attend a residential field course at Orielton Field centre in Pembrokeshire (South Wales) This normally takes place in June of the Lower Sixth.
SYNOPSIS OF CONTENT

Course in Lower Sixth

Cells.

The chemistry of life – study of biologically important molecules e.g. enzymes, DNA etc.

Genetics – study of inheritance.

Ecology and evolution.

Course in Upper Sixth

Human health and physiology e.g. disease, blood and circulation, reproduction.

Human nutrition and health.

SKILLS THAT WILL BE DEVELOPED

The ability to construct, analyse and evaluate scientific methods, explanations, techniques.

The ability to apply and use scientific facts and concepts.

The ability to demonstrate an understanding of scientific facts and concepts.

SOME USEFUL WEBSITES

http://www.bbc.co.uk/education/asguru/biology/intro.shtml
http://www.s-cool.co.uk/
http://www.biologymad.com
http://www.sciencezone.org.uk/work.htm

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

ASSESSMENT

Three exam papers taken at the end of the course.

Paper 1 - 30 multiple choice questions in $\frac{3}{4}$ hour worth 20%.

Paper 2 - One data based question, several short answer questions and one extended response questions in 1¼ hours worth 36%.

Paper 3 - several short answer questions in 1 hour worth 20%.

Internal assessment of practical work worth 24% of the final result.

SPECIFIC MATRICULATON REQUIREMENTS

A grade C or higher in GCSE Biology or core and additional science.

OTHER INFORMATION

Eg Field Trips/expenses/books

All students who study biology in the Sixth Form are strongly advised to attend a residential field course at Orielton Field centre in Pembrokeshire (South Wales) This normally takes place in June of the Lower Sixth.
**SUBJECT: BUSINESS & MANAGEMENT- IB STANDARD**

**HEAD OF DEPARTMENT:**
MR A SUTHERLAND

**HEAD OF SUBJECT:**
MRS K KOWALSKI

**SYLLABUS NUMBER:**

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**SYNOPSIS OF CONTENT**

- Topic 1: Business organisation and environment
- Topic 2: Human resources
- Topic 3: Accounts and finance
- Topic 4: Marketing
- Topic 5: Operations management

An appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

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**SKILLS THAT WILL BE DEVELOPED**

- Exploring business issues from different cultural perspectives
- Critical thinking about individual and organisational behaviour
- Taking informed business decisions
- Appreciation of the nature and significance of change in a local, regional and global context
- An awareness of social, cultural and ethical factors and an appreciation of social and ethical responsibilities in international markets

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**SOME USEFUL WEBSITES**

- www.bized.co.uk
- www.tutor2u.net
- http://news.bbc.co.uk
- http://business.guardian.co.uk/
- www.businessstudiesonline.co.uk
- www.businesslink.gov.uk

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**ASSESSMENT**

2 year course with internal exams at the end of the Lower Sixth

**Standard Level assessment:**

Paper 1- Structured questions based on a case study- 35%

Paper 2- structured questions based on stimulus material with a quantitative Element- 40%

Internal coursework assessment-
Written commentary about a real issue or problem facing a particular organisation-25%

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**SPECIFIC MATRICULATON REQUIREMENTS**

It is necessary to have a Grade C in a Humanities subject and a Grade C in GCSE Mathematics.

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**OTHER INFORMATION**

Eg Field Trips/expenses/books

Curriculum enrichment activities will take place throughout the course.
The course comprises a central core of study which covers a general foundation in Chemistry, trends in the Periodic Table, thermochemistry, rates of reaction, equilibria and organic chemistry. Students also study two extension modules (currently chosen from Further Organic Chemistry, Human Biochemistry, Modern Analytical Chemistry, and Medicines and Drugs) in which various aspects of the course are explored in more detail.

An interest in, and enthusiasm for, chemistry. Appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Essential knowledge and understanding of different areas of chemistry and how they relate to each other.

www.rsc.org
www.bbc.co.uk
A number of IB past exam papers can be found at: www.freeexampapers.com/past

Minimum matriculation requirements are a grade B in GCSE Additional Science or GCSE Chemistry.
A grade B in GCSE Mathematics is essential, but studying Mathematics at Higher level is not essential.

There are unlikely to be any compulsory extra expenses.
Students are supplied with relevant text books.
SYNOPSIS OF CONTENT

Whilst the overall pattern is very similar to the Higher course, the standard of the core is only of a slightly more demanding nature than GCSE.

In the Upper 6th, there are two extension modules covering various aspects of Chemistry (currently chosen from Medicine and Drugs, Human Biochemistry, Chemical Industries, and Fuels and Energy); these build on work covered by GCSE Science.

SKILLS THAT WILL BE DEVELOPED

An interest in, and enthusiasm for, Chemistry. Appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Essential knowledge and understanding of different areas of chemistry and how they relate to each other.

SOME USEFUL WEBSITES

www.rsc.org
www.bbc.co.uk

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

There is a continuously assessed practical element to the course which includes a project involving all I.B. Science Students.

The internal assessment is worth 24% of the course.

The remainder of the assessment is by three terminal Exam papers, one of which is multiple choice.

SPECIFIC MATRICULATION REQUIREMENTS

Minimum matriculation requirements are a grade C in GCSE Additional Science or GCSE Chemistry.

A grade C in GCSE Mathematics is essential.

OTHER INFORMATION

Eg Field Trips/expenses/books

There are unlikely to be any compulsory extra expenses.

Students are supplied with relevant text books.
**SUBJECT:** ECONOMICS IB HIGHER and STANDARD

**HEAD OF DEPARTMENT:**
MR A SUTHERLAND

**HEAD OF SUBJECT:**
MRS C L KOWALSKI

**SYLLABUS NUMBER:**
N/A

**SYNOPSIS OF CONTENT**

Introduction to Economics.

Microeconomics.

Macroeconomics.

International Economics.

Development Economics.

A knowledge of Economics helps you to get a better understanding of what is going on in the world around you.

It is about how money is made, lost and misused. It touches almost every aspect of every day life.

On a larger scale it looks at the benefits to our society when the economy does well and the costs when it is not doing so well.

Internationally, economics is at the heart of issues such as globalisation, third world debt and the Euro.

**SKILLS THAT WILL BE DEVELOPED**

Critical consideration of economic problems and models.

Interpretation, analysis and evaluation of data.

Ability to propose solutions to problems.

Skills as independent learners and an understanding of internationalism in Economics.

**SOME USEFUL WEBSITES**

www.bized.co.uk
www.tutor2u.net
www.bankofengland.co.uk
www.hmtreasury.gov.uk
www.statistics.gov.uk
www.bbc.co.uk

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

**ASSESSMENT**

Two year course with internal exams at the end of the Lower Sixth.

**Higher Level assessment:**

Paper 1: extended response paper - 30%
Paper 2: data response paper -30%
Paper 3: quantitative methods paper – 20%

Internal coursework assessment:
A portfolio of three commentaries – 20%

**Standard Level assessment:**

Paper 1: extended response paper – 40%
Paper 2: data response questions - 40%

Internal coursework assessment:
A portfolio of three commentaries – 20%

**SPECIFIC MATRICULATION REQUIREMENTS**

Since this is a new subject to students, you will need a grade B in a Humanities subject to study this at IB Higher or a grade C to study this at IB Standard. In addition a grade C at GCSE Mathematics is also essential.

Essay writing skills are a key feature of all aspects of the course.

**OTHER INFORMATION**

Eg Field Trips/expenses/books

Visit to the Bank of England.
Participation the Bank of England 2.0 competition.
Conference at the European Parliament in Strasbourg.
SYNOPSIS OF CONTENT

Students study thirteen texts from different times and genres. Students have the opportunity to study texts in translation and consider the various ways in which different cultures deal with common experiences.

The course is divided into 4 parts:
Part 1: Works in Translation
A study of three texts in translation linked by; theme, genre, culture, period, style, or other elements.

Part 2: Detailed Study
A detailed study of three texts from different genres.

Part 3: Literary Genres
Four works studied as a group from the same genre.

Part 4: Options
Three works from a range of genre.

SKILLS THAT WILL BE DEVELOPED

The ability to think critically about a wide range of texts.
The ability to write an accurate and well structured essay.
The ability to work independently when preparing and researching texts.
The ability to present ideas confidently both in written and oral forms.

SOME USEFUL WEBSITES

- www.thestudentroom.co.uk
- www.quizlet.com
- www.wik.how.com

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

ASSESSMENT

Each part of the course is assessed in a different way.

Part 1
Coursework essay, marked externally and between 1,200 and 1,500 words in length. 25%

Part 2
Assessment by individual oral presentation lasting 10-15 mins, moderated externally. 15%

Part 3
Assessed by a two hour written examination (Paper 2). Choice of two generic questions. Response must be comparative and deal with a minimum of two texts. 25%

Part 4
Assessed by an individual oral commentary and interview. 15%

There is a further examination (Paper 1) where students write a critical analysis of an unseen prose or verse passage. 20%

SPECIFIC MATRICULATION REQUIREMENTS

Students need to have a grade B or better in GCSE English and GCSE English Literature. The student should enjoy reading and be aware that essay writing is a key feature of the course, as is the ability to present oral work coherently and cogently.

OTHER INFORMATION

Eg Field Trips/expenses/books

Texts studied for coursework will be provided by the Department. Those studied for examination purposes will be provided by the student.
**SUBJECT: ENGLISH IB STANDARD**

**HEAD OF DEPARTMENT:**
MS S BRADDOCK

**SYLLABUS NUMBER:**
N/A

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**SYNOPSIS OF CONTENT**

Students study ten texts from different times and genres. Students have the opportunity to study texts in translation and consider the various ways in which different cultures deal with common experiences.

The course is divided into 4 Parts:

**Part 1:** Work in Translation
A study of two texts in translation linked by; theme, genre, culture, period, style, or other elements.

**Part 2:** Detailed Study
A detailed study of two texts from different genres.

**Part 3:** Literary Genres
Three works studied as a group from the same genre.

**Part 4:** School’s Own Choice
Three works from a range of genres.

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**SKILLS THAT WILL BE DEVELOPED**

The ability to think critically about a wide range of texts.
The ability to write an accurate and well structured essay.
The ability to work independently when preparing and researching texts.
The ability to present ideas confidently both in written and oral forms.

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**SOME USEFUL WEBSITES**

- www.thestudentroom.co.uk
- www.quizlet.com
- www.wik.how.com

A number of IB past exam papers can be found at:
- www.freeexampapers.com/past

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**ASSESSMENT**

Each part of the course is assessed in a different way.

**Part 1**
One coursework essay, marked externally and between 1,200 and 1,500 words in length. 25%

**Part 2**
Assessment by individual oral commentary, moderated externally. 15%

**Part 3**
Assessed by written examination (Paper 2). Choice of two generic questions. Response must be comparative and deal with a minimum of two texts. 25%

**Part 4**
Assessed by an individual oral presentation on a topic based on a comparative study of two texts. 15%

There is a further examination (Paper 1) where students write a critical analysis of an unseen prose or verse passage. 20%

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**SPECIFIC MATRICULATON REQUIREMENTS**

Students need to have a grade C or better in GCSE English Literature, which must have been gained on the Higher Tier papers. The student should enjoy reading and be aware that essay writing is a key feature of the course, as is the ability to present oral work coherently and cogently.

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**OTHER INFORMATION**

Eg Field Trips/expenses/books

Texts studied for coursework will be provided by the Department. Those studied for examination purposes will be provided by the student.
SYNOPSIS OF CONTENT

Written Component: 70%

Paper 1 Text Handling 25%.
Paper 2 Written Production 25%.
Written assignment 20%

Oral Component: 30%

Individual Oral 20%.
Interactive Oral Activity 10%

Students are expected to reach a high degree of competence in a language and explore the culture using the language. The range of purposes and situations extend to the domains of social relationships, communication and media, global issues, health, customs, leisure, science and technology, and literature. This course would be suitable for a language learner who intends to study the language at this level for a future career, or to meet a Diploma programme requirement.

SKILLS THAT WILL BE DEVELOPED

Listening Skills.
Speaking Skills.
Reading Skills.
Writing Skills.

SOME USEFUL WEBSITES

www.libe.fr
www.lesclesjuniors.fr
www.realfrench.net
www.france2.fr

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

ASSESSMENT

The assessment criteria have been organised according to three areas:
Language.
Cultural interaction.
Message.

The written component is externally assessed.

The oral component is internally assessed but externally moderated.

SPECIFIC MATRICULATION REQUIREMENTS

The course is suitable for high achievers at GCSE with grade B in French.

OTHER INFORMATION

Eg Field Trips/expenses/books

A grammar book will need to be purchased.

Students are strongly advised to keep up to date with topical issues around the world, especially in target language country.

Dictionary for study at home.

Attending lessons with the Language Assistant is compulsory.
SYNOPSIS OF CONTENT
The acquisition of language skills to be used in four active and interrelated ways:
Through listening, speaking, reading and writing in a wide range of contexts, including the domains of social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology. The four skills involve exchanging ideas and effective communication and are studied through a range of texts and materials which enable an awareness of the culture where the language is spoken.

SKILLS THAT WILL BE DEVELOPED
Written communication using appropriate register and style including accurate grammar, vocabulary and syntax etc which should be convincing, convey a message and be appropriate to the task.
Effective oral communication showing ability to interact accurately and spontaneously in complex exchanges.
Reading comprehension skills across a wide range of topic areas.

SOME USEFUL WEBSITES
www.libe.fr
www.lesclesjuniors.fr
www.realfrench.net
www.france2.fr
A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT
Paper 1:
Text-Handling: 25%

Paper 2:
Written production 25%
Written assignment 20%

Oral Exams: 30%
Individual oral 20%
Group oral 10%

SPECIFIC MATRICULATION REQUIREMENTS
GCSE at grade C or above in French.

OTHER INFORMATION
Eg Field Trips/expenses/books
A grammar book will need to be purchased. Students are advised to subscribe to a foreign language magazine and keep up to date with topical issues around the world, especially in target language country. Dictionary for study at home. Attending lessons with the language Assistant is compulsory.
SUBJECT: GEOGRAPHY IB HIGHER
HEAD OF DEPARTMENT: MR A SUTHERLAND
HEAD OF SUBJECT: MR G EYRE
SYLLABUS NUMBER: N/A

SYNOPSIS OF CONTENT
Throughout the two year course students study a number of different topics; they also develop a wide range of geographical skills.

Students study the core theme which looks at the issues surrounding population, resources, and development.

Students are examined on three optional themes but four optional themes are studied to allow for choice in the examination.

Optional Themes:
- Freshwater—issues and conflicts.
- Oceans and their coastal margins.
- Extreme environments.
- Hazards and disasters—risk assessment and response.
- Leisure, sport and tourism.
- The geography of food and health.
- Urban environments.

Students also study the higher level extension paper which looks at globalisation on a variety of scales.

The International Baccalaureate Geography program has a global focus looking at interactions between the human and physical world.

SKILLS THAT WILL BE DEVELOPED
In studying Geography students develop a wide range of transferable skills:
- The ability to write structured essay answers.
- Independent research skills.
- Manipulate and interpret data using quantitative techniques.
- Map Skills (using both paper based and digital maps).

SOME USEFUL WEBSITES
http://www.geographyinthenews.rgs.org/
http://www.rgs.org/
http://www.juicygeography.co.uk/
http://www.geographypages.co.uk/
http://www.geographyalltheway.com/

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

Paper One
1hr 30mins 25%
Answer 2 out of 3 questions on the core theme (multiple parts per question).

Paper Two
2hrs 35%
Answer studied optional themes.

Paper Three
1hr 20%
Structured Essay on Globalisation.
Internal Assessment (coursework)
2,500 words 20%
A fieldwork report based on primary data collected in the field.

SPECIFIC MATRICULATION REQUIREMENTS
It is not necessary to have studied Geography at GCSE. Students should have obtained a grade B or better in either Geography or their chosen Humanity subject.

OTHER INFORMATION
- Eg Field Trips/expenses/books
All textbooks are provided for the duration of the course. In the Summer term of Lower Sixth, students have the opportunity to go on a weeklong residential fieldtrip to Minehead; this is recommended but not mandatory as it allows students to collect fieldwork data and reinforces topics studied in the classroom. The cost of this is expected to be in the region of £240.
### SUBJECT: GEOGRAPHY IB STANDARD

<table>
<thead>
<tr>
<th>HEAD OF DEPARTMENT:</th>
<th>MR A SUTHERLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD OF SUBJECT:</td>
<td>MR G EYRE</td>
</tr>
</tbody>
</table>

| SYLLABUS NUMBER:    | N/A              |

### SYNOPSIS OF CONTENT

Throughout the two year course students study a number of different topics; they also develop a wide range of geographical skills.

Over the two years the students look at five main topics:
- Population
- Resources
- Development
- Settlement (both urban and rural)
- Globalization (using the tourist industry as a specific case study)

The International Baccalaureate Geography program has a global focus using case studies from around the world.

