

# Sixth Form Subject Guide 2020-2022



*"At Gresham's we focus on the individual and want every pupil to be able to fulfil their dreams and ambitions. We believe that there is no 'one-size fits all' and therefore offer pupils the choice of studying a wide choice of A level subjects or the International Baccalaureate Diploma."*

**DOUGLAS ROBB, HEADMASTER**

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# Advice, Information & Guidance for Sixth Form Choices

## Introduction

This booklet is designed to help students in choosing their route through the Sixth Form. It contains in this section an overview of the provision of the courses and routes Gresham's offers as well as guidance on making choices. Detailed descriptions for all subjects are in Part Two, and each subject gives an indication of the potential university and career path the course will lead to.

We encourage pupils and parents to read the information carefully and approach the choices available with an open mind. Tutors, housemasters and housemistresses, Heads of Department as well as class teachers are readily available to all pupils. The Head of Gresham's Futures (Mrs Osborne), the UCAS coordinator (Mrs Futter), the Director of Studies (Mr Seldon) and the Deputy Head (Academic) (Mr Hipperson) are also available to offer guidance, particularly when considering the future educational and vocational paths.

The curriculum at Gresham's is developing. The Dyson Centre will enable us to develop an enriching route through the STEAM subjects and the courses we offer reflect this. The IB continues to provide a very successful 6<sup>th</sup> form curriculum which enables pupils to study a wide range of subjects open and support a strong application to university drawing on a range of skills and interests. The combination of A Level subjects means pupils can choose a narrower group of subjects to reflect their interests. This year we are looking to further develop our offer of courses outside these two established qualifications. The 6<sup>th</sup> form curriculum is therefore designed to offer pupils the opportunity to follow their own interests and excel in the areas they have chosen and provide an excellent foundation for their further education. Central to the School's offering of a wide range of qualifications is a personalized education where pupils can choose what is best for them.

This booklet contains some brief information on courses the School may offer from September 2020.

- BTEC Level 3 National Diploma in Agriculture
- BTEC Level 3 National Diploma in Outdoor Education
- BTEC Level 3 Extended Certificate in Sound Engineering
- BTEC Level 3 National Diploma in Sport

Please contact Mr Hipperson if you are considering a course outside A Levels and IB.

## Transition from Year 11

All courses at 6<sup>th</sup> form are chosen to ensure pupils are inquisitive and industrious from their very first lessons. Teachers will guide pupils in ways of studying and learning, and whichever route pupils choose there will be significant demands on their time to study independently and meet deadlines. It is important to look at how students' time will be used and the assessments for the courses followed. It is also important that pupils recognize the academic challenge 6<sup>th</sup> form study poses whichever route they follow and therefore what should guide them in their choices is where their interests lie not perceived ease.

All pupils will be directed to develop their study skills and time-management to make the transition to 6<sup>th</sup> form, encouraging pupils to improve study methods, organisation, approach, attitude and effectiveness. The Learning Support Department, Electives and Saturday Academic Enrichment are the main ways in which pupils are supported and interest extended during the week. Pupils' independent study time is also structured through the use of dedicated time in the library and in classrooms to support pupils making the best use of their time.

**Pupils will be asked to enter their choices in the final week of the Lent Term.**

## Choices

The booklet contains many courses and Gresham's does not impose restrictions on courses at the initial stage by asking pupils to choose subjects from columns or blocks. It is therefore possible that one or two students may find their combinations are not possible within the timetable or that the size of the class means the course is not practical. Such restrictions are rare.

Some pupils may look to change their choices after GCSEs. Although this is not encouraged as pupils should look to study what they are interested in, it may be sensible to do so. However, changes at any time after the start of the summer term will have to fit in with what is possible in the timetable.

Each course has an entry requirement, usually equivalent to a 6 or a B at GCSE. Pupils concerned about grades for entry should speak to their tutor in the first instance.

## Choosing the appropriate pathway

Gresham's offers a significant choice: whether to study the IB or whether to choose a non-IB route of A Levels, or a combination of A-levels and other courses.