### SKILLS THAT WILL BE DEVELOPED

In studying Geography students develop a wide range of transferable skills:
- The ability to write structured essay answers.
- Independent research skills.
- Manipulate and interpret data using quantitative techniques.
- Map Skills (using both paper based and digital maps).
- Use of ICT to produce written reports.
- Data presentation using a variety of graphical techniques.
- An increased understanding of global issues and processes.

### SOME USEFUL WEBSITES

- [http://www.rgs.org/](http://www.rgs.org/)
- [http://www.juicygeography.co.uk/](http://www.juicygeography.co.uk/)
- [http://www.geographypages.co.uk/](http://www.geographypages.co.uk/)

A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

### ASSESSMENT

**Paper One**
1hr 30mins 40%
Answer 3 out of 4 questions on the core theme (multiple parts per question).

**Paper Two**
1hr 30mins 40%
Answer two questions on the studied optional themes. Choice of essay or structured answer for each question.

**Internal Assessment** (coursework)
2,500 words 20%
A fieldwork report based on primary data collected in the field.

### SPECIFIC MATRICULATION REQUIREMENTS

It is not necessary to have studied Geography at GCSE. Students should have obtained either a grade C or better in Geography or their chosen Humanity subject. Students who obtain a grade C in Geography should seek advice from their Geography Teacher on the suitability of the course.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

All textbooks are provided for the duration of the course. In the Summer term of Lower Sixth students have the opportunity to go on a weeklong residential fieldtrip to Minehead; this is recommended but not mandatory as it allows students to collect fieldwork data and reinforces topics studied in the classroom. The cost of this is expected to be in the region of £240.
SYNOPSIS OF CONTENT

Written Component: 70%
- Paper 1 Text Handling 25%
- Paper 2 Written Production 25%
- Written assignment 20%

Oral Component: 30%
- Individual Oral 20%
- Interactive Oral Activity 10%

Students are expected to reach a high degree of competence in a language and explore the culture using the language. The range of purposes and situations extend to the domains of social relationships, communication and media, global issues, health, customs, leisure, science and technology, and literature. This course would be suitable for a language learner who intends to study the language at this level for a future career, or to meet a Diploma programme requirement.

SKILLS THAT WILL BE DEVELOPED

- Listening Skills.
- Speaking Skills.
- Reading Skills.
- Writing Skills.

SOME USEFUL WEBSITES

www.goethe.de
www.tagesschau.de
www.deutschlern.net

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

The assessment criteria have been organised according to three areas:

- Language.
- Cultural interaction.
- Message.

The written component is externally assessed.

The oral component is internally assessed but externally moderated.

SPECIFIC MATRICULATION REQUIREMENTS

The course is suitable for high achievers at GCSE with grades B in German.

OTHER INFORMATION

Eg Field Trips/expenses/books

A grammar book will need to be purchased. Students are strongly advised to subscribe to a foreign language magazine and keep up to date with topical issues around the world, especially in target language country. Dictionary for study at home. Attending lessons with the Language Assistant is compulsory. Exchange visit or work experience exchange in Lower Sixth.
**SYNOPSIS OF CONTENT**

The acquisition of language skills to be used in four active and interrelated ways:
Through listening, speaking, reading and writing in a wide range of contexts, including the domains of social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology. The four skills involve exchanging ideas and effective communication and are studied through a range of texts and materials which enable an awareness of the culture where the language is spoken.

**SKILLS THAT WILL BE DEVELOPED**

Written communication using appropriate register and style including accurate grammar, vocabulary and syntax etc which should be convincing, convey a message and be appropriate to the task. Effective oral communication showing ability & interact accurately and spontaneously in complex exchanges. Reading comprehension skills across a wide range of topic areas.

**SOME USEFUL WEBSITES**

- [www.tagesschau.de](http://www.tagesschau.de)
- [www.goethe.de](http://www.goethe.de)
- [www.deutschlern.net](http://www.deutschlern.net)

A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

**ASSESSMENT**

**Paper 1:**
Text-Handling 25%

**Paper 2:**
Written production 25%
Written assignment 20%

**Oral Exams:** 30%
Individual oral 20%
Group oral 10%

**SPECIFIC MATRICULATION REQUIREMENTS**

GCSE at grade C or above in German.

**OTHER INFORMATION**

- A grammar book will need to be purchased.
- Students are strongly advised to subscribe to a foreign language magazine and keep up to date with topical issues around the world, especially in target language country.
- Dictionary for study at home.
- Attending lessons with the Language Assistant is compulsory.
- Exchange visit or work experience exchange in Lower Sixth.
**SYNOPSIS OF CONTENT**

**Paper 1:** *One or more from:*
- Peacemaking: International relations, 1918-1936
- The Arab-Israeli conflict, 1945-1979
- Communism in crisis, 1976-1989

**Paper 2:** *Single Party States:*
- Stalin and the USSR
- Mao and China
- Castro and Cuba
- Other single party states

**The Cold War:**
- Origins, Conflicts, Arms Race, Détente, End
- Warfare: Korean War, Vietnam War, Guerrilla Warfare

**Paper 3:** *19th C. European History*
- Europe around 1815
- The unification of Italy and Germany
- France, 1814-1871
- Russia, 1855-1924

**Coursework:** Personal investigation.

**SKILLS THAT WILL BE DEVELOPED**

History focuses on change over time and asks ‘why?’ It offers content and skills valued by colleges, employers and society.

**Content:** e.g. how people interact, what motivates them, why they follow a cause; and about cultures and societies, the roots of their conflicts, alliances and trading patterns.

**Skills:** e.g. locating, sifting and evaluating facts, then presenting what you have learnt coherently in a way that convinces others.

**SOME USEFUL WEBSITES**

There are far too many useful websites to list here. Use Google and learn to recognise the useful sites in the listings amid the rest. Look for the domain endings ‘ac.uk’ or ‘edu’ for academic sites. Wikipedia is useful for confirming facts and giving a rough overview.

To get a good idea of what history is, explore: [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

**ASSESSMENT**

**Paper 1** is 1 hour and consists of a series of compulsory questions on your chosen topic, based on sources. (20%)

**Paper 2** is 1½ hours and consists of two essays. (25%)

**Paper 3** is 2½ hours and consists of three essays. (35%)

**Coursework** is worth 20%.

**SPECIFIC MATRICULATION REQUIREMENTS**

Students need to have achieved grade B or higher in GCSE History or, if they did not take History, in another Humanities subject. It is preferable to have at least a grade B or better in English Language or Literature.

**OTHER INFORMATION**

**Eg Field Trips/expenses/books**

No specific expenses. However, it is helpful to read more widely making your own use of libraries / bookshops. Use of public libraries is essential in coursework. Lecture days in London are occasionally available.
SYNOPSIS OF CONTENT

Paper 1: One or more from:

Peacemaking:
International relations, 1918-1936
The Arab-Israeli conflict, 1945-1979
Communism in crisis, 1976-1989

Paper 2: Single Party States:

Stalin and the USSR
Mao and China
Castro and Cuba
Other single party states

The Cold War:
Origins, Conflicts, Arms Race, Détente, End

Warfare:
Korean War, Vietnam War, Guerrilla Warfare

Coursework: Personal investigation.

SKILLS THAT WILL BE DEVELOPED

History focuses on change over time and asks ‘why?’ It offers content and skills valued by colleges, employers and society.

Content: e.g. how people interact, what motivates them, why they follow a cause; and about cultures and societies, the roots of their conflicts, alliances and trading patterns.

Skills: e.g. locating, sifting and evaluating facts, then presenting what you have learnt coherently in a way that convinces others.

SOME USEFUL WEBSITES

There are far too many useful websites to list here. Use Google and learn to recognise the useful sites in the listings amid the rest. Look for the domain endings ‘ac.uk’ or ‘edu’ for academic sites. Wikipedia is useful for checking facts. To get a good idea of what history is, explore: www.nationalarchives.gov.uk

A number of IB past exam papers can be found at: www.freeexampapers.com/past

ASSESSMENT

Paper 1 is 1 hour and consists of a series of compulsory questions on your chosen topic, based on sources. (30%)

Paper 2 is 1½ hours and consists of two essays. (45%)

Coursework is worth 25%.

SPECIFIC MATRICULATION REQUIREMENTS

Students need to have achieved grade C or higher in GCSE History or, if they did not take History, in another Humanities subject. It is preferable to have at least a grade C or better in English Language or Literature.

OTHER INFORMATION

Eg Field Trips/expenses/books

No specific expenses. However, it is helpful to read more widely making your own use of libraries / bookshops. Use of public libraries is essential in coursework.
## SUBJECT: JAPANESE - IB Standard Ab Initio

### HEAD OF DEPARTMENT:
MISS N HULME

### SUBJECT CO-ORDINATOR:
MRS D SHIN

### SYLLABUS NUMBER:

## SYNOPSIS OF CONTENT

Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competences.

There are three themes of individual and society, leisure and work and urban and rural environment, which are made up of 20 topics, such as education, health, employment, entertainment, holidays, media, technology and global issues.

Students are taught to understand and produce a variety of texts: spoken, written or visual.

## SKILLS THAT WILL BE DEVELOPED

The knowledge of 185 kanji compounds requiring on reading (Chinese reading).

Written communication.

Effective oral communication.

Reading comprehension.

## SOME USEFUL WEBSITES

The Internet offers a number of sites of potential use to students of Japanese. (See Learning Resource on the school system)

A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

## ASSESSMENT

**Paper 1:**
Receptive skills
Understanding of 4 written texts: 30%

**Paper 2:**
Productive skills: 25%
Section A: Short writing tasks
Section B: Extended writing tasks

**Written assignment:**
Receptive and productive skills: 20%

**Individual Oral:**
10 minutes of presentation, questions and conversation: 25%

## SPECIFIC MATRICULATION REQUIREMENTS

A GCSE grade C or above in Japanese.

## OTHER INFORMATION

**Eg Field Trips/expenses/books**
Contact with e-mail partners/pen friends
Visits to Japanese Embassy Cultural Department.
This course runs for four hours per cycle. It will focus on strengthening students’ listening, speaking, reading and writing skills in Mandarin Chinese. An important aspect of the course is also to develop the students’ cultural knowledge of China.

The topic areas covered are self and family, school and work, shopping, eating and drinking, leisure and travel, the environment and health. The level of language is quite demanding and students will be expected to devote considerable time to learning characters.

Students will also attend lessons with the Chinese assistant.

**ASSESSMENT**

**Oral Assessment (25%):**
Individual oral exam (10 minutes)

**Paper 1 Text Handling (30%):**
Comprehension of four written texts

**Paper 2 Written Production (25%):**
Two short writing tasks (72 and 144 characters)

**Written Assignment (20%):**
Completed in class and supervised by the teacher

**SYNOPSIS OF CONTENT**

Listening, speaking, reading and writing skills.

**SOME USEFUL WEBSITES**

- www.memrise.com
- www.nciku.com
- www.chinesepod.com

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

**SKILLS THAT WILL BE DEVELOPED**

**SPECIFIC MATRICULATION REQUIREMENTS**

This course is only suitable for students taking the full IB Diploma who have prior knowledge of Chinese (GCSE-level).

**OTHER INFORMATION**

Eg Field Trips/expenses/books

Students who take the course will be entitled to participate in a visit to China, if one is available.
**SUBJECT: MATHEMATICS IB HIGHER**

**HEAD OF DEPARTMENT:**
MS S A EBBS

**SYLLABUS NUMBER:**
N/A

<table>
<thead>
<tr>
<th><strong>SYNOPSIS OF CONTENT</strong></th>
<th><strong>SKILLS THAT WILL BE DEVELOPED</strong></th>
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<tbody>
<tr>
<td>Functions and algebra.</td>
<td>Logical thinking.</td>
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<td>Trigonometry – including identities.</td>
<td>Mathematical methods.</td>
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<td>Mathematical proof.</td>
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<tr>
<td>20% Coursework.</td>
<td>Grade A or higher at GCSE in Mathematics. You need to be one of the best mathematicians in your year group. It is an excellent course for a student who has a real aptitude for Mathematics. It would be expected that such a student will study Mathematics, Engineering, Physics or Economics at a very good University. The course is more difficult than A Level Mathematics. Students must complete a work package over the summer. A test on this will be given in the first 2 weeks of term.</td>
</tr>
<tr>
<td>A project to be completed in Lower Sixth.</td>
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<tr>
<td>Three examinations at the end of the course.</td>
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<tr>
<td>Three AS modules completed in Lower Sixth.</td>
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</tr>
<tr>
<td><a href="http://learning.anglo">http://learning.anglo</a> european.essex.sch.uk/inaes/?q=home</td>
<td>A TI-84 Plus calculator is required. Approximate cost £70. You are encouraged to purchase through the school in September of the Lower Sixth at a discounted price.</td>
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**SUBJECT: MATHEMATICS IB STUDIES**

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**SYNOPSIS OF CONTENT**

Types of number.

Financial mathematics.

Functions and algebra.

Trigonometry of triangles – including 3 dimensions.

Logic and probability.

Statistics – cumulative frequency, regression, chi-squared test.

(See website opposite for further details).

The course provides an introduction to many Areas of Mathematics beyond GCSE. The level of Mathematics is similar to AS Level.

**SKILLS THAT WILL BE DEVELOPED**

Use of graphical calculator.

Independent learning.

Writing a mathematical project.

**SOME USEFUL WEBSITES**

- www.ibmaths.com
- http://learning.angleuropean.essex.sch.uk/inaes/?q=home

A number of IB past exam papers can be found at:

- www.freeexampapers.com/past

**ASSESSMENT**

20% project – completed in the lower sixth.

Two examinations at the end of the course.

**SPECIFIC MATRICULATION REQUIREMENTS**

At least a grade C at GCSE in Mathematics. This course is also suitable for those who achieve higher grades at GCSE. It will support many University courses, including Medicine. It is not sufficiently mathematical to support Engineering or Mathematics at University. Some Economics courses will also require a Mathematical course at a higher level.

**OTHER INFORMATION**

**Eg Field Trips/expenses/books**

A TI-84 Plus calculator is required. Approximate cost £70. You are encouraged to purchase through the school in September of the Lower at a discounted price.
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<td>20% Coursework.</td>
<td>At least a grade B for a Standard at GCSE in Mathematics.</td>
</tr>
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<td>A project to be completed in Lower Sixth.</td>
<td>This is a course for students with a flair for Mathematics but do not need to study the subject at Higher level. The standard is similar to the Higher Mathematics course but with less content and less time to study.</td>
</tr>
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<td>Two examinations at the end of the course.</td>
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<td>AS modules completed in Lower Sixth.</td>
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</table>
SUBJECT: MUSIC IB HIGHER and STANDARD

HEAD OF DEPARTMENT: MISS E C JESSOP
HEAD OF SUBJECT: MR J GORDON

SYLLABUS NUMBER: N/A

SYNOPSIS OF CONTENT

Higher Level (2 Parts)
Solo Performance (20 min total).
Composition (3 pieces).

Standard Level (3 Options)
Solo Performance (15 min total) or
Group Performance (15 min total) or
Composition (2 pieces).

Common Areas
Music Perception and Analysis - Higher 3 hours,
Standard 2¼ hours.
Study of Prescribed work.
Study of musical genres/styles.
Musical Investigation (2000 words).

SKILLS THAT WILL BE DEVELOPED

This course gives students the opportunity to study a wide range of musical genres and styles from around the world. They will develop perceptual, composition and performance skills.

SOME USEFUL WEBSITES

www.ibo.org
www.allmusic.com

A number of IB past exam papers can be found at:
www.freexampapers.com/past

ASSESSMENT

Higher
External Assessment (50%).
Listening (30%).
Musical Investigation (20%).

Internal Assessment (50%).
Compositions (25%).
Performance (25%).

Standard
External Assessment (50%).
Listening (30%).
Musical Investigation (20%).

Internal Assessment (50%).
One of three options.

SPECIFIC MATRICULATION REQUIREMENTS

Grade B for IB Higher or grade C for IB Standard in GCSE Music is recommended.

Students with alternative qualifications or a strong interest in music may be considered.

Students should be able to read music and play an instrument.

OTHER INFORMATION

Eg Field Trips/expenses/books

Purchase of own score for study of prescribed work.
### SUBJECT: PHILOSOPHY IB HIGHER and STANDARD

<table>
<thead>
<tr>
<th>HEAD OF DEPARTMENT: MR A SUTHERLAND</th>
<th>HEAD OF SUBJECT MS F HARDWICK</th>
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**SYLLABUS NUMBER:** N/A

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**SYNOPSIS OF CONTENT**

**Core theme**

This covers questions like ‘What is a person?’ ‘What is the difference between animals, humans and machines?’ The ideas of Freud and Jung, Kierkegaard, Descartes, Sartre and existentialism, scientific understandings of what it means to be a human being (Dawkins), life after death, ethics, do we have a soul?

i.e. the Big Questions!

**Philosophy of Religion**

What does the word God mean? Traditional proofs for God’s existence, the problem of evil, religious experience as a proof of God, religious language, how faith motivates life, the post-modern view of faith, religion and politics.

**Political philosophy** (for I.B. Higher)

The ideas of Mill and Hume on how we should run society.

**Philosophical texts**

The Meditations of Descartes.

---

**SKILLS THAT WILL BE DEVELOPED**

The ability to explain one’s own view and those of others.

The ability to read and internalise source material, i.e. philosophical texts.

The ability to analyse and evaluate complex ideas.

The emphasis is on doing philosophy and thinking about things for yourself, with help from philosophers from the past!

---

**SOME USEFUL WEBSITES**

There are many. Here are just a few:

- www.philosophypages.com
- www.direyahoo.com/Arts/Humanities/philosophy
- www.philosophynow.org

A number of IB past exam papers can be found at:

- www.freeexampapers.com/past

---

**ASSESSMENT**

For the Higher students there will be three papers:

Core theme+philosophy of Religion+political philosophy.

Set text paper - the meditations of Descartes.

Philosophical method.

For Standard students two papers:

Core theme + philosophy of religion.

Set text - the Meditations of Descartes.

For both groups there is also internal assessment 20% for Higher, 30% for Standard.

---

**SPECIFIC MATRICULATION REQUIREMENTS**

Religious Studies at GCSE is good preparation for this course, but any Humanities subject at grade B or above, would be of value (grade C for Standard). As there are essay writing skills, a grade B or above in English is needed too.

---

**OTHER INFORMATION**

**Eg Field Trips/expenses/books**

There are unlikely to be any compulsory extra expenses.

Students are supplied with relevant text books.
**SUBJECT: PHYSICS IB HIGHER**

**SKILLS THAT WILL BE DEVELOPED**

The content of the programme is split into two parts; core material and a choice of options to reflect the developing interests of the group. Optional topics can be chosen from a range including astrophysics, relativity and communications. Theoretical ideas are underpinned by experimental work throughout the course.

**SYNOPSIS OF CONTENT**

**Course in Lower Sixth**

- Physical measurement.
- Mechanics.
- Thermal Physics.
- Oscillations and waves.
- Electric current.
- Fields and forces.
- Atomic and nuclear physics.
- Energy, power and climate change.

**Course in Upper Sixth**

- Motion in fields.
- Thermal Physics.
- Wave Phenomena.
- Electromagnetic induction.
- Quantum and nuclear physics.
- Digital Technology.

Plus: 2 option topics.

**SOME USEFUL WEBSITES**

- A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

**ASSESSMENT**

**Paper 1** – 1 hour - multiple choice questions.

**Paper 2** – 2¼ hours - written paper.

**Paper 3** - 1¼ option paper.

Practical coursework.

**SPECIFIC MATRICULATION REQUIREMENTS**

A grade B is required in Additional Science or Physics GCSE. A grade B is also required in GCSE Mathematics.

**OTHER INFORMATION**

- **Eg Field Trips/expenses/books**
  
  There are unlikely to be any compulsory extra expenses.
  
  Students are supplied with relevant text books.

---

**SYLLABUS NUMBER:** N/A

**HEAD OF DEPARTMENT:** MISS J BOX
### SUBJECT: PHYSICS IB STANDARD

**HEAD OF DEPARTMENT:** MISS J BOX

**SYLLABUS NUMBER:** N/A

### SYNOPSIS OF CONTENT

#### Course in Lower Sixth
- Physical measurement.
- Mechanics.
- Thermal Physics.
- Oscillations and waves.
- Electric current.

#### Course in Upper Sixth
- Fields and forces.
- Atomic and nuclear physics.
- Energy, power and climate change.

Plus: 2 option topics.

### SKILLS THAT WILL BE DEVELOPED

The content of the programme is split into two parts; core material and a choice of options to reflect the developing interests of the group. Optional topics can be chosen from a range including astrophysics, relativity and communications. Theoretical ideas are underpinned by experimental work throughout the course.

### SOME USEFUL WEBSITES

(The Open Door Website)

A number of IB past exam papers can be found at:
www.freeexampapers.com/past

### ASSESSMENT

**Paper 1** – 45 minutes - multiple choice questions.

**Paper 2** – 1¼ hours - written paper.

**Paper 3** – 1 hour - option paper.

Practical coursework.

### SPECIFIC MATRICULATION REQUIREMENTS

A grade C is required in Additional Science or Physics GCSE. A grade C is also required in GCSE Mathematics.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

There are unlikely to be any compulsory extra expenses.

Students are supplied with relevant text books.
**SUBJECT: RUSSIAN IB STANDARD**

**HEAD OF DEPARTMENT:**
MISS N HULME

**SUBJECT CO-ORDINATOR:** MRS J STRACHAN

**SYLLABUS NUMBER:**
LANGUAGE B

---

**SYNOPSIS OF CONTENT**

The acquisition of language skills to be used in four active and interrelated ways:
- Through listening, speaking, reading and writing in a wide range of contexts, including the domains of work, culture and social relationships. The four skills involve exchanging ideas and effective communication and are studied through a range of texts and materials which enable an awareness of the culture where the language is spoken.

**SKILLS THAT WILL BE DEVELOPED**

- Written communication using appropriate register and style, including accurate grammar, vocabulary and syntax etc which should be convincing, convey a message and be appropriate to the task.
- Effective oral communication showing ability to interact spontaneously in complex exchanges.
- Reading comprehension skills across a wide range of topic areas.

**SOME USEFUL WEBSITES**

- [www.masterrussian.com](http://www.masterrussian.com)
- [www.bbc.co.uk/russian](http://www.bbc.co.uk/russian)

A number of IB past exam papers can be found at:
- [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Paper 1:</th>
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<tr>
<td>Text-Handling</td>
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<tr>
<th>Paper 2:</th>
<th>25%</th>
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<tbody>
<tr>
<td>Written production</td>
<td></td>
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<tr>
<td>Written assignment</td>
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<th>Oral Exams</th>
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<td>30%</td>
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</table>

- Individual oral 20%
- Group oral 10%

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**SPECIFIC MATRICULATION REQUIREMENTS**

- GCSE at grade C or above in Russian.

**OTHER INFORMATION**

- **Eg Field Trips/expenses/books**
  - A grammar book will need to be purchased.
  - Students are advised to keep up to date with topical issues around the world, especially in target language country.
  - Dictionary for study at home.
## SYNOPSIS OF CONTENT

**Written Component:** 70%

Paper 1 Text Handling 25%.
Paper 2 Written Production 25%.
Written assignment 20%.

**Oral Component:** 30%

Individual Oral 20%.
Interactive Oral Activity 10%.

Students are expected to reach a high degree of competence in a language and explore the culture using the language.

The range of purposes and situations extend to the domains of social relationships, communication and media, global issues, health, customs, leisure, science and technology, and literature. This course would be suitable for a language learner who intends to study the language at this level for a future career, or to meet a Diploma programme requirement.

## SKILLS THAT WILL BE DEVELOPED

- Listening Skills.
- Speaking Skills.
- Reading Skills.
- Writing Skills.

## SOME USEFUL WEBSITES

- [www.euronews.net](http://www.euronews.net)
- [www.elmundo.es](http://www.elmundo.es)
- [www.elpais.es](http://www.elpais.es)
- [www.20minutos.es](http://www.20minutos.es)
- [www.spanishrevision.co.uk](http://www.spanishrevision.co.uk)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)
- [www.vocab.co.uk](http://www.vocab.co.uk)
- [www.colby.edu](http://www.colby.edu)

A number of IB past exam papers can be found at: [www.freeexampapers.com/past](http://www.freeexampapers.com/past)

## ASSESSMENT

The assessment criteria have been organised according to 3 areas:

- Language.
- Cultural interaction.
- Message.

The **written component** is externally assessed.

The **oral component** is internally assessed but externally moderated.

## SPECIFIC MATRICULATION REQUIREMENTS

The course is suitable for high achievers at GCSE with grade B in Spanish.

## OTHER INFORMATION

**Eg Field Trips/expenses/books**

A grammar book will need to be purchased. Students are strongly advised to keep up to date with topical issues around the world, especially in target language country. Dictionary for study at home. Attending lessons with the Language Assistant is compulsory. Exchange Visit in Lower Sixth.
**SUBJECT: SPANISH IB STANDARD**

**HEAD OF DEPARTMENT:** MISS N HULME

**SUBJECT CO-ORDINATOR:** MR A SPALL

**SYLLABUS NUMBER:** LANGUAGE B

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**SYNOPSIS OF CONTENT**

The acquisition of language skills to be used in four active and interrelated ways:

Through listening, speaking, reading and writing in a wide range of contexts, including the domains of social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology. The four skills involve exchanging ideas and effective communication and are studied through a range of texts and materials which enable an awareness of the culture where the language is spoken.

**SKILLS THAT WILL BE DEVELOPED**

Written communication using appropriate register and style including accurate grammar, vocabulary and syntax etc which should be convincing, convey a message and be appropriate to the task.

Effective oral communication showing ability & interact accurately and spontaneously in complex exchanges.

Reading comprehension skills across a wide range of topic areas.

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**SOME USEFUL WEBSITES**

- www.euronews.net
- www.elmundo.es
- www.elpais.es
- www.20minutos.es
- www.spanishrevision.co.uk
- www.studyspanish.com
- www.bbc.co.uk/languages
- www.vocab.co.uk
- www.colby.edu

A number of IB past exam papers can be found at: www.freeexampapers.com/past

---

**ASSESSMENT**

**Paper 1:**
Text-Handling 25%.

**Paper 2:**
Written production 25%.
Written assignment 20%.

**Oral Exams:** 30%
Individual oral 20%.
Group oral 10%.

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**SPECIFIC MATRICULATON REQUIREMENTS**

GCSE at grade C or above in Spanish.

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**OTHER INFORMATION**

**Eg Field Trips/expenses/books**
A grammar book will need to be purchased.
Students are advised to subscribe to keep up to date with topical issues around the world, especially in target language country.
Dictionary for study at home.
Attending lessons with the Language Assistant is compulsory.
Exchange visit in Lower Sixth.
This course runs for four hours per cycle. It will focus on strengthening students’ listening, speaking, reading and writing skills in Spanish. Another important aspect of the course is the development of students’ cultural awareness of Spain and Spanish-speaking countries. The main focus is on the acquisition of language required for situations in everyday life.

The topic areas covered are the Individual and Society, Leisure and Work and Urban and Rural Environment.

The course is demanding in terms of rapid acquisition of new vocabulary and requires a great level of commitment. Students also need to be highly participative in lessons in order to get the most from their language learning.

Lessons with the Spanish assistant will also be provided for Ab Initio students, to which attendance is compulsory to ensure effective preparation for the oral assessment.

**SKILLS THAT WILL BE DEVELOPED**

Listening, speaking, reading and writing skills.

The Ab Initio course also places great emphasis on the grammar, vocabulary and cultural aspects of language learning.

**SOME USEFUL WEBSITES**

www.espanol-extra.com
www.bbc.co.uk/languages/spanish

A number of IB past exam papers can be found at: www.freeexampapers.com/

**ASSESSMENT**

**Oral Assessment (25%):**
Individual oral exam (10 minutes)

**Paper 1 Text Handling (30%)**
Comprehension of four written texts

**Paper 2 Written Production (25%)**
Two compulsory writing tasks.

**Written Assignment (20%)**
Completed in class and supervised by the teacher

**SPECIFIC MATRICULATION REQUIREMENTS**

Standard entry requirements for the IB diploma. The course is aimed at students with little or no previous experience of learning Spanish.

**OTHER INFORMATION**

Eg Field Trips/expenses/books

Lower Sixth students will have the opportunity to participate in the Spanish exchange.

Students will be provided with text book resources, though are encouraged to purchase a good dictionary, vocabulary book and grammar reference book.
**SUBJECT: TECHNOLOGY IB HIGHER**

**HEAD OF DEPARTMENT:**
MRS L SQUIRES

**SYLLABUS NUMBER:**
N/A

**SYNOPSIS OF CONTENT**

**GROUP 4 SCIENCES**

This course is offered as an alternative to the others within Group 4 of the IB programme and is aimed at the non-science specialist.

**CORE programme:**

Designers & the design cycle.
Materials.
Manufacturing.
Clean & Green issues.
Energy.
Manufacturing techniques.
Sustainable development.

**Optional Unit:**

Food Science & Technology.
CAD/CAM.
Textiles.
Human Factor Design.

(Choice to reflect student interest)

Over the two years students will carry out a series of practical based research investigation and complete ONE major design and make activity.

**SKILLS THAT WILL BE DEVELOPED**

A wide variety of skills including:

How to research and investigate using a wide variety of mediums to formulate a well structured logical essay or design folder.
Independent learning, creativity & innovation
Appreciation and understanding of role of designers.
Ability to make selection and choice with regard to moral, ethical and other market driven forces.

**SOME USEFUL WEBSITES**

- www.designmuseum.org
- www.telegraph.co.uk
- www.bbc.co.uk
- www.designcouncil.org.uk
- www.designweek.co.uk

A number of IB past exam papers can be found at:

- www.freeexampapers.com/past

**ASSESSMENT**

**Coursework:**

Investigations 18%.
Design & Make activity 18%.

**Examination:**

Paper 1 (multiple choice - core) 20%.
Paper 2 (core based questions) 24%.
Paper 3 (option based) 20%.

**SPECIFIC MATRICULATON REQUIREMENTS**

No requirements above and beyond what is needed to enter the Sixth Form.

**OTHER INFORMATION**

Eg Field Trips/expenses/books

Text books supplied to students.
Visits as appropriate to option chosen.
SYNOPSIS OF CONTENT

GROUP 4 SCIENCES:
This course is offered as an alternative to the others within Group 4 of the IB programme and is aimed at the non-science specialist.

CORE programme:
Designers & the design cycle.
Materials.
Manufacturing.
Clean & Green issues.

Optional Unit:
Food Science & Technology.
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SOME USEFUL WEBSITES
www.designmuseum.org
www.telegraph.co.uk
www.bbc.co.uk
www.designcouncil.org.uk
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ASSESSMENT

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Investigations 18%.
Design & Make activity 18%.

Examination:
Paper 1 (multiple choice - core) 20%.
Paper 2 (core based questions) 24%.
Paper 3 (option based) 20%.

SPECIFIC MATRICULATION REQUIREMENTS
No requirements above and beyond what is needed to enter the Sixth Form.

OTHER INFORMATION
Eg Field Trips/expenses/books
Text books supplied to students.
Visits as appropriate to option chosen.
**SUBJECT: THEATRE IB HIGHER**

**HEAD OF DEPARTMENT:** MISS E C JESSOP  
**HEAD OF SUBJECT:** MISS S BLACK

### SYNOPSIS OF CONTENT

**Theatre in the Making:**
Study two different stimuli and, from these, develop two action plans for performance.

**Theatre in Performance:**
Participate in at least three performances in three different roles / capacities.

**Theatre around the World:**
Study at least two contrasting theatrical practices.

**Independent Project:**
Choose one of two options

**Option A:**
Devising Practice – alternative ways of realising, and practical demonstration of, the elements of production.

**Option B:**
Exploring Practice – examination and practical critical comparison of theories and the work of one or more forms / practitioners / theorists / genres.

### SKILLS THAT WILL BE DEVELOPED

To be creative and imaginative, and to communicate in dramatic form.

To develop proficiency in theatre techniques.

To become familiar with forms of theatre from different cultures and traditions and explore these in their historical contexts.

To develop dramatic skills appropriate for the study and understanding of theatre.

To develop confidence to explore, experiment and work individually and collaboratively.

To challenge established notions and conventions of theatre.

To inquire, communicate and reflect.

### SOME USEFUL WEBSITES

- [www.google.com](http://www.google.com) For World Theatre sites
- [www.theatrelinks.com](http://www.theatrelinks.com) Theatre and Drama theory
- [www.newsonstage.co.uk](http://www.newsonstage.co.uk) Collects news feeds for theatre and the arts industries and gives links to articles.

There are many more!

### ASSESSMENT

**External Assessment:** 50%

**Research Investigation** of 2,000-2,500 words with supporting visual materials. (25%)

**Practical Performance Proposal:** a 250 word written presentation with visual materials, and a 1,000-1,250 word rationale. (25%)

**Internal Assessment:** 50%

**Theatre performance and Production Presentation:** oral presentation lasting 30 minutes with 7-10 images. (25%)

**Independent Project Portfolio:** 3,000 words on Independent Project (Option A or Option B) and connection with core syllabus. (25%)

### SPECIFIC MATRICULATON REQUIREMENTS

- GCSE Drama grade B OR
- Theatre interest / experience both practical and theoretical.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

Theatre Symposium in Stratford-on-Avon.  
Theatre Visits.  
Texts: Practitioners, Theatre Traditions & Cultures, Theatre Practices.  
(All optional and student financed).
**SUBJECT: THEATRE IB STANDARD**

**HEAD OF DEPARTMENT: MISS E C JESSOP**
**HEAD OF SUBJECT: MISS S BLACK**

**SYLLABUS NUMBER:** N/A

### SYNOPSIS OF CONTENT

**Theatre in the Making:**
Study one stimulus and, from this, develop an action plan for performance.

**Theatre in Performance:**
Participate in at least two performances in two different roles / capacities.

**Theatre around the World:**
Study at least two contrasting theatrical practices.

**Independent Project:**
Create and present an original work inspired by any source, of any origin. Pursue a specialised interest with rigour and imagination.