The IB Diploma balances subject choices across different disciplines, and pupils are encouraged to explore aspects of learning and understanding across their choices. Each subject requires a short piece of coursework (the Internal Assessment (IA)) and the Extended Essay (EE). The six subjects are complemented by the core of Theory of Knowledge, the Extended Essay and Creativity, Activity and Service (CAS). The composition of the IB enables pupils to explore areas of expertise and strength whilst keeping breadth and directed time in their curriculum.

A Levels provides a focused and investigative curriculum in from which pupils will see themselves as subject specialists and develop an understanding in a high level of detail. Pupils can extend their understanding in a certain area by taking the IB Extended Essay in addition to their A Levels. Pupils can balance their curriculum by choosing a non-A level course alongside one or two A Levels.

The school also offers subjects within the umbrella of BTEC or similar awards. These are Level 3 qualifications, and are therefore considered by universities as an equivalent to A Levels. These courses are assessed differently and do not rely on terminal summative assessments (U6th Summer term public exams) as the A level and IB do. Assessments are by modules and coursework, and these often contain a practical element. These courses offer students the opportunity to develop practical skills and experience with a stronger eye on future vocations.

All pathways are complimented by the academic electives, societies and enrichment, and the 6<sup>th</sup> form lecture programme.

## Four A Levels

It is possible to choose Four A Levels initially (but necessary to indicate which is the fourth choice). This will enable students to keep their options open a little longer, although most students to ultimately settle upon three A Level subjects early in the Lower Sixth. The exception to this is pupils studying Further Mathematics, which is studied in the Uppers Sixth, with the A level in Mathematics completed in the Lower Sixth.

## The positive choice

At the heart of the choice must be positive reasons, and the most important of these should be enjoyment. Whatever courses are chosen, high academic ambitions and commitment are required, and these come more easily if the subject is enjoyable. Pupils should speak to teacher and pupils to help, as well as drawing on what has been most positive at GCSE.

Positive reasons for choosing the IB Diploma
<b>Breadth</b> - Particularly as this keeps your options open for university.
<b>Some specialisation</b> – The Higher Level subjects allow you to specialise in your favourite areas.
<b>Preparation for university</b> – With its breadth of skills, emphasis on academic referencing and independent study, the Diploma is excellent preparation for undergraduate life. This is strongly recognised by universities.
<b>Coursework elements</b> – The Extended Essay supports your study skills and with TOK enables you to bank points outside your exams. The Internal Assessments support your final marks in your exams too.
<b>Structured Learning</b> – The IB has more lessons and fewer study periods than A Levels.
<b>Recognition</b> – The IB is recognised by UK universities, but is also an international passport for universities in Europe, the USA and further afield.

Positive reasons for choosing A Levels
<b>Specialisation</b> – Students can choose areas of strength and interest, and focus on these.
<b>Excellence</b> – A Level grades are at a high standard and require you to strive for highly developed knowledge and understanding.
<b>Less on emphasis on course work</b> – Look closely at the descriptions in this booklet, but many A Levels do not require any coursework.
<b>Independence</b> – Study periods are essential to A Level success and therefore require motivation and for you to learn to focus.

Positive reasons for choosing BTECs or equivalents
<b>Recognition</b> - They are highly regarded by universities.
<b>Less emphasis on written exams</b> - They place less emphasis on final assessment in written exams and there is greater emphasis on practical study and coursework.
<b>Structure</b> - The courses are structured around modules.
<b>Specialisation</b> - BTEC Diplomas are worth 2 A Levels and allow you to further specialise at 6 <sup>th</sup> Form study.

## Subject Choice

Whichever programme you decide upon, choosing the right subject combinations is obviously crucial.

In some ways, selection for the IB Diploma is easier, as you select from six groups:

- A literature or language & literature course in your first or strongest language
- A second or additional language
- A humanities or social science course
- A science
- Mathematics
- An Arts course (this may be replaced by a second humanities or social science subject, a second experimental science, or another language)

The subjects you most wish to study should be selected at Higher Level. Students normally choose three Higher Level subjects – though more than three may be studied.

If Maths is selected as a Higher Level subject, you are advised to start on four Higher Level subjects. About 30% of students begin on 4 Higher Levels.

For A-level, students have pretty much a free choice as to the programmes studied – though not every combination is possible to satisfy.

<b>Good reasons for selecting a subject</b>
You currently enjoy it You are likely to do well in it You can see how it supports your future plans You can see how it keeps your options for university or a career path open You are keen and interested to learn more about this subject It fits well with other subjects

<b>Poor reasons for selecting a subject</b>
You like the current teacher Your friends are doing it Your older sibling studied it You want new subjects at 6 <sup>th</sup> Form You think it will make the 6 <sup>th</sup> Form easier You think a BTEC or other subject is easier You think A Levels require less work than IB

## What Sixth Form subjects are offered at Gresham's?

Please note all subjects are available subject to there being sufficient demand.

Subject	A-Level	IB	BTEC
Agriculture	No	No	Yes
Art/Visual Arts	Yes	Yes	
Biology	Yes	Yes	
Business / Management	Yes	Yes	
Chemistry	Yes	Yes	
Computer Science	Yes	Yes	
Drama & Theatre Studies	Yes	Yes	
Economics	Yes	Yes	
English	Yes	Yes	
Environmental Systems & Societies	No	Yes	
Extended Essay	Yes (as an additional course)	Yes - compulsory	
French	Yes	Yes	
Geography	Yes	Yes	
German	Yes – subject to demand	Yes	
*Graphics	Yes	No	
History	Yes	Yes	
History of Art	Yes	No	
Mandarin	Yes (Pre-U) – subject to demand	Yes	
Mathematics	Yes	Yes	
Further Mathematics	Yes	No	
Music	Yes	Yes	
Outdoor Education	No	No	Yes
Physical Education	Yes	No	
*Photography	Yes	No – although Visual Arts can include this	
Physics	Yes	Yes	
Psychology	Yes	Yes	
RS (Philosophy & Ethics) / Philosophy	Yes	Yes	
Sound Engineering	No	No	Yes
Spanish	Yes	Yes	
Sport	No	No	Yes
Theory of Knowledge	No	Yes – compulsory	

\*It is not possible to choose both Graphics and Photography



## A word about the IB Languages & Mathematics Courses

It is important to select the correct language options if you choose the IB Diploma. These can be a bit confusing, so in general:

**Language A** is a **native language** – effectively your mother tongue or the language in which you are proficient - the options are Literature or Language and Literature at HL or SL – Literature is all about written texts in the four main genres (drama, poetry, prose: novel and short story, and prose other than the novel); Language & Literature includes the study of literary, non-fiction and literary non-fiction texts in a range of contexts such as the media, culture and journalism.

**Language B** is an **acquired language** – that is one that you have studied for a few years, say up to GCSE standard

**Language *ab initio*** is for a **beginner's language** studied (or one that you have not studied for several years) and can be studied at Standard Level only.

Here is what we offer at Gresham's, **subject to demand**:

Language A	Language B	Language <i>ab initio</i> SL
English A: Literature English A: Language & Literature German A: Literature Spanish A: Language & Literature	English B French B German B Classical Languages: Latin Chinese B: Mandarin Spanish B	Mandarin <i>ab initio</i> Spanish <i>ab initio</i> French <i>ab initio</i> (rare) German <i>ab initio</i> (rare)

### Modern Foreign Languages at IB

It is possible to choose a language in Group 6 to complement the Group 2 language. It is likely these will only be:

- French B
- Spanish *ab initio*

This will ultimately depend on the cohort's option, but it is likely these will be the choices. If you wish to study a different language in Group 6, please have a second choice.

**Mathematical Applications** and **Mathematical Analysis** are options offered at both Standard and Higher Level.

You are strongly advised to check your selection of maths course with your maths teacher, Head of Maths and the IB Co-ordinator.

## Support

At every stage of the decision process and well into your Sixth Form career, a comprehensive range of support services are offered.

### Frequently Asked Questions

1. When do I decide?

You will make initial choices at the end of the Lent Term.