### SKILLS THAT WILL BE DEVELOPED

To be creative and imaginative, and to communicate in dramatic form.
To develop proficiency in theatre techniques.
To become familiar with forms of theatre from different cultures and traditions and explore these in their historical contexts.
To develop dramatic skills appropriate for the study and understanding of theatre.
To develop confidence to explore, experiment and work individually and collaboratively.
To challenge established notions and conventions of theatre.
To inquire, communicate and reflect.

### SOME USEFUL WEBSITES

- [www.google.com](http://www.google.com) For World Theatre sites
- [www.theatrelinks.com](http://www.theatrelinks.com) Theatre and Drama theory
- [www.newsonstage.co.uk](http://www.newsonstage.co.uk) Collects news feeds for theatre and the arts industries and gives links to articles.

There are many more!

### ASSESSMENT

**External Assessment:** 50%

**Research Investigation** of 1,500-1,750 words with supporting visual materials. (25%)

**Practical Performance Proposal:** a 250 word written presentation with visual materials. (25%)

**Internal Assessment:** 50%

**Theatre performance and Production Presentation:** oral presentation lasting 20 minutes with 5-7 images. (25%)

**Independent Project Portfolio:** 2,000 words on Independent Project and connection with core syllabus. (25%)

### SPECIFIC MATRICULATON REQUIREMENTS

GCSE Drama grade C OR
Theatre interest / experience both practical and theoretical.

### OTHER INFORMATION

Eg Field Trips/expenses/books

Theatre Symposium in Stratford-on-Avon.
Theatre Visits.
Texts: Practitioners, Theatre Traditions & Cultures, Theatre Practices.
(All optional and student financed).
ROUTE 2

A-LEVELS

and

APPLIED A-LEVELS
**A-LEVELS and APPLIED A-LEVELS**

Our Sixth Form offers you a wide range of A-Levels. Virtually every combination of subject will be considered and timetabled if possible. It should be recognised that you may be counselled against certain combinations if experience shows that these are unsuitable for Higher Education entrance or that they limit your chances of academic success. The full scope of subjects is illustrated on P.9 of this Handbook.

When choosing your A-Level subjects you should consider:
- Your ability in, and potential for, the subject
- Your interest in, and commitment to, the subject

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<th>Subject</th>
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</table>
The Applied A-Level courses currently offered are **Business, ICT, Science, Sport & Leisure, Travel and Tourism** and **Health & Social** (details of which are in the subject section of the handbook) and each Applied A-Level carries the same UCAS weighting as a normal A-Level. Many students opt to take one or more Applied A-Levels as well as a couple of normal A-Levels. The matriculation requirement is 5 grade A*-Cs at GCSE including English Language. We do not normally recommend students study 3 Applied A-Levels because the coursework burden is heavy.

**Applied A-Levels are designed to:**
- Provide a broad introduction to a vocational area in an applied context;
- Be delivered through work-related contexts;
- Allow students to gain an understanding of a vocational sector; and provide an educational basis for either Higher Education or progression to suitable employment within a vocational sector.

**Why Applied A-Levels?**

Approximately 95% of Applied A-Level students who apply to HE receive offers of places.

Employers value the qualities that such students develop, including organisation, time management, presentation and research skills.

Students have an opportunity to try a range of activities, such as designing products, organising events, investigating how professionals operate and working in teams.

**Applied A-Levels are flexible so they meet the needs of a wide range of students and can be taken with other qualifications such as IB Standard, A/AS levels or as part IBCC.**

If you need any additional information then you can speak to:

- Mrs Gallagher | In charge of Applied A-Levels
- Mrs Kowalski | Business Studies
- Mrs Taylor | ICT
- Miss Box | Science
- Mr Eyre | Travel & Tourism
- Mrs James | Health & Social
- Mrs L Coldham/Mr T Cuff | Sports & Leisure

**Video Conferencing**

In addition to the A’ Levels previously mentioned we also offer Film Studies, Law, and Psychology via Video Conferencing. Our provider for this is MB Learning Solutions who have been offering such courses for over 13 years. Our students are taught via video conferencing technology in small groups in the Sixth Form Seminar Rooms. The approach used is supported self-study. Students receive prepared units of work, weekly video conference tutorials and regular visits from their tutor.

We have found this method most effective and successful. Not only do our students obtain excellent grades but they also learn how to work in ways that are conducive to effective sixth form studies. These traits transfer to undergraduate study too; admissions tutors appear to be impressed with the fact that students have managed to work independently and use ‘modern technology’ in order to navigate the course.
**SUBJECT: ART and DESIGN A-LEVEL**

**HEAD OF DEPARTMENT:**
MISS E C JESSOP

**SYLLABUS NUMBER:**
Edexcel AS 6AD01, 6AD02
A2 6AD03, 6AD04

### SYNOPSIS OF CONTENT

A range of work, in a variety of media, is produced in school and at home. Some of this work will be in sketchbooks.

Initially the work will be mainly observational. Students will also look at artefacts produced by different artists & designers. These will be from a range of cultures; as well as their own.

Students will use research material, including their observational studies and artist history analysis, to develop ideas and explore different techniques and materials.

From these explorations they will produce final outcomes.

### SKILLS THAT WILL BE DEVELOPED

- Recording observations, ideas, information, experiences and insights in visual and other forms.
- Analysing and evaluating critically sources such as images, objects, artefacts and texts, showing and understanding of purpose, meaning and context.
- Developing ideas through investigation and exploration, selecting and using materials, processes and resources.
- Analysing outcomes.
- Presenting rational, coherent and informed responses.

### SOME USEFUL WEBSITES

http://developments.edexcel.org.uk/gce2008/subjects/art/

### ASSESSMENT

After the work is exhibited by the student, assessment is by the teachers in school. This mark is moderated by a visiting examiner.

**Unit 1:** a coursework project that totals 60% of the final AS mark. (30% of A2)

**Unit 2:** the final externally set examination totals the remaining 40% of the AS mark. (20% of A2)

**Unit 3:** a coursework project that totals 30% of the final A2 mark.
(This project includes a personal study and essay.)

**Unit 4:** the final externally set examination totals the remaining 20% of the final A2 mark.

### SPECIFIC MATRICULATION REQUIREMENTS

- Grade B at GCSE Art and Design
- Grade E or higher at AS level Art and Design for the A2 course.

### OTHER INFORMATION

- Eg Field Trips/expenses/books
Visits to art galleries and museums in London.
SUBJECT: BIOLOGY A-LEVEL

SYLLABUS NUMBER: OCR H021

HEAD OF DEPARTMENT: MISS J BOX
HEAD OF SUBJECT: MISS H PEACH

SYNOPSIS OF CONTENT

AS Course
Unit 1: Cells, Exchange and Transport
Cell structure, cell division, cellular organisation.
Transport in animals (heart, circulation, blood) and plant transport.
Breathing.
Unit 2: Molecules, Biodiversity, Food and Health.
Biologically important molecules.
Diet and food production.
Health and disease.
Classification, biodiversity and evolution.

A2 Course
Unit 1: Communication, Homeostasis and Energy.
Nervous system.
Hormones.
Excretion and the Kidney.
Photosynthesis and respiration.
Unit 2: Control, Genomes and Environment.
Meiosis and variation.
Biotechnology and cloning.
Ecosystems and sustainability.
Plant and animal responses to the environment.

SKILLS THAT WILL BE DEVELOPED

The ability to construct, analyse and evaluate scientific methods, explanations, techniques.
The ability to apply and use scientific facts and concepts.
The ability to demonstrate an understanding of scientific facts and concepts.
An ability to appreciate how society makes decisions about scientific issues.

SOME USEFUL WEBSITES

http://www.bbc.co.uk/education/asguru/biology/intro.shtml
http://www.s-cool.co.uk/
http://www.biologymad.com
http://www.sciencezone.org.uk/work.htm

ASSESSMENT

For the AS course:
Two exam papers: 60 minutes + 105 minutes worth 30% and 50% of the AS result. Practical skills are assessed by 3 tasks which are completed in lessons and marked by your teacher. Worth 20% of the final AS mark.

For the A2 course
Two written exams: 60 minutes + 105 minutes worth 15% and 25% of the final A level mark.
Practical skills are assessed by 3 tasks which are completed in lessons and marked by your teacher. Worth 10% of A level result.

SPECIFIC MATRICULATON REQUIREMENTS

A grade B or higher in GCSE Biology or core and additional science.

OTHER INFORMATION

Eg Field Trips/expenses/books
All students who study biology in the Sixth Form are strongly advised to attend a residential field course at Orielton Field centre in Pembrokeshire (South Wales).
**SUBJECT: BUSINESS APPLIED A-LEVEL**

**HEAD OF DEPARTMENT:** MR A SUTHERLAND  
**HEAD OF SUBJECT:** MRS C KOWALSKI

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<tr>
<th>SYLLABUS NUMBER:</th>
<th>AQA 5131/6131</th>
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**SYNOPSIS OF CONTENT**

**AS course:**

Unit 1 – Investigating Business – the meaning of enterprising behaviour.

Unit 2 – People in Business – activities associated with the recruitment process.

Unit 3 – Financial Planning and Monitoring – planning finance and using this information in decision making.

**A2 course:**

Unit 8 - Business Planning – a synoptic unit where a business plan is produced.

Unit 10 – Promotional Activities – producing a promotional campaign.

Unit 11 – The Marketing Environment examining the impact of the external environment on marketing decisions.

**SKILLS THAT WILL BE DEVELOPED**

Practical skills.  
Presentation skills.  
Personal skills.  
Interpersonal skills.  
Cognitive skills, in realistic business contexts through a variety of approaches.

**SOME USEFUL WEBSITES**

- [www.bized.co.uk](http://www.bized.co.uk)  
- [www.tutor2u.net](http://www.tutor2u.net)  
- [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)  
- [www.businesslink.gov.uk](http://www.businesslink.gov.uk)  
- [www.bbc.co.uk](http://www.bbc.co.uk)  
- [www.cim.co.uk](http://www.cim.co.uk)

**ASSESSMENT**

All six units have equal weight.

**AS Units 1 & 2** – coursework assignment.  
**AS Units 3** – external exam.  
**A2 units 8 & 10** – coursework assignment  
**A2 unit 11** – external exam.

**SPECIFIC MATRICULATION REQUIREMENTS**

It is not required to have a GCSE in this subject in order to study it at A-Level.

Grade C in Business Studies, if studied at GCSE. If Business Studies not studied at GCSE, a grade C in a Humanities subject at GCSE.

**OTHER INFORMATION**

*Eg Field Trips/expenses/books*

Visit to Chelmsford Star Co-op.  
Marketing conference at Disneyland Paris.
**SYNOPSIS OF CONTENT**

**AS Course**
- Atoms, Bonds and Groups
  - Atoms and reactions.
  - Electrons, bonding and structure.
  - The Periodic Table.
- Chains, Energy and Resources
  - Basic Concepts and Hydrocarbons.
  - Alcohols, Halogenoalkanes and Analysis.
  - Energy.
  - Resources.
- Practical Skills in Chemistry 1
  - Internal Assessment.

**A2 Course**
- Rings, Polymers and Analysis
  - Rings, Acids and Amines.
  - Polymers and Synthesis.
  - Analysis.
- Equilibria, Energetics and Elements
  - Rates, Equilibrium and pH.
  - Energy.
  - Transition Elements.
- Practical Skills in Chemistry 2
  - Internal Assessment.

**SKILLS THAT WILL BE DEVELOPED**

An interest in, and enthusiasm for, Chemistry.
Appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
Essential knowledge and understanding of different areas of chemistry and how they relate to each other.

**SOME USEFUL WEBSITES**

- [www.ocr.org.uk](http://www.ocr.org.uk)
- [www.rsc.org](http://www.rsc.org)
- [www.bbc.co.uk](http://www.bbc.co.uk)

**ASSESSMENT**

**For the AS Course:**
- Module 1: 1hour: worth 30% of AS, but worth 15% of A-Level.
- Module 2: 1¾ hours: worth 50% of AS, but worth 25% of A-Level.
- Internal Assessment Tasks: worth 20% of AS, but worth 10% of A-Level.

**For the A2 Course:**
- Module 3: 1 hour: worth 15% of A-Level.
- Module 4: 1¾ hours: worth 25% of A-Level.
- Internal Assessment Tasks: worth 10% of A-Level.

**SPECIFIC MATRICULATION REQUIREMENTS**

An interest in, and enthusiasm for, Chemistry.
Appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
Essential knowledge and understanding of different areas of chemistry and how they relate to each other.
A grade B or higher in GCSE Chemistry or core and additional science.

**OTHER INFORMATION**

- **Eg Field Trips/expenses/books**
  - There are unlikely to be any compulsory extra expenses.
  - Students are supplied with relevant text books.
**SUBJECT:** DESIGN & TECHNOLOGY: PRODUCT DESIGN (3D DESIGN)

**HEAD OF DEPARTMENT:**
MRS L SQUIRES

**SYLLABUS NUMBER:**
AQA 5551/6551

### SYNOPSIS OF CONTENT

#### AS Course
- **Unit 1:** Materials & Components.
  - Traditional & Modern materials.
  - Ergonomics for design.
  - Health & Safety.
- **Unit 2:** Coursework: two mini tasks and one major assignment.
  - Recycling and re-using materials.
  - Design and pattern onto materials.
  - Perfume product launch (major).

#### A2 Course
- **Unit 3:** Design & Manufacture.
  - Design & market influences.
  - Manufacture & CAD/CAM.
  - Designers & design movements.
- **Unit 4** Coursework.
  - **ONE major design & make** assignment from a personal nominated theme. Each student will be required to make a SCALED – 3D model.
    - (eg. new open-air music theatre / new yachting harbour).

### SKILLS THAT WILL BE DEVELOPED

A wide variety of skills including:
- Informed choice and selection of materials for end products.
- Appreciate role of designers and market influences on consumer purchasing.
- To research and investigate using a wide variety of mediums to formulate a well structured logical essay or design folder.
- Independent learning, creativity & innovation.

### SOME USEFUL WEBSITES

- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.designmuseum.org](http://www.designmuseum.org)
- [www.designcouncil.org.uk](http://www.designcouncil.org.uk)
- [www.designweek.co.uk](http://www.designweek.co.uk)

### ASSESSMENT

**For the AS Course:**
- Unit 1 examination.
- Unit 2 coursework.

**For the A2 Course:**
- Unit 3 examination.
- Unit 4 coursework.

The overall grade reflects 50% coursework and 50% examination.

### SPECIFIC MATRICULATON REQUIREMENTS

For those who have or have not studied Product Design at GCSE.

Students who have studied the subject to GCSE level must have gained a grade C for Coursework.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

- Text books supplied to students.
- Design & Renovation shows.
- Design museum (product study).
- Industry magazine referenced each month.
SYNOPSIS OF CONTENT

AS Course

Unit 1: Materials & Components.
Nutrition.
Food choices - culture, lifestyle.
Health-Hygiene-Safety.

Unit 2 Coursework: one major task.
	eg. Design and create a selection of new menu food options for the school canteen.

A2 Course

Unit 3: Design & Manufacture.
Food Science.
Designing for Consumers.
CAD/CAM manufacture.

Unit 4 Coursework: ONE major task.
	eg. Design and create a new range of ‘in flight’ travel meals for young air travellers.

SKILLS THAT WILL BE DEVELOPED

A wide variety of skills including:

Making informed choices and selection of foods for a healthy lifestyle.
How market influences influence consumer purchasing.
How to research and investigate using a wide variety of mediums to formulate a well structured logical essay or design folder.
Independent learning, creativity & innovation.

SOME USEFUL WEBSITES

www.aqa.org.uk
www.bnf.org.uk
www.foodinschools.co.uk
www.bbc.co.uk/nutrition
www.nutrition.gov

ASSESSMENT

For the AS Course:
Unit 1 examination.
Unit 2 coursework.

For the A2 Course:
Unit 3 examination.
Unit 4 coursework.

The overall grade reflects 50% coursework and 50% examination.

SPECIFIC MATRICULATION REQUIREMENTS

For those who have or have not studied a Food Technology at GCSE.

N.B. Students need to have at least a grade C in Science.

OTHER INFORMATION

Eg Field Trips/expenses/books

Text books supplied to students.
Food Show NEC.
Colchester Food ‘Road Show’.
Industry magazine referenced each month.
## Subject: Design & Technology: Product Design (Textiles)

### Head of Department:
MRS L SQUIRES

### Syllabus Number:
AQA 2560

### Synopsis of Content

**AS Course**

- Unit 1: Materials & Components. Properties & Qualities.
- Designers and Design history.
- Health & Safety.

- Unit 2 Coursework: two mini tasks and one major assignment.
- 60’s style.
- Colour and pattern onto materials.
- Interior design (major).

**A2 Course**

- Unit 3: Design & Manufacture.
- Fashion Lifecycle.
- Promotion & marketing.
- Industrial & Commercial Practice.