2. What if I am undecided?

Complete as fully as you are able to. If you want to change your choices, contact Mr Seldon.

3. What if I change my mind after my GCSE results?

Changes can sometimes be made before the start of term, though this cannot be guaranteed. You are strongly advised to get in touch with Mr Hipperson before the start of term if you are rethinking your options.

4. What advice is out there?

At Gresham's we are proud of the advice, information and guidance we offer our pupils. There are many sources of help available:

- Your academic tutor
- Your house
- Subject teachers
- School Library – many useful resources on choosing courses
- Gresham's Futures (for Careers guidance)
- Mr Latchford (IB Diploma Programme Coordinator – essential to speak with him if you are thinking of the Diploma)
- Mr Hipperson (Deputy Head, Academic)

## **Learning Support**

The Learning Support department continues to support current and new pupils in the Sixth Form. Pupils can have 1:1 lessons in their free periods as necessary. All LS teachers are qualified and experienced SpLD specialists. An IEP (Individual Education Plan) will be written for all pupils having 1:1 support and these are updated twice a year.

The Learning Support department is open 4 evenings a week during prep for drop-in support or help with study/revision skills.

## **International English Language Testing System**

This qualification is required by most universities in Anglophone countries as proof of competency in English for speakers of English as a Second Language.

Pupils who have a visa generally sit the UKVI version of the test in Chelmsford. Non-visa pupils sit the test in Norwich. The UKVI version is more expensive.

The top score in each of the four papers (reading, writing, listening and speaking) is 9.0.

A typical entrance requirement for a Russell Group university is a minimum of at least a 7.0 in each of the four papers with an overall score of at least 7.5.

It is imperative that year 13 pupils check the IELTS scores required by their chosen universities before they complete their UCAS application.

I would recommend that pupils obtain email confirmation of the IELTS requirements for their chosen courses from each individual course admissions tutor.

There is a fee for this test. The 2019 fee is £170.00 for those pupils without a Tier 4 Visa and this test is sat in Norwich. The fee is £200.00 for those pupils who hold a Tier 4 Visa and this test is sat in Cambridge. Kindly note that the fee increases on an annual basis.

## Gresham's Futures: Careers Services for Sixth Form

Sue Osborne is our Careers Adviser. Personal advice and guidance is available from Sue through an appointment system or on a drop-in basis. She is here to help all pupils make informed decisions about any aspect of planning for their future, including: career choice, higher education, apprenticeships and training, summer jobs, work experience, Gap Years, CVs, interviews, applications, employability.	
<b>Careers Interviews</b>	Individual interviews are freely available with Sue Osborne, a fully-qualified Careers Adviser, to help with any aspect of future planning. A comprehensive action plan is provided following the interview.
<b>KUDOS (Cascaid)</b>	Independent and impartial careers platform, providing access to job profiles, careers quizzes, training routes, links to UCAS and apprenticeship information. Includes a CV Builder and advice on how to secure a work experience placement or make an application for work or training.
<b>Morrisby Online</b>	Morrisby Online provides an objective and impartial career and education advice service, through psychometric testing and personalised suggestions (chargeable at £30).
<b>Careers Education</b>	Provided through the PSHE/Wellbeing carousel and Academic Tutoring programmes. Focusing on: developing self-awareness, employability skills and personal presentation, exploring future pathways, developing CVs, managing money and applying to university.
<b>Business Breakfasts</b>	An excellent way for Sixth Formers to be trained on networking and personal presentation skills, which they can put into practice with local employers.
<b>'Career Bites' and 'Course Bites'</b>	A series of weekly informal and interactive talks, provided by visiting professionals or lecturers, and focusing on a particular occupation or university subject area. Pupils can sign up to any sessions that interest them. Lent Term.
<b>Higher Education Fair at the UEA</b>	Year 12 students attend this show at the UEA which provides an opportunity to meet representatives from many different universities and find out more about student life.
<b>Lower Sixth Futures Conference</b>	Our annual conference for Year 12s and their parents. It launches the UCAS application process as well as providing information about alternative routes other than university.
<b>Gap Year Information</b>	Information about Gap Year opportunities is provided via the Intranet and in our library. Additionally, a Gap Year Presentation Evening is held during the Lent Term.
<b>HE Open Days and Tasters</b>	Information is distributed on notice boards, and via email about opportunities for pupils to gain valuable experience of their chosen career or university course.
<b>International Study Event</b>	At this event, Year 12 pupils hear about the potential opportunities to study overseas. Representatives attend from universities in USA & Canada, Europe and Australia.
<b>Futures Fair</b>	Biannual careers exhibition, providing an opportunity for students to speak to HE colleges, higher-level apprenticeship providers, gap year companies and a range of local employers.
<b>'Higher Ideas'</b>	This excellent online resource is available via the School Intranet and enables pupils to generate ideas for university courses, based on interests or subjects being studied.
<b>Work Experience</b>	Support is provided for students wishing to carry out valuable work experience placements during school holidays. Gresham's Futures has confidential access to the OG database, via the Foundation Office, to locate professionals in specific career fields.
<b>Access to Careers Library and Prospectuses</b>	Our newly refurbished careers library includes resources on a wide range of careers, gap year opportunities and training providers. Pupils can drop-in anytime. HE prospectuses are also available in the main library.
<b>Part-time holiday work</b>	Vacancies are promoted from local businesses that are looking for seasonal employees during busy holiday periods.

## Pre-U

### Pre-U Mandarin Chinese

HEAD OF DEPARTMENT: Mrs Chunlian Greenfield ([cgreenfield@greshams.com](mailto:cgreenfield@greshams.com))

Entry Requirements	Grade A in IGCSE Chinese or equivalent or 7 in GCSE (9-1) or equivalent.
Where next?	<p>Pre-U is an alternative to the current A Level qualification. Widely accepted by universities. In UK universities, there are fruitful courses on offer, such as Chinese studies with social science, Chinese with humanities and Chinese with Medicine. Almost every year students apply to study Chinese in higher education.</p> <p>As Mandarin has the largest population of native speakers in the world, students studying Mandarin Chinese are open to opportunities in the global job market such as finance, business, journalism, diplomacy, tourism, translation, education and art, etc.</p>

#### WHAT WILL I STUDY?

Students will study:

- Family
- Young people
- Education
- The media
- Work and leisure
- Equality of opportunity

#### HOW IS THE COURSE ASSESSED?

There is an examination after two years of study, which consists of 4 papers. Paper 1: Speaking (20%); Paper 2: Listening, Reading and Translation (30%); Paper 3: Writing and Usage (25%) and Paper 4: Chinese culture (25%).

All papers are externally set and marked. For Papers 2 and 3, students are expected to have a 'Pocket Oxford Chinese Dictionary'. For Paper 4, students are expected to answer two questions in English (each answer is 600-750 words) to assess candidates' knowledge and understanding of Chinese culture and literature.

## BTEC National Diploma

### BTEC Level 3 National Diploma in Agriculture

Head of Department: Mr T Keen [tkeen@greshams.com](mailto:tkeen@greshams.com)