- Unit 4 Coursework:
  - ONE major fashion based task from a personal nominated theme. Each student will be required to make a fashion item using a commercial pattern. (eg. Red Carpet - Evening Dress).

### Skills That Will Be Developed

A wide variety of skills including:

- Informed choice and selection of materials for end products.
- Appreciate role of designers and market influences on consumer purchasing.
- To research and investigate using a wide variety of mediums to formulate a well structured logical essay or design folder.
- Independent learning, creativity & innovation.

### Some Useful Websites

- [www.aqa.org](http://www.aqa.org)
- [www.designmuseum.org](http://www.designmuseum.org)
- [www.vam.ac.uk](http://www.vam.ac.uk)
- [www.fashionmuseum.co.uk](http://www.fashionmuseum.co.uk)
- [www.telegraph.co.uk](http://www.telegraph.co.uk)

### Assessment

**For the AS Course:**

- Unit 1 examination.
- Unit 2 coursework.

**For the A2 Course:**

- Unit 3 examination.
- Unit 4 coursework.

The overall grade reflects 50% coursework and 50% examination.

### Specific Matriculation Requirements

For those who have or have not studied Textiles Technology at GCSE.

Students who have studied the subject to GCSE level must have gained a grade C for Coursework.

### Other Information

Eg Field Trips/expenses/books

- Text books supplied to students.
- Clothes Show Live NEC.
- V & A museum (costume study).
- Drapers Record – industry magazine referenced each month.
### Subject: Drama & Theatre Studies A-Level

**Head of Department:**
MISS E C Jessop

**Head of Subject:**
MISS S Black

#### Synopsis of Content

**AS**

**Unit 1:**
Exploration of Drama & Theatre.
Study of two plays through practical analysis.

**Unit 2:**
Theatre Text in Performance.
Two performances to an audience.

**A2**

**Unit 3:**
Exploration of Dramatic Performance.
Students create an original piece of theatre, performed to an invited audience.

**Unit 4:**
Theatre Text in Context.
External written exam requiring the detailed study of one set play text and one prescribed historical period or theatrical development.

#### Assessment

**Unit 1: Internal Assessment** 40%
Exploration of two contrasting plays texts.
Submit Exploration Notes based on individual research and response to practical work. *(3000 words limit.)*
Attend a Live Theatre Performance.
Written Evaluation of a Live Theatre Performance.

**Unit 2: External Assessment** 60%
Performance of a monologue or duologue.
Performance of a play by a known writer.
Written concept of the interpretation of chosen role.

**Unit 3: Internal Assessment** 40%
Performance of self devised production in front of an identified audience.
Submit written evidence of the research and development of performance piece.
Submit an evaluation on both process and performance of the practical work.

**Unit 4: External Assessment** 60%
2 hour and 30 minute written paper:
Sections A & B ~ Explore one play from the point of a director in an academic and practical way.
Section C ~ Comparative discussion of a play from a specific theatrical tradition/period with a contemporary production of the play.

#### Skills That Will Be Developed

- Ability to make informed judgements about drama/theatre.
- Use of subject-specific terminology in a range of contexts.
- Performance and/or production skills appropriate to the creation and realisation of drama and theatre.
- Ability to work creatively and collaboratively to achieve shared dramatic intentions.
- The ability to think independently, make judgements and refine their work in the light of research.

#### Some Useful Websites

- [www.imagi-nation.com/moonstruck](http://www.imagi-nation.com/moonstruck)
- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
- [www.shakespeare-globe.org](http://www.shakespeare-globe.org)
- [www.stagework.org](http://www.stagework.org)
- [www.warkscol.ac.uk/inspire](http://www.warkscol.ac.uk/inspire)
- [www.theatrelinks.com](http://www.theatrelinks.com)

#### Specific Matriculation Requirements

Students who achieve GCSE grade B and above, or an equivalent qualification, would be suitable for this course.

#### Other Information

**AS**

Set Texts: ‘Our Country’s Good’
by Timberlake Wertenbaker.

‘The Royal Hunt of the Sun’ by Peter Shaffer
~ purchased through the Drama Dept.


**A2**

Set Text: ‘Doctor Faustus’
by Christopher Marlowe
~ purchased through the Department.


Theatre Practices & Practitioners Texts.
SUBJECT: ECONOMICS A-LEVEL

HEAD OF DEPARTMENT: MR A SUTHERLAND
HEAD OF SUBJECT: MRS C KOWALSKI

SYLLABUS NUMBER: OCR H461

SYNOPSIS OF CONTENT

AS Course
Unit F581: Markets in Action.
Unit F582: The National and International Economy.

A2 Course
Unit F583: Economics of Work and Leisure.
Unit F585: The Global Economy.

Skills that will be developed

Critical consideration of economic problems and models.
Interpretation, analysis and evaluation of data.
Ability to propose solutions to problems.

ASSESSMENT

AS Course
Two exams: 1.5 hrs. Each worth 50% of AS.
Short answer and data response questions plus one essay.

A2 Course
Two 2h written paper 60 marks
Unit F583: Section A: one mandatory data-response question. Section B: one structured question from a choice of three. This unit is synoptic.
Unit F585: Questions based upon pre-released stimulus material, involving data interpretation and essays. This unit is synoptic.

SOME USEFUL WEBSITES

www.bized.co.uk
www.tutor2u.net
www.bankofengland.co.uk
www.hm treasury.gov.uk
www.statistics.gov.uk
www.bbc.co.uk

SPECIFIC MATRICULATION REQUIREMENTS

Since this is a new subject to students, a grade B in a Humanities subject and a grade C in GCSE Mathematics are essential requirements for matriculation.

Essay writing skills are a key feature of all aspects of the course.

OTHER INFORMATION

Eg Field Trips/expenses/books

Visit to the Bank of England.
Participation in the Bank of England 2.0 competition.
Conference at the European Parliament in Strasbourg.

A knowledge of Economics helps you to get a better understanding of what is going on in the world around you.
It is about how money is made, lost and misused.
It touches almost every aspect of every day life.
On a larger scale it looks at the benefits to our society when the economy does well and the costs when it is not doing so well.
Internationally, economics is at the heart of issues such as globalisation, third world debt and the Euro.

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Internationally, economics is at the heart of issues such as globalisation, third world debt and the Euro.
## SUBJECT: ENGLISH LANG/LIT A-LEVEL

### HEAD OF DEPARTMENT:
**MS S BRADDOCK**

### SYLLABUS NUMBER:
**Edexcel**

### SYNOPSIS OF CONTENT
#### AS Course
- **Unit 1** Exploring voices in speech and writing.
  
  Through the study of “Cloud Street” by Tim Winton and reading from a range of other spoken and scripted texts.
- **Unit 2** Creating texts for different audiences and purposes.
  
  The stimulus text will include: “The General Prologue” by Chaucer and “Cloud Atlas” by David Mitchell

#### A2 Course
- **Unit 3** Varieties in Language and Literature.
  
  A study of texts from spoken/written language, including two drama or two poetry texts from a prescribed list.
- **Unit 4** Presenting the World.
  
  Topic based research leading to the production of own writing. One text from any genre and reading from a range of other texts.

### SKILLS THAT WILL BE DEVELOPED
- Ability to write creatively at AS and A2.
- Ability to analyse a range of genres.
  
  Studying English language and literature offers you the opportunity to investigate how the English language is used in a variety of contexts, and to study literature from different historical and cultural settings. You will explore writing and speech in a wide range of forms, and develop your skills in the interpretation of both literary and non-literary texts. As you progress you will acquire skills of analysis, the ability to critically comment on different kinds of writing, and learn to develop and sustain complex arguments.

### SOME USEFUL WEBSITES

- [www.edexcel.org.uk](http://www.edexcel.org.uk)

### ASSESSMENT
- **Unit 1**: 2 hour exam.
- **Unit 2**: 2,000 word internal assessment.
- **Unit 3**: 2½ hour exam.
- **Unit 4**: 2,500 word internal assessment.

### SPECIFIC MATRICULATION REQUIREMENTS
- A grade B in GCSE English & English Literature Essay writing in a key feature of this course.

### OTHER INFORMATION
- Eg Field Trips/expenses/books
**SYNOPSIS OF CONTENT**

**AS Course**

Students study six texts – three in detail and three for wider reading. Texts are selected from a broad range of periods and include fiction and non-fiction and literature in translation.

Students will study two units under one of the following areas of study:

- Victorian Literature.
- World War One.
- The Struggle for Identity

**Unit One:** Texts in Context.
**Unit Two:** Creative Study.

**A2 Course**

**Unit Three:** Reading for Meaning – Students study all genres, both fiction and non-fiction from a wide range of periods under the theme of “Love Through the Ages”.

**Unit Four:** Extended Essay and Shakespeare study.

**SKILLS THAT WILL BE DEVELOPED**

- The ability to think critically about a wide range of texts.
- The ability to write an accurate and well structured essay.
- The ability to work independently and reflectively when preparing and researching texts.
- The ability to present ideas confidently.
- The ability to explore comparisons and connections between texts.
- The ability to use critical concepts and terminology with understanding and discrimination.

**ASSESSMENT**

Each part of the course is assessed in a different way.

**AS Course**

**Unit One:** two hour exam – open book
- 30% of A-Level.
**Unit Two:** two coursework tasks – 2,000 word
- 20% of A-Level.

**A2 Course**

**Unit Three:** two hour exam – closed book
- 30% of A-Level
**Unit Four:** one coursework task – 3,000-4,000 words - 20% of A-Level.

**SOME USEFUL WEBSITES**

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

**SPECIFIC MATRICULATION REQUIREMENTS**

Students need to have a grade B or better in GCSE English and GCSE English Literature. The student should enjoy reading and be aware that essay writing and independent study are key features of the course.

**OTHER INFORMATION**

**Eg Field Trips/expenses/books**

Texts studied for coursework will be provided by the Department. Those studied for examination purposes will be provided by the student.
SUBJECT: EXTENDED PROJECT QUALIFICATION

HEAD OF DEPARTMENT: MR L BRYANT
SUBJECT CO-ORDINATOR: MISS C DAWTON

SYLLABUS NUMBER:

SYNOPSIS OF CONTENT

This is a stand alone qualification that we are piloting in the Sixth Form at present. The course gives the students an opportunity to explore in depth an aspect of a subject they are studying, or a topic in which they have a personal interest. The topic for the project is chosen by the student and agreed by the student’s teacher, who then acts as his or her supervisor. The student has to show that they can; plan deliver, and present. This final piece of work is in the region of 5,000 words but can be less if the EPQ is based on an artefact/competition/event etc. Previous titles that students have investigated are: Human Rights in the UK. Erosion of civil liberties post 9/11. Religion as a hindrance to science.

SKILLS THAT WILL BE DEVELOPED


SOME USEFUL WEBSITES

http://www.aqa.org.uk/over/extendedproject.php

ASSESSMENT

Students are assessed on what they produce and the ability to follow due process during the course. Study skills, organisation are paramount.

Most students produce a PowerPoint presentation that they present to an audience of teachers and students. This is assessed. Students also write a piece of research in the region of 3500-5000 words.

SPECIFIC MATRICULATION REQUIREMENTS

None

OTHER INFORMATION

Eg Field Trips/expenses/books

You will be required to direct the project yourself so you plan your field trips / events / photographs/ art work as appropriate.
### Synopsis of Content

**AS Level**

**Unit 1**
Exploring Film Form. During this part of the course students will produce two pieces of coursework: One analysis of how the micro aspects of a chosen extract from a film of the candidate’s choice produce meanings and responses (1500 words); and one creative project based on a film sequence storyboard with a reflective analysis.

**Unit 2**
British and American Film split into three sections. A: Producers and Audiences, B: Topics in British Film, and C: Comparative Study of two US Films from the Vietnam War genre.

**A2 Level**

**Unit 3**
Film Research and Creative Projects – students will be required to carry out a small scale research project.

**Unit 4**
Varieties of Film Experience: Issues and Debates split into three sections. A: World Cinema topics, B: Spectatorship topics and C: Single Film – Critical Study.

This course is taught via a 1 hour video conferencing tutorial per week, supplemented by 2 personal visits by the tutor per year. Students will need to prepare for their weekly tutorials and hand in written assignments and coursework throughout the year. They will therefore need to support their studies with 5+ hours of private study/research per week. This subject is for students who are keen and able learners with a genuine passion for the subject.

### Skills That Will Be Developed

- The ability to write a well structured and analytical essay.
- The ability to research both primary and secondary sources.
- An understanding of design techniques.
- Film Studies covers the appreciation of all forms of moving image over the last 150 years, encompassing photography, cinema and digital media. Students learn to think historically, theoretically and analytically about a wide variety of images within the context of Humanistic Studies. Film Studies examines the way in which cinema operates as an art form and as an industry. It also investigates the role of film in culture and society today.

### Some Useful Websites

- [www.imdb.co.uk](http://www.imdb.co.uk)
- [www.empire.co.uk](http://www.empire.co.uk)
- [www.screenonline.co.uk](http://www.screenonline.co.uk)

### Assessment

**AS Level**
Coursework.
Written paper.

**AS Level**
Coursework.
Written paper.

### Specific Matriculation Requirements

A minimum of five GCSEs at grade C or above, including English.

### Other Information

- Eg Field Trips/expenses/books
Access to specific films is a requirement of the course.
**SUBJECT: FRENCH A-LEVEL**

**HEAD OF DEPARTMENT:** MISS N HULME  
**HEAD OF SUBJECT:** MRS N PIEJKO

**SYLLABUS NUMBER:**  
AS 8FRO1  A2 9FRO1

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**SYNOPSIS OF CONTENT**

**AS Course**
- Youth culture and concerns.  
- Lifestyles: health and fitness.  
- The world around us (travel, tourism, environment).  
- Education and employment.

**A2 Course**
- Customs, traditions, beliefs and religions.  
- National and international events.  
- Literature and the arts.

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**SKILLS THAT WILL BE DEVELOPED**

Extension of the 4 languages skills (listening, speaking, reading and writing).  
At A2 level, ability to work analyse source material and to draw conclusions.

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**SOME USEFUL WEBSITES**

- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
- (BBC languages: Accents d'Europe)  
- [www.frenchrevision.co.uk](http://www.frenchrevision.co.uk)

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**ASSESSMENT**

**AS:** Two Units  
Speaking (8-10 minutes) 30%.  
Understanding and Written Response in French (2h 30 min) 70%.

**A2:** Two Units  
Speaking (11-13 minutes) 35%.  
Research, Understanding and Written Response in French 65%.

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**SPECIFIC MATRICULATON REQUIREMENTS**

Grade B or higher at GCSE level in French.

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**OTHER INFORMATION**

- Eg Field Trips/expenses/books  
  A grammar book will need to be purchased.  
  Discman required for listening AS exams.  
  Dictionary for study at home.  
  Language Assistant lessons compulsory.  
  Exchange visit or Work Experience exchange in Lower Sixth.
**SUBJECT: GEOGRAPHY A-LEVEL**

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<tr>
<th>HEAD OF DEPARTMENT: MR A SUTHERLAND</th>
<th>SYLLABUS NUMBER: AQA</th>
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<td>HEAD OF SUBJECT: MR G EYRE</td>
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**SYNOPSIS OF CONTENT**
Throughout the two years of the course students get to study a wide range of Geographical topics. The AS Year gives students a broad overview whereas the A2 year allows students to look at specific topics in greater depth.

**AS Courses in Lower Sixth**
- Physical Geography: Rivers, floods and management. Arid Environments.
- Geographical Skills.

**A2 Courses in Upper Sixth**
- Geographical Skills and issues evaluation.

**SKILLS THAT WILL BE DEVELOPED**
In studying Geography students develop a wide range of transferable skills, some of which are listed below:
- The ability to write structured essay answers.
- Independent research skills.
- Statistical analysis of data.
- Map Skills (using both paper based and digital maps).

**SOME USEFUL WEBSITES**
- [http://www.rgs.org/](http://www.rgs.org/)
- [http://www.juicygeography.co.uk/](http://www.juicygeography.co.uk/)
- [http://www.geographypages.co.uk/](http://www.geographypages.co.uk/)

**ASSESSMENT**
The course overall is 100% examination.

**AS Course**
Two examinations.

**A2 Course**
Two examinations.

**SPECIFIC MATRICULATION REQUIREMENTS**
It is not necessary to have studied Geography at GCSE. Students should have obtained either a grade B or better in Geography or their chosen humanity.

**OTHER INFORMATION**
- **Eg Field Trips/expenses/books**
  All textbooks are provided for the duration of the course.
  In the Summer term of Lower Sixth, students have the opportunity to go on a week long residential fieldtrip to Minehead; this is recommended but not mandatory as it allows students to collect fieldwork data and reinforces topics studied in the classroom. The cost of this is expected to be in the region of £240.
## Subject: German A-Level

### Head of Department:
MISS N HULME

### Head of Subject:
MRS D STOCKTON

### Synopses of Content

**AS Course**
- Youth culture and concerns.
- Lifestyles: health and fitness.
- The world around us (travel, tourism, environment).
- Education and employment.

**A2 Course**
- Customs, traditions, beliefs and religions.
- National and international events.
- Literature and the arts.

### Skills That Will Be Developed

Extension of the 4 languages skills (listening, speaking, reading and writing).
At A2 level, ability to work independently, to use and analyse source material and to draw conclusions.

### Some Useful Websites

- [www.aiglon.ch/langlink](http://www.aiglon.ch/langlink)
- [www.goethe.de](http://www.goethe.de)
- [www.tagesschau.de](http://www.tagesschau.de)
- [www.deutschlern.net](http://www.deutschlern.net)

### Assessment

**AS:** Two Units
- Speaking (8-10 minutes) 30%.
- Understanding and Written Response in German (2h 30 min) 70%.

**A2:** Two Units
- Speaking (11-13 minutes) 35%.
- Research, Understanding and Written Response in German 65%.

### Specific Matriculation Requirements

Grade B or higher at GCSE level in German.

### Other Information

**Eg Field Trips/expenses/books**
A grammar book will need to be purchased.
Discman required for listening AS exam.
Dictionary for study at home.
Attendance to lessons with the language assistant is compulsory.

Exchange visit or work experience in Lower Sixth.
SYNOPSIS OF CONTENT
This is a V ocational based course where students are required to complete six compulsory units.

AS:
Unit 1: Human Growth & Development.
Unit 2: Communication & Values.*
Unit 3: Positive Care Environments.*

A2
Unit 7: Meeting individual needs.
Unit 8: Promoting health & well-being.*
Unit 9: Investigating disease.*

* Coursework units:

Students research and investigate situations by becoming involved in the community and working alongside professionals within their work environments.

Detailed and extensive written reports have to be produced to demonstrate their understanding and knowledge gained from their experiences working in the community.

SKILLS THAT WILL BE DEVELOPED
A wide variety of skills including:

Communicating with others.
Independent learning.
Understanding needs of individuals.
Appreciating individuals rights.
How to promote physical and emotional well being.

SOME USEFUL WEBSITES
www.edexcel.org
www.dh.gov.uk
www.bbc.co.uk/health
www.nhsdirect.uk

ASSESSMENT
Units 1 and 7 are externally assessed examinations.
Units 2, 3, 8 & 9 are coursework units.

All units carry equal weighting.

SPECIFIC MATRICULATION REQUIREMENTS
It is only recommended that a student takes one Applied A-Level in conjunction with other A-Levels. The matriculation level of 5 grade Cs, including English Language is required to follow this route.

OTHER INFORMATION
Eg Field Trips/expenses/books
Text books supplied to students.
Visits /guest speakers.
Community Health magazine referenced each month.
**SUBJECT: HISTORY A-LEVEL**

**HEAD OF DEPARTMENT:**
MR A D SUTHERLAND

**HEAD OF SUBJECT:** MISS C S DAWTON

**SYLLABUS NUMBER:**
AQA 2040

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**SYNOPSIS OF CONTENT**

**AS Unit 1 France in Revolution, 1774-1815**
How extensive was the impact of the French Revolution on France and its neighbours? The origins of the Revolution. From monarchy to republic. The Terror, Robespierre and the search for stability. The rise and rule of Napoleon.

**AS Unit 2 The Church in England: the Struggle for Supremacy, 1529-1547**
Change in the English Church and state: reasons; extent. Reformers and conservatives. People Henry VIII, Catherine of Aragon, Wolsey, Anne Boleyn, Cromwell and Cranmer.

**A2 Unit 3 The Triumph of Elizabeth: England, 1547-1603**
Issues and ideas that shaped relations between people and state from the ‘Mid-Tudor Crisis’ to the death of Elizabeth I. Key individuals and the wider social, economic and religious factors that contributed to change.

**A2 Unit 4 Historical Enquiry**
**The Middle East, 1895-2000**
The origins of conflict, the Ottomans, Zionism, migration, oil, great power rivalries, First World War, the Arab Revolt and Lawrence of Arabia.

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**SKILLS THAT WILL BE DEVELOPED**

History focuses on change over time and asks ‘why?’ It offers content and skills valued by colleges, employers and society.

**Content:** e.g. how people interact, what motivates them, why they follow a cause; and about cultures and societies, the roots of their conflicts, alliances and trading patterns.

**Skills:** e.g. locating, sifting and evaluating facts, then presenting what you have learnt coherently in a way that convinces others.

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**SOME USEFUL WEBSITES**

There are far too many useful websites to list here. Use Google and learn to recognise the useful sites in the listings amid the rest. Look for the domain endings ‘ac.uk’ or ‘edu’ for academic sites.

Wikipedia is useful for confirming facts and giving a rough overview.

To get a good idea of what history is, explore: [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

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**ASSESSMENT**

**AS**
- Unit 1: Examination: 25%
  - Two from three questions, each with two parts. 1¼ hrs.
- Unit 2: Examination: 25%
  - One two-part source question and one two-part structured question from a choice of two. 1½ hrs.

**A2**
- Unit 3: Examination: 30%
  - Two essays out of three. 1 ½ hrs.
- Unit 4: Coursework: 20%
  - Approx. 3500 words.

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**SPECIFIC MATRICULATION REQUIREMENTS**

Students need to have achieved grade B or higher in GCSE History or, if they did not take History, in another Humanities subject. It is preferable to have at least a grade B or better in English Language or Literature.

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**OTHER INFORMATION**

**Eg Field Trips/expenses/books**

No specific expenses. However, it is helpful to read more widely making your own use of libraries / bookshops. Use of public libraries is essential in coursework. Lecture days in London are usually available.
**SUBJECT: ICT APPLIED A-LEVEL**

**HEAD OF DEPARTMENT:**
MRS L SQUIRES  
**HEAD OF SUBJECT:** MRS A TAYLOR  
**SYLLABUS NUMBER:** OCR H515

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### SYNOPSIS OF CONTENT

**AS**-Unit G040: Using ICT to Communicate (portfolio). An analysis of standard commercial documents is followed by creation of a portfolio of own work. Learn to use software tools and techniques to achieve desired impact and describe communication technologies. Unit G041: How Organisations use ICT (exam & case study). Analyse a case study set by OCR. Study how organisations collect, disseminate and use information, how they manage the flow of information between sections/depts and how they use ICT to access/exchange information. Unit G042: ICT Solutions for Individuals and Society (portfolio). Produce presentation of results of investigation, including use of a spreadsheet to analyse numeric data, report on sources and methods used to find information.  
**A2 Units** - Unit G048: Working to a Brief (mandatory-coursework). Helps you to improve own performance/working relationships through project planning. Assessment intended to allow you to demonstrate development of skills and knowledge in relevant areas of ICT. You are asked to find solution to a brief set by OCR. Work is marked by tutor and externally moderated by OCR. Unit G050: Interactive Multimedia Products (portfolio). Research into interactive multimedia products; produce elements of interactive multimedia products; design and build an interactive multimedia product to meet a client’s requirements; review your interactive multimedia product for its effectiveness in meeting the clients’ requirements. Unit G053: Developing and Creating Websites (portfolio). Helps you to understand: requirements for setting up a website; terminology relating to the Internet; the differences in the range of web programming languages available for developing web pages/ components within them; the differences between Internet and intranet sites, and network security implications of running web servers.

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### SKILLS THAT WILL BE DEVELOPED

Enhanced practical based skills in IT applications.  
Independent learning.  
Compilation of research and investigation information.  
Recognised industry ‘standards’ as relates to ways of working and document production.

The course provides an excellent foundation in the world of computers and Information & Communications Technology, covering a wide range of knowledge and skills in depth. Develop a board range of ICT skills and knowledge of the uses of ICT in vocational contexts as a basis for progression into further learning in ICT related fields.  
This specification provides the ideal foundation for those students who wish to pursue ICT at degree level or as a career.

It should be noted however that the UCAS points awarded for this course are equal to any other A Level and many students use this as a route to Higher Education.

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### SOME USEFUL WEBSITES


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### ASSESSMENT

**AS** – Two assignment portfolios – marked internally and moderated by OCR. One externally examined unit (G041) which involves producing portfolio that is taken into the exam.  
**A2** – Three assignment portfolios – marked internally and moderated by OCR.

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### SPECIFIC MATRICULATION REQUIREMENTS

GCE in Applied ICT course is suitable for Students who have achieved an Applied GCSE to grade C level or who have gained the required matriculation grades but have not studied ICT before. It is only recommended that a student takes one Applied A-Level in conjunction with other A-Levels.
**SYNOPSIS OF CONTENT**

Students will study Italian grammar and vocabulary in preparation for the AS. In addition, they will also cover topics such as youth culture and concerns, the world around us, education and employment and lifestyle. In A2 they will be required to carry out individual research into a specific book or film. They will also learn about Italian customs, traditions and international events, past and present.

**SKILLS THAT WILL BE DEVELOPED**

Speaking, listening, reading and writing.

**SOME USEFUL WEBSITES**

- www.edexcel.org.uk/gce2008
- www.google.it
- www.wikipedia.org
- www.yahoo.it
- www.beniculturali.it
- www.corriere.it
- www.rainews.it
- www.linguascope.com
- www.languagesonline.org.uk

**ASSESSMENT**

The AS exams unit 1 Spoken Expression and Response and unit 2 Understanding and Written Response will be taken at the end of the first year.

The A2 unit 3 Spoken Response and unit 4 Research, Understanding and Written Response will be taken at the end of the second year.

There is no coursework, but students will be required to read around the subject.

**SPECIFIC MATRICULATON REQUIREMENTS**

Grade B or above at GCSE Italian.

**OTHER INFORMATION**

Eg Field Trips/expenses/books

Contatti 2 coursebook/workbook.

L6th will have the opportunity to participate in the Italian exchange to Umbria in March.

Nuovo Progetto Italiano Book 2.
### SYNOPSIS OF CONTENT

**AS Level**

**Unit 1** Students will gain an understanding of Legal Structures and Processes within the Legal System of England and Wales. They will look first at Sources of the Law including Common Law and Equity, Judicial Precedent and Law Reform; and then at the Machinery of Justice – how the courts and police work.

**Unit 2** This will focus on Understanding Legal Reasoning, Methods and Personnel.

**A2 Level**

In the second year the course will focus on the Police and on Criminal law, including murder/manslaughter, non-fatal offences against the person, defences including self-defence, intoxication and duress.

This course is taught via a 1 hour video conferencing tutorial per week, supplemented by 2 personal visits by the tutor per year. Students will need to prepare for their weekly tutorials and hand in written assignments throughout the course. They will therefore need to support their studies with 5+ hours of private study/research per week. This subject is for students who are keen and able learners with a genuine passion for the subject.

### SKILLS THAT WILL BE DEVELOPED

As students learn by supported self-study with all course notes and materials provided, they will need to be self-motivated and determined. Discussion and critical reflection will be encouraged. Students will develop confidence and will learn how to study independently which is vital for Higher Education.

### SOME USEFUL WEBSITES

- [www.a-level-law.com](http://www.a-level-law.com)
- [www.nelsonthornes.com/distancelearning](http://www.nelsonthornes.com/distancelearning)

### ASSESSMENT

**AS Level**

Two written papers at the end of the year
- LA1 – 90 minutes.
- LA2 – 90 minutes.

**A2 Level**

Two written papers at the end of the year
- LA3 – 90 minutes.
- LA4 – 120 minutes.

### SPECIFIC MATRICULATON REQUIREMENTS

A minimum of five GCSEs at grade C or above, including English.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

It is recommended that students participating on this course regularly read a good quality newspaper and also visit a local court during their first year of study.
**SUBJECT:** MATHEMATICS A-LEVEL

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<td>MS S A EBBS</td>
<td>MEI 7850</td>
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**SYNOPSIS OF CONTENT**

The examination has six modules – four are Pure Mathematics and two are either Mechanics or Statistics.

**Pure Mathematics** is an extension of GCSE and covers topics such as algebra, trigonometry and function sketching. It introduces calculus which is applied to rates of change and the calculation of areas below curves.

**Mechanics** deals with physical situations involving force, velocity and acceleration; for example, motion due to gravity. It is related to A-Level Physics.

**Statistics** at A-Level involves topics such as the Binomial distribution and linear regression. These are useful in other subjects such as Biology, Economics and Geography.

**SKILLS THAT WILL BE DEVELOPED**

Logical thinking.

Mathematical methods.

**ASSESSMENT**

January Lower Sixth C1.
June Lower Sixth C2 and M1 or S1.

January Upper Sixth C3.
June Upper Sixth C4 and M2 or S2.

For Further Mathematics: three extra modules are required.

**SPECIFIC MATRICULATON REQUIREMENTS**

A grade B is required in Mathematics GCSE. It is highly recommended that this is achieved from set X1 or Y1 (if at AES). It is our experience that students with a B grade from a set two will find this course difficult. The A and A* material covered at GCSE is not repeated in the Sixth Form. Your Mathematics teacher is able to advise you on your suitability for this course.

**SOME USEFUL WEBSITES**

www.mei.org.co.uk

http://learning.anglo european.essex.sch.uk/inaes/?q=home

**OTHER INFORMATION**

Eg Field Trips/expenses/books
**SUBJECT: MUSIC A-LEVEL**

**HEAD OF DEPARTMENT:** MISS E C JESSOP  
**HEAD OF SUBJECT:** MR J GORDON  

**SYLLABUS NUMBER:** Edexcel 8MU01/9MU01

**SYNOPSIS OF CONTENT**

**AS Course**

**Unit One Performance**  
Solo Performances – Total 5-6 minutes.

**Unit Two Developing Musical Ideas**  
15 hour set brief composition.  
Questions related to your composition.

**Unit Three Listening and Understanding**  
45 minute listening examination.  
2 Essay questions on set works.  
Harmonisation SATB of Bach chorale.

**A2 Course**

**Unit Four Extended Performance**  
12-15 minute recital.

**Unit Five Composition and Technical Study**  
3 minute composition – Following set brief.  
Baroque 2 part.  
SATB Chorale.  
Popular Song.

**Unit Six Further Musical Understanding**  
Further essay questions on set works.  
Listening examination.

**ASSESSMENT**

- **Unit 1:** 30% AS/15% A2.  
- **Unit 2:** 30% AS/15% A2.  
- **Unit 3:** 40% A2/20% A2.

- **Unit 4:** 15% A2.  
- **Unit 5:** 15% A2.  
- **Unit 6:** 20% A2.

**SKILLS THAT WILL BE DEVELOPED**

The course demands performing, composing, listening and analytical skills in almost equal measure. You will improve your skills in performing and compose in a range of styles. It is essential that you can read music – treble and bass clef and have a good understanding of music theory.

**SOME USEFUL WEBSITES**

- www.edexcel.org.uk  
- www.rhinegold.co.uk  
- www.allmusic.com

**SPECIFIC MATRICULATION REQUIREMENTS**

Grade B or higher in GCSE Music.  
Strong interest in performance and composition.  
Students should be able to read music and play an instrument.

**OTHER INFORMATION**

Eg Field Trips/expenses/books  
Students are recommended to purchase an AS/A2 Edexcel Rhinegold study guide.
SUBJECT: PHYSICAL EDUCATION A-LEVEL

HEAD OF DEPARTMENT:
MRS L COLDHAM/MR T CUFF

SYLLABUS NUMBER:
H154    H554

SYNOPSIS OF CONTENT

Unit 1 (G451): An introduction to Physical Education.

Unit 2 (G452): Acquiring, developing and evaluating practical skills in Physical Education.

Unit 3 (G453): Principles and concepts across different areas of Physical Education.

Unit 4 (G454): The improvement of effective performance and the critical evaluation of practical activities in Physical Education.

SKILLS THAT WILL BE DEVELOPED

Will encourage candidates to become increasingly physically competent.

Will enable candidates to maintain and develop activity.

Will enable candidates to be informed and discerning decision-makers who understand how to be involved in physical activity.

SOME USEFUL WEBSITES

www.ocr.org.uk
http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw
www.nln.co.uk
www.pennhealth.com
http://www.medicdirectsport.com/exercisetheory
www.pponline.co.uk
www.sportdevelopment.org.uk/html/talentid
www.pennhealth.com
http://www.sportsinjurybulletin.com/
www.london2010.co.uk
http://www.tigers.co.uk
www.teachpe.com
www.brianmac.demon.co.uk

ASSESSMENT

Unit 1: Written paper is externally set and assessed. The question paper has 3 sections with 1 question in each section; the final question in each section is a longer answer.

Unit 2: Externally set, internally assessed and externally moderated. Candidates are assessed in 2 chosen activities from 2 different activity profiles and a response to a live performance.

Unit 3: Written paper is externally set and assessed. The question paper has 2 sections with which you answer 3 questions; the final question in each is synoptic.

Unit 4: Externally set, internally assessed and externally moderated. Candidates are assessed in 1 chosen activity and a response to a live performance.

SPECIFIC MATRICULATION REQUIREMENTS

Grade B Theory GCSE P.E.
Grade B Science GCSE.

OTHER INFORMATION

Eg Field Trips/expenses/books

Advanced PE for OCR AS Heinemann.
Advanced PE and Sport A level Nelson Thornes.
Advanced PE revision guide.
**SYNOPSIS OF CONTENT**

**AS Course**
Communication.
Designer Materials.
Wave and quantum behaviour.
Space, time and motion.

Coursework: Quality of Measurement and Physics in Use.

**A2 Course**
Models and rules.
Matter in extremes
Fields.
Fundamental particles of matter.

Coursework: Practical Investigation and Research Briefing.

**SKILLS THAT WILL BE DEVELOPED**
Understanding of up to date Physics.
Mathematics and what it means.
Ability to study in depth.
Where ideas came from and where they are going.
Real practical work: learning skills and investigating for yourself.
Use of computers as tools.

**SOME USEFUL WEBSITES**
www.iop.org.uk

**ASSESSMENT**

For the AS Course:
Two Modular written exams 80% Coursework 20%.

For the A2 Course:
Two Modular written exams 80% Coursework 20%.

**SPECIFIC MATRICULATION REQUIREMENTS**
Grade B or higher in GCSE Physics or core and additional science.

**OTHER INFORMATION**
Eg Field Trips/expenses/books
There are unlikely to be any compulsory extra expenses.
Students are supplied with relevant text books.
**SUBJECT: POLITICS A-LEVEL**

**HEAD OF DEPARTMENT: MR A SUTHERLAND**

**HEAD OF SUBJECT: MR S NEWTON**

**SYLLABUS NUMBER:**
Edexcel 8GP01 / 9GP01

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**SYNOPSIS OF CONTENT**

Politics is the study of how we organise ourselves as a society for good and ill, and particularly how laws are made, how people are governed and how people compete to construct the world they want. Examples of the key questions the course tries to answer are:

- What is democracy and do elections with low turnouts guarantee it?
- Do pressure groups such as Amnesty, Liberty and Greenpeace really influence modern UK Politics?
- Does the separation between the judiciary and parliament work in the UK?
- How has EU membership affected the UK politics? e.g. Increased Euroscepticism?
- What is globalization and how has it impacted upon the North/South gap?
- What are Human Rights and when should we intervene to protect them?
- What has been the effect of the rise of China and India on the ‘world order’ of power?

The A-Level course offered is the most outward-looking available, in order to match the interests and experiences of Anglo European students. In brief, at **AS level** it consists of a foundation study of UK politics and government (Democracy, Political Parties, Constitution, Parliament etc.) At **A2 level** it examines issues in International Politics and their affect on the UK (Globalisation, Europe, World Power, and Conflict).

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**SKILLS THAT WILL BE DEVELOPED**

- The ability to research and analyse both political data and comment.
- The evaluation of political theory.
- The ability to form logical arguments.
- The development of Debating and Presentational skills.
- A world view on political events
- All of these skills are highly valued by universities and employers alike.

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**SOME USEFUL WEBSITES**

- www.edexcel.org.ukquals/gce/gvmt-pol
- www.historylearningsite.co.uk/british_politics.htm
- www.news.bbc.co.uk/1/hi/uk_politics/default.stm
- www.economist.com
- www.tutor2u.net/politics/blog.htm
- www.newint.org

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**ASSESSMENT**

Assessment is solely by examination.

- At **AS level** there are two 1hr 30m papers.
- At **A2 level** there are two 1hr 30m papers.

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**SPECIFIC MATRICULATION REQUIREMENTS**

Students should have a grade B in at least one GCSE Humanities subject. However, those with a grade C, but who are able to show a keen interest in the subject, will also be considered. However, for **all** students an enquiring mind, an ability to write essays and an interest in current affairs are vitally important. It is preferable to have at least a grade B or better in English Language or Literature.

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**OTHER INFORMATION**

- **Eg Field Trips/expenses/books**
  During the Lower Sixth students visit the Houses of Parliament and other political institutions of interest. In the Upper Sixth there is the possibility of a visit to the European Parliament in Strasbourg to an international student conference.
SYNOPSIS OF CONTENT

**AS level**

**Unit 1**
Split into three Modules covering Cognitive Psychology (Memory), Developmental Psychology (Attachments) and Research Methods.

**Unit 2**
Split into three Modules covering Biological Psychology (Stress), Social Psychology (Social Influence) and Individual Differences (Mental Disorders).

**As Level**

**Unit 3**
**Topics in Psychology** covering Biological Rhythms and Sleep, Relationships, Aggression and Eating Behaviours.

**Unit 4**
**Psychopathology, Psychology in action and Research Methods**, covering Explanations, Diagnosis and Treatment of Schizophrenia, the Psychology of Addictive Behaviour and Psychological Research and Scientific Method.

This course is taught via a 1 hour video conferencing tutorial per week, supplemented by 2 personal visits by the tutor per year. Students will need to prepare for their weekly tutorials and hand in written assignments throughout the course. They will therefore need to support their studies with 5+ hours of private study/research per week. This subject is for students who are keen and able learners with a genuine passion for the subject.

SKILLS THAT WILL BE DEVELOPED

The objective of the course is to give students an insight into some of the key topics in Psychology and students will be expected to explore reasons and motivations behind different areas of human behaviour. Students will develop their analytical skills as they examine different issues in Psychology such as ethics, culture and gender. Students will also gain knowledge of ‘how science works’ which is a new emphasis within AQA Psychology A-level.

SOME USEFUL WEBSITES

www.nelsonthorones.com

This site offers students a course overview and offers links to other relevant websites.

ASSESSMENT

**AS Level**
Two written papers at the end of the year: PSYA1 – 90 minutes. PSYA2 – 90 minutes.

**A2 Level**
Two written papers at the end of the year: PSY3 – 90 minutes. PSY4 – 90 minutes.

SPECIFIC MATRICULATION REQUIREMENTS

English and Mathematics at grade C or above.

OTHER INFORMATION

Eg Field Trips/expenses/books
**SYNOPSIS OF CONTENT**

**Philosophy of Religion:**
What does the word God mean? Traditional proofs for God’s existence, the problem of evil, religious experience as a proof of God, religious language, how faith motivates life, the post-modern view of faith, Freud’s & Jung’s ideas about religion & psychology, life after death.

**Religion, Art and Religion in the Media**
This covers religious art and how it is used, how religion is portrayed in the media and looks at the importance of programmes such as the Simpsons and The Vicar of Dibley.

For the A2 there are two modules. The third module develops philosophical issues such as religious language, life after death, the problem of evil and suffering and the ontological argument. The fourth module looks at different understandings of what the word God means as well as secular understandings such as those of Marx, Freud and Durkheim.

**SKILLS THAT WILL BE DEVELOPED**

The ability to explain one’s own view and those of others.
The ability to analyse and evaluate complex ideas.
The ability to apply theoretical ideas and concepts to modern day situations.

**SOME USEFUL WEBSITES**

There are many. Here are just a few:

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

**ASSESSMENT**

**AS Level**
Two 1hr 15min papers.

**A2 Level**
Two 1hr 30min papers.

**SPECIFIC MATRICULATON REQUIREMENTS**

Religious Studies at GCSE is good preparation for this course. Students are required to have a grade B or higher in their chosen Humanities GCSE subject. A grade B or above in English Language or Literature is recommended.

**OTHER INFORMATION**

Eg Field Trips/expenses/books

There are unlikely to be any compulsory extra expenses. Students are supplied with relevant text books.
**SUBJECT: SCIENCE APPLIED A-LEVEL**

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<tr>
<th>HEAD OF DEPARTMENT:</th>
<th>MISS J BOX</th>
<th>SYLLABUS NUMBER:</th>
<th>AQA 8776</th>
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**SYNOPSIS OF CONTENT**

**AS Course**
- Unit 1 - Investigating Science at Work.
- Unit 2 - Energy Transfer Systems.
- Unit 3 - Finding out about Substances.

**A2 Course**
- Unit 7 - Planning and carrying out a Scientific Investigation.

Plus 2 other units of work.
(In recent years this has been Sports Science and The Healthy Body).

**SKILLS THAT WILL BE DEVELOPED**

This Applied A-level teaches Science in the context of its use in business organisations. There is a large amount of practical work including investigations; the internally assessed coursework counts for two-thirds of the final grade. The externally examined units cover science theory at a level comparable with other A-level sciences.

**SOME USEFUL WEBSITES**

www.aqa.org.uk

**ASSESSMENT**

**For the AS Course:**
- Unit 1 and 3 – Coursework.
- Unit 2 – Written paper.

**For the A2 Course:**
- Unit 7 – Coursework.

Plus – 1 other piece of coursework and 1 written paper.

**SPECIFIC MATRICULATION REQUIREMENTS**

It is only recommended that a student takes one Applied A-level in conjunction with other A-levels.

- A grade C in Additional Science, Additional Applied or Applied Science GCSE.
- A grade C in GCSE Mathematics.

**OTHER INFORMATION**

_Eg Field Trips/expenses/books_

Links have been made with local organisations and there are visits made during the course. For example, in the academic year 2011-2012 students based some of their work on the science involved at the Britvic Plant, Chelmsford.
### Subject: Sociology A-Level

**Head of Department:** MR A Sutherland  
**Head of Subject:** MR L Bryant

#### Synopsis of Content
At present the course is based on four modules. In the Lower Sixth students are taught: The Family, The Sociology of Education and Methodology. In the Upper Sixth the students are taught; the Media, Crime and Deviance, Theory and Methods, and Methodology.

Some of the topics that are covered in these modules include; why girls do better in the education system than boys? Why the divorce rate so high in modern Britain? What methods are the best suited at looking at the trends in Britain? What types of people commit crime and why? Which theoretical models give the most accurate and plausible account of how societies/the world operates. How the media affects the audience, how people are portrayed in the media, the power of the media and the ethnics of the media.

#### Skills That Will Be Developed

- **Independent learning.** It is essential that all students are committed to the course and that they are prepared to study independently to supplement what is being taught in lessons.
- **Investigation.** Students will be expected to think in new ways, ways that are challenging to ‘perceived’ wisdom. Students will be encouraged to challenge existing paradigms.
- **Media content analysis.** Students will be encouraged to interact with the media with ‘eyes that see’, looking beneath the obvious meaning at sub-text and political content.
- **Essay writing.** Students will be taught how to write effective answers that will impress examiners.

#### Some Useful Websites

- [http://news.bbc.co.uk](http://news.bbc.co.uk)
- [http://www.sociology.org.uk/](http://www.sociology.org.uk/)
- [http://www.guardian.co.uk/](http://www.guardian.co.uk/)
- [http://www.independent.co.uk/](http://www.independent.co.uk/)
- [http://www.psr.keele.ac.uk/](http://www.psr.keele.ac.uk/)

#### Assessment

Students sit two modules in May / June in the Lower Sixth and two more in the summer of the Upper Sixth.

There is no coursework component. 100% of the course is examined by external AS and A2 exams.

#### Specific Matriculation Requirements

A grade B in a Humanities subject.

It is expected that students will have an enquiring mind and a thirst for knowledge.

#### Other Information

**Eg Field Trips/expenses/books**

Text books are provided at no cost to the students. Students can subscribe to ‘Sociology Review’ at a cost of £12.50. Students are expected to read a quality newspaper: ‘The Guardian’, ‘The Observer’, or The Independent’ at least once a week.
**SUBJECT: SPANISH A-LEVEL**

**HEAD OF DEPARTMENT: MISS N HULME**

**HEAD OF SUBJECT: MR A SPALL**

**SYLLABUS NUMBER:**

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<td>AS 9SP01</td>
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### SYNOPSIS OF CONTENT

#### AS Course
- Youth culture and concerns.
- Lifestyles: health and fitness.
- The world around us (travel, tourism, environment).
- Education and employment.

#### A2 Course
- Customs, traditions, beliefs and religions.
- National and international events.
- Literature and the arts.

### SKILLS THAT WILL BE DEVELOPED

Extension of the four languages skills (listening, speaking, reading and writing).

At A2 level, ability to analyse source material and to draw conclusions.

### SOME USEFUL WEBSITES

- [www.euronews.net](http://www.euronews.net)
- [www.elmundo.es](http://www.elmundo.es)
- [www.elpais.es](http://www.elpais.es)
- [www.20minutos.es](http://www.20minutos.es)
- [www.spanishrevision.co.uk](http://www.spanishrevision.co.uk)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)
- [www.vocab.co.uk](http://www.vocab.co.uk)
- [www.colby.edu](http://www.colby.edu)

### ASSESSMENT

#### AS: 2 Units
- Speaking (8-10 minutes) 30%.
- Understanding and Written Response in Spanish (2h 30 min) 70%.

#### A2: 2 Units
- Speaking (11-13 minutes) 35%.
- Research, Understanding and Written Response in Spanish 65%.

### SPECIFIC MATRICULATON REQUIREMENTS

Grade B or higher at GCSE level in Spanish.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

- Discman required for Listening AS exams.
- Dictionary for study at home.
- Attending lessons with the language assistant is compulsory.
- Exchange visit and day trip attendance to a conference in London in the Lower Sixth.
**BACKGROUND INTO BTEC:**
A BTEC Subsidiary Diploma is directly equivalent to one A-Level, and consequently is highly regarded by universities, further education colleges and employers.

**SYNOPSIS OF CONTENT:**
This course balances theory with practical application to provide the skills and knowledge required for a career in the sport industry. Work experience is included. The course will appeal to those who actively participate in sport and have an interest in the aspects surrounding performance in sport.

**SKILLS THAT WILL BE DEVELOPED:**
Students will develop their:
- Knowledge will develop their sports contexts.
- Practical and technical skills.
- Skills for future occupational roles.
- Generic skills (e.g. communication).

**SPECIFIC REQUIREMENTS:**
5 GCSEs at grade C or above including P.E.

**ASSESSMENT:**
Assessment within this subject is 100% coursework. Learners can revisit their work to achieve the grades they desire in order to increase their achievement. Assessment through coursework encourages students to work to their maximum ability throughout the duration of the course. Continuous feedback from teachers helps students to monitor their own performance and provides them with a sense of ownership over their progress.

**COURSE CONTENT:**
The course is made up of seven of the following units over the two year period of study:
- Principles of Anatomy & Physiology in Sport.
- The Physiology of Fitness.
- Assessing Risk in Sport.
- Fitness Testing for Sport and Exercise.
- Sports Coaching.
- Sports Development.
- Practical Team Sports.
- Practical Individual Sports.
- Current Issues in Sport.
- Leadership in Sport.
- Work Experience in Sport.

**KEY SKILLS:**
All students will have the opportunity to develop the basic key skills of Communication, Application of Number and Information Technology.

**CAREER OPTIONS:**
Sport contributes £8 billion to the UK economy per year, including 36,000 employers and 600,000 employees. However, employers suggest that there is a skills shortage in the sector. Therefore, knowledge and understanding of sports contexts could be invaluable to progress into a career in this area. This course could lead to career options such as PE Teacher, Sports Coach, Fitness Instructor, Sports Scientist, Physiotherapist, Leisure Centre Manager or Youth Worker.

**AWARDING BODY:**
Edexcel. Further information can be found at: [www.edexcel.org.uk/btec](http://www.edexcel.org.uk/btec)
### SUBJECT: TRAVEL and TOURISM APPLIED A-LEVEL

**HEAD OF DEPARTMENT:** MR A SUTHERLAND  
**HEAD OF SUBJECT:** MR G EYRE  
**SYLLABUS NUMBER:** OCR H589

### SYNOPSIS OF CONTENT

#### Current Specification

Throughout the two years of the course students gain a broad overview of the Travel and Tourism Industry along with in-depth study of a number of tourist destinations. They also arrange and plan a Travel and Tourism Event and carry out short work experience placement in the Travel and Tourism industry.

#### AS Course in Lower Sixth:

- An Introduction to the Travel and Tourism Industry.
- Customer Service in Travel and Tourism. Work experience will be gained in the Travel and Tourism Industry.
- Tourist Destinations. In-depth research on two travel destinations of your choice.

#### A2 Course in Upper Sixth:

- Tourism Development. Study of the aims of tourism and the costs and benefits of tourism in different destinations.
- Event Management.
- Guided Tour.

### SKILLS THAT WILL BE DEVELOPED

In addition to learning about the Travel and Tourism Industry students develop a number of transferable skills:
- Managing deadlines.
- Synthesizing information from a number of sources.
- Using the Internet and Library for research.
- Working as part of a team.
- Planning and running a successful event.
- Writing a business plan.
- Self and Peer Evaluation.
- Customer Service Skills.

### SOME USEFUL WEBSITES

- [www.wttc.org](http://www.wttc.org)  
  (World Tourism Council)
- [www.statistics.gov.uk](http://www.statistics.gov.uk)  
  (National Statistics)
- [www.towd.com](http://www.towd.com)  
  (Directory of Tourism Offices Worldwide)
- [www.itt.co.uk](http://www.itt.co.uk)  
  (Institute of Travel and Tourism)
- [www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)  
  (Tourism Concern)

### ASSESSMENT

The course consists of three units at AS and three units at A2. It is 66% Coursework and 33% Examination each year.

#### AS Course

- Examination in January (opportunity to re-sit in June).
- Two pieces of portfolio work submitted for assessment in June.

#### A2 Course

- Examination in January (opportunity to re-sit in June).
- Two pieces of portfolio work submitted for assessment in June.

### SPECIFIC MATRICULATION REQUIREMENTS

Travel and Tourism is an Applied A-Level. Students should have a minimum of 5 A* - C grades at GCSE (including English). Students should be able to meet deadlines and work independently under indirect supervision. It is only recommended that a student takes one Applied A-Level in conjunction with other A-Levels.

### OTHER INFORMATION

**Eg Field Trips/expenses/books**

Students are supplied with all necessary textbooks. There are unlikely to be any additional expenses.
ROUTE 3

COMBINATION OF A-LEVELS & I.B. STANDARDS
This is an opportunity for A-Level students to add elements of the IB to their academic portfolio.

This option involves a student taking three A-Levels with two IB Standard subjects. Taking an IB Standard subject is the equivalent to studying an AS level over 2 years.

This option is particularly useful if you are a Science based student who wishes to continue studying a Language or Humanities subject, or if you are an Arts based student who does not wish to stop studying Mathematics, for example IB Standard courses can be chosen from Humanities, Languages, Arts, Mathematics or English.

N.B. When IB Standard classes are created, priority is given to students who are taking a full IBD Course. Students who do a combined A-Level/I.B. Standard Course can join a class provided it is not already full.

We are considering offering ab initio courses in Italian, Spanish and Mandarin to those students who have not previously studied these languages.

<table>
<thead>
<tr>
<th>Subject</th>
<th>A-Level</th>
<th>IB Standard</th>
<th>Btec</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
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<tr>
<td>Biology</td>
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<tr>
<td>D&amp;T : Food</td>
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<tr>
<td>D&amp;T : Textiles</td>
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<tr>
<td>Economics</td>
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<tr>
<td>English Lang/Lit</td>
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<td>English Lit</td>
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<td>Film Studies</td>
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<td>Law</td>
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<td>Mandarin</td>
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<td>Mathematics</td>
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<td>Music</td>
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<td>Philosophy</td>
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<td>Physical Education</td>
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<td>Psychology</td>
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<td>Religious Studies</td>
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<td>Russian</td>
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<td>Sport &amp; Leisure</td>
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<td>Technology</td>
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<tr>
<td>Theatre Arts</td>
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</tbody>
</table>
ROUTE 4

INTERNATIONAL BACCALAUREATE CAREER-RELATED CERTIFICATE
The IBCC

The IBCC is a relatively new initiative that aims to work with, and support, schools and colleges that wish to add an international dimension to their vocational programme. The IBCC incorporates the educational principles, vision and learner profile of the IB, into local school and college vocational programmes and specifically addresses the needs of students engaged in career-related education. The IB’s involvement allows these students to be exposed to elements of an IB education, through a selection of Diploma Programme subjects and a unique IBCC core.

Whilst it has a vocational focus, the IBCC is not a vocational qualification. It has been designed to provide ‘value added’ to schools and other educational institutions that are offering vocational courses to their students.

Since 2010 Anglo European School has been offering this new qualification as part of a pilot group of schools. We were the first state school to in the UK to offer it. A total of eleven schools from around the world, including schools from Finland, Canada, Hong Kong, Dubai, USA, Australia and Mauritius are also part of the pilot. As of October 2011 The IBCC has been accredited by OFQUAL. This is very good news for UK schools who can now utilise a fully UK accredited IB programme. It is fully expected that this will lead to the Core Components of the IBCC attracting UCAS points. The IBCC provides an exciting opportunity for schools and colleges to be involved in the provision of a certificate that focuses on the mix of practical and academic skills needed by students in the 21st century.

Students following this course study two A Levels from the existing A Level provision. One or both must be Applied A-Levels: Btec (Business Studies; Science; ICT; Travel & Tourism; Health & Social Care; Textiles; Sport & Leisure).

In addition students will study two IB Standard subjects. There will also be the opportunity to study GCSE English or Mathematics if needed. Students will be required to study a foreign language at some level if one is not taken within their A-Levels and IB Standard subjects. They will produce a portfolio of work which demonstrates how their skills in this language have developed over the course. They will also be expected to undertake Work Experience that supports their course of study.

IBCC is a qualification in its own right. It aims to support the academic aspirations and expectations of vocational students.

Core is:
1. Community and Service - 50 hours (Similar to CAS)
2. Approaches to learning (80 hours per year) – skills based course. Critical thinking, personal and interpersonal skills (This is a timetabled class)
3. Reflective project (40 hours) of 3,500 words. This will be an academic piece of work, linked to the ethical dimension of the Vocational course. This is equivalent to half an AS Level course.
4. Students on this course also are entered from the EPQ (please see page 73).
5. Language Development – a portfolio of work in a foreign language

We have contacted many universities about the *IBCC and they are extremely positive. They see it as a broad course, one that will be accepted as entry onto most university degree courses.

Specific matriculation requirements are those which apply to the individual subjects taken.
POST 16 TRAVEL ASSISTANCE

You may qualify for travel assistance if you
- are aged 16-19 and
- attend a Lower or Upper Sixth full time course at a school or maintained college
  and
- live 3 miles from the nearest establishment at which the majority of the course is
  offered.

For further information or an application form ring 0845 6032200 or email
student.support@essexcc.gov.uk. You can also download an application form by visiting
www.essexcc.gov.uk/studentsupport.

Deadline date for applying for transport will not be known until early 2013.

Do not wait until you have a definite place in further education before applying for
assistance. We can always cancel or amend your application.

N.B. Not all areas where our students live are covered by Essex County Council – you may need to contact your Local Education Authority.

As we go to print we do not have up to date information for 2013. You should contact ECC, Education Transport and Awards as soon as possible.
TRANSPORT TO SCHOOL

Local children normally walk, cycle or use public transport. A number of parents use private cars or share lifts. However, the majority of pupils use public transport or privately operated coaches, direct to the school.

PUBLIC BUS SERVICES
A service runs both ways between Chelmsford, Margaretting, Ingatestone, Mountnessing, Shenfield Station, Brentwood, Harold Park, Gidea Park and Romford.

RAIL CONNECTIONS TO INGATESTONE
Ingatestone Rail Station is on the Harwich to Liverpool Street (London) main line, which serves stations between the two including Colchester, Chelmsford, Romford, Gidea Park etc. This also links with Braintree. The nearby station of Shenfield also provides a link between Ingatestone, Southend and Billericay. This provides a very wide range of possible links, although some require a change of trains.

COACHES DIRECT TO SCHOOL
Areas currently served by NIBS Basildon, Billericay, Brock Hill, Great Burstead, Laindon, Ramsden Heath, Shotgate, South Green, Steeple View, Wickford The Wick. For further details of the above school services and other services we operate please check out website www.nibsbuses.com or telephone Nelsons Buses Ltd – 01268-767870. For Epping, Loughton, Theydon Bois, Ongar and Brentwood – First Bus – 01245 293402. In each case parents make arrangements directly with the operators.

Even the youngest children rapidly become accustomed to these journeys and indeed, many lasting friendships develop en-route. Parents however, should have regard for the costs involved, as the school has no funds to subsidise such travel.

By car
From the north leave the A12 road at the sign for Ingatestone and turn right into Fryerning Lane at the heart of the village. From the South leave the A12 at the sign for Ingatestone and turn left into Fryerning Lane.

By train
Arrive at Ingatestone Station and follow the short cut shown on the map.

By air
From Stansted Airport (the nearest airport) either take a coach to Chelmsford and train or bus to Ingatestone or the Stansted Express to London and out by train from Liverpool Street Station. From Heathrow and Gatwick travel into London and on by train through Liverpool Street Station.
16 TO 19 BURSARY

Students who need some financial support to help them stay in education after 16 can apply to their school for a 16-19 Bursary.

The most in need will be eligible for a bursary of £1200* a year. This includes students in care, young people receiving income support and disabled young people receiving both Employment Support Allowance and Disability Living Allowance.

Other students facing financial difficulties may also be able to claim a discretionary bursary to help with costs of transport, food, equipment or other course-related costs.

The Bursary Application Form for 2013/2014 will be available on www.anglo european.essex.sch.uk from July 2013.

How do I find out more?

You apply direct to your school for a bursary. In most cases the school decides on the amount you could receive, when it is paid and what conditions are attached.

This information has been obtained from material published by the Department of Education. Further information is available from www.direct.gov.uk/16-19bursary

*Bursary awarded to students most in need for academic year 2012/13
Anglo European School Sixth Form Application 2013 (External Applicants)

Please read the handbook carefully before completing this form. There is a copy of the form in the handbook which you can use as a rough copy. It will be used as a basis for your interview. You need to complete all sections of this form and the External Applicant Data Form.

Where the Sixth Form is oversubscribed the following criteria will be applied:

1. students who have met the published matriculation requirements
2. applicants with a sibling in the school at the time of joining the Sixth Form
3. students taking the full International Baccalaureate Diploma

Route 1 – International Baccalaureate (IB) Diploma

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English</th>
<th>Language</th>
<th>Science</th>
<th>Individual and Society</th>
<th>Art (or other)</th>
</tr>
</thead>
</table>

In addition to Citizenship/Tutor Period, a study of the Theory of Knowledge and completion of a Creativity, Action, Service course (CAS-150 hours)

In order to study the IBD we would expect the student to have secured an average GCSE point score of (at least) 44* including at least a grade C in English. As a general rule we require that the student has obtained a grade B, or above, at GCSE for any subject that they wish to study at Higher Level and a grade C, or above, for any subject that they wish to study at Standard Level.

Route 2 – AS (Lower Sixth) leading to A2 (Upper Sixth)

| AS | AS | AS | AS |

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS or IBS or Asset level) and completion of a Creativity, Action, Service course (CAS-75 hours). With 4 AS programmes this represents a broad (baccalaureate) course.

As a general rule, in order to study on the A’ level course, we would require the student to have obtained (at least) an average GCSE points score of 42* including a grade C or above in English. The majority of the A’ levels that we offer require that the students obtains a Grade B or above in the subject (or related subject) at GCSE in order to study it at A’ level.

Route 3 – Combination course (AS, IBS & IBCC)

| AS | AS | AS | AS or IBS | AS or IBS |

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS level) and completion of a Creativity, Action, Service course (CAS-75 hours). IBS courses can be chosen from the Humanities, Languages, the Arts, and Mathematics or English.

In order to study on the combination course we would expect students to have secured, at least, an average GCSE points score of 40* including a grade C or above in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.

Route 4 – International Baccalaureate Career-related Certificate

| Vocational A’Level | A’Level | IB Standard | IB Standard |

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS level) and completion of a Creativity, Action, Service course (CAS-75 hours). IBS courses can be chosen from the Humanities, Languages, the Arts, and Mathematics or English.

In order to study the IBCC we would expect students to have secured, at least, an average GCSE points score of 38* at GCSE including at least a grade C in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.

*Methodology: A*=58; A=52; B=46; C=40; D=34; E=28; F=22; G=16 We take an average of all students’ GCSE grades. If students do not achieve a GCSE C+ in English then we could consider the application after consulting Yr11 teachers about the possibility of a resit.
A. Where are you considering studying after your GCSEs?

*Please tick one of the following boxes.*

<table>
<thead>
<tr>
<th>Definitely at the AES</th>
<th>Possibly at the AES</th>
<th>Not at the AES</th>
<th>What other options or other providers are you considering?</th>
</tr>
</thead>
</table>

If you are not considering the AES we would be grateful if you could let us know why. This information will help us with our future planning.

B. GCSEs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mathematics which set were you in?</th>
<th>English</th>
<th>ICT</th>
<th>Science</th>
<th>Humanities Geography, History, R.E. etc</th>
<th>Arts Art, Drama, Music etc</th>
<th>Technology</th>
<th>Language</th>
<th>Other</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
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<td>Grade if exam already taken</td>
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</table>

C. Your Future

What are your longer term plans (career etc)?

University? If so, what course would you like to study?

Are there any problems or threats in the way of you achieving what you want to achieve?

Signed by parent | Signed by student | Date

Please print | Please print

**Key:** AS Advanced Supplementary. IB International Baccalaureate. IBH International Baccalaureate Higher. IBS International Baccalaureate Standard. IBCC International Baccalaureate Career-related Certificate. This form is downloadable from our website www.aessex.co.uk
# External Applicant Data Form

<table>
<thead>
<tr>
<th>Full Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Date of Birth &amp; Gender:</td>
<td>Gender: Male □ Female □</td>
</tr>
<tr>
<td>Names(s) of Parent(s)</td>
<td></td>
</tr>
<tr>
<td>Contact Address:</td>
<td>Please provide a copy of the photo page of the applicant's passport □</td>
</tr>
<tr>
<td>Home Telephone Number:</td>
<td></td>
</tr>
<tr>
<td>Mobile Telephone Number:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Present School:</th>
<th>Subjects currently studied and predicted or actual grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
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<tr>
<td>Telephone Number:</td>
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</table>

<table>
<thead>
<tr>
<th>Student’s Main Language:</th>
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</thead>
<tbody>
<tr>
<td>Other Working Languages:</td>
<td></td>
</tr>
<tr>
<td>Languages Studied:</td>
<td></td>
</tr>
</tbody>
</table>

The interview will be conducted in English. Will you require assistance? YES/NO

<table>
<thead>
<tr>
<th>Do you have any siblings at Anglo European?</th>
<th>Name?</th>
<th>Year?</th>
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YES/NO
Anglo European School Sixth Form Application 2013 (Internal Applicants)

Please hand this application form to the Course Counsellor at your first interview in January 2013. We will use this information to help construct the timetable for next year. You will be able to change your choices, but we cannot guarantee that any new combination of subjects will be possible. Please read the handbook carefully before completing this form. There is a copy of the form in the handbook which you can use as a rough copy. It will be used as a basis for your Course Counselling interview and will be used to inform whether you are made an offer at this school or not.

Student Name: ............................................. Form: ......................

**Route 1 – International Baccalaureate (IB) Diploma**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English</th>
<th>Language</th>
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</thead>
</table>

In addition to Citizenship/Tutor Period, Extended Essay, a study of the Theory of Knowledge and completion of a Creativity, Action, Service course (CAS-150 hours).

In order to study the IBD we would expect the student to have secured an average GCSE point score of (at least) **44** including at least a grade C in English. As a general rule we require that the student has obtained a grade B, or above, at GCSE for any subject that they wish to study at Higher Level and a grade C, or above, for any subject that they wish to study at Standard Level.

**Route 2 – AS (Lower Sixth) leading to A2 (Upper Sixth)**

<table>
<thead>
<tr>
<th>AS</th>
<th>AS</th>
<th>AS</th>
</tr>
</thead>
</table>

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS level) and completion of a Creativity, Action, Service course (CAS-75 hours). With 4 AS programmes this represents a broad (baccalaureate) course.

As a general rule, in order to study on the A’ level course, we would require the student to have obtained (at least) an average GCSE points score of **42** including a grade C or above in English. The majority of the A’ levels that we offer require that the student obtains a Grade B or above in the subject (or related subject) at GCSE in order to study it at A’ level.

**Route 3 – Combination course (AS and IBS)**

<table>
<thead>
<tr>
<th>AS</th>
<th>AS</th>
<th>AS or IBS</th>
<th>AS or IBS</th>
</tr>
</thead>
</table>

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS level) and completion of a Creativity, Action, Service course (CAS-75 hours). IBS courses can be chosen from the Humanities, Languages, the Arts, and Mathematics or English.

In order to study on the combination course we would expect students to have secured, at least, an average GCSE points score of **40** including a grade C or above in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.

**Route 4 – International Baccalaureate Careers-related Certificate**

<table>
<thead>
<tr>
<th>Vocational A’Level</th>
<th>A’Level</th>
<th>IB Standard</th>
<th>IB Standard</th>
</tr>
</thead>
</table>

In addition to Citizenship/Tutor period, a course in Languages (which may be at AS level) and completion of a Creativity, Action, Service course (CAS-75 hours). IBS courses can be chosen from the Humanities, Languages, the Arts, and Mathematics or English.

In order to study the IBCC we would expect students to have secured, at least, an average GCSE points score of **38** at GCSE including at least a grade C in English. The majority of the A’ levels that we offer require that the student has obtained a Grade B, or above, in the subject at GCSE in order to study it at A’ level and a grade C, or above, for any subject that they wish to study at IB Standard Level.

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A. Where are you considering studying after your GCSEs?

Please tick one of the following boxes.

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<tr>
<th>Definitely at the AES</th>
<th>Probably at the AES</th>
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<th>What other options or other providers are you considering?</th>
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If you are not considering the AES we would be grateful if you could let us know why. This information will help us with our future planning.

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<th>Humanities</th>
<th>Arts</th>
<th>Technology</th>
<th>Language 1</th>
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C. Your Future

What are your longer term plans (career etc)

University? If so, what course would you like to study?

Are there any problems or threats in the way of you achieving what you want to achieve?

Signed by student

Signed by parent

Date

Form

Please print

Please print

Key: AS Advanced Supplementary. IB International Baccalaureate. IBH International Baccalaureate Higher. IBS International Baccalaureate Standard. IBCC International Baccalaureate Careers-related Certificate. This form is downloadable from our website www.aessex.co.uk