Exam board: Pearson

Entry requirements	Strictly speaking there are no entry requirements for this course, however, having achieved grade 4 Science at GCSE will be a good starting point.
Where next?	Students completing their BTEC Nationals in Agriculture will be aiming to go on to employment in the industry, often via the stepping-stone of higher education.
<p>What will I study?</p> <p>7 units are mandatory and 3 are chosen from:</p> <ul style="list-style-type: none"><li>• Professional Working Responsibilities</li><li>• Plant and Soil Science</li><li>• Contemporary Issues in the Land-based Sectors</li><li>• Work Experience in the Land-based Sectors</li><li>• Estate Skills</li><li>• Crop Production</li><li>• Farm Livestock Husbandry</li><li>• Land-based Machinery Operations</li><li>• Managing Environmental Activities in Agriculture</li><li>• Crop Handling, Storage and Quality Assurance</li><li>• Livestock Health and Diseases</li><li>• Developing a Land-based Enterprise</li><li>• Managing Activities for Agricultural Enterprises</li><li>• Root Crop and Field Vegetable Production</li><li>• Combinable Crop Production and Processing</li><li>• Grass and Forage Crop Production</li><li>• Poultry Production</li><li>• Pig Production</li><li>• Sheep Production</li><li>• Beef Production</li><li>• Dairy Production</li><li>• Livestock Nutrition</li><li>• Organic Agricultural Production</li><li>• Land-based Workshop Practices</li></ul>	
<p>How is the course assessed?</p> <p>There are three main forms of assessment: external, internal and synoptic.</p> <p><u>Externally-assessed units:</u></p> <ul style="list-style-type: none"><li>• Examinations – all students take the same assessment at the same time, normally with a written outcome</li><li>• Set tasks – students take the assessment during a defined window and demonstrate understanding through completion of a vocational task.</li></ul> <p><u>Internally-assessed units:</u></p> <ul style="list-style-type: none"><li>• Write up the findings of their own research</li><li>• Use case studies to explore complex or unfamiliar situations</li></ul>	

# BTEC National Extended Certificate in Sound Engineering

Head of Department: Mr J Myers [jmyers@greshams.com](mailto:jmyers@greshams.com)

Exam board: Pearson

Entry requirements	There are no specific entry requirements for this course.
Where next?	Equivalent to one A Level, this course is designed to support progression to apprenticeship or employment when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. It supports pupils looking to study an academic subject at university, and it provides a strong basis of study for the sound engineering sector with a focus on studio recording techniques and DAW production.



## WHAT WILL I STUDY?

There are two mandatory units, which cover the following aspects of sound engineering:

- **Studio recording techniques** – Students will cover the processes, equipment and practical skills required to produce multitrack recordings in a music studio environment.
- **Digital Audio Workstation (DAW) production** – Students will develop an understanding of how a digital audio workstation can be used creatively to produce music, manipulate audio and mix music.

Students will be able to add three optional units, from a choice of four:

- **Live sound** – Students will study the technology and practice of live sound engineering and explore the types of work carried out by live sound engineers.
- **Mixing and mastering techniques** – This unit aims to give students the skills to mix and master a digital audio workstation project to a professional standard
- **Studio design and acoustics** – Students explore recording studio design through understanding sound wave behaviour, the human hearing response to music and methods of acoustic control
- **Working and developing as a production team** – Students will develop an understanding of the collaborative process by which a music recording project is carried out.

## HOW IS THE COURSE ASSESSED?

There are three main forms of assessment: external, internal and synoptic.

### Externally-assessed units:

- **Examinations** – all students take the same assessment at the same time, normally with a written outcome
- **Set tasks** – students take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

### Internally-assessed units:

- **Write up the findings of their own research**
- **Use case studies to explore complex or unfamiliar situations**

## BTEC Level 3 National Diploma in Sport

HEAD OF DEPARTMENT: Mr T Burnett ([tburnett@greshams.com](mailto:tburnett@greshams.com))

Entry Requirements	Strictly speaking there are no entry requirements for this course, however, having studied PE at GCSE will be a good starting point.
Where next?	Students completing their BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education.
<b>WHAT WILL I STUDY?</b>  There are 9 units, of which 6 are mandatory (75% of the course content), and 3 externally assessed (45% of the course content).  <b>Mandatory</b> <ol style="list-style-type: none"><li>1. Anatomy and physiology</li><li>2. Fitness training and programming for health, sport and wellbeing</li><li>3. Professional development in the sports industry</li><li>4. Sports leadership</li><li>5. Investigating business in sport</li><li>6. Skills acquisition in sport</li></ol> <b>Optional</b> <ol style="list-style-type: none"><li>1. Application of fitness testing</li><li>2. Sports psychology</li><li>3. Practical sports performance</li><li>4. Coaching for performance</li><li>5. Research methods in sport</li><li>6. Sport event organisation</li><li>7. Research project in sport</li><li>8. Sports injury management</li><li>9. Work experience in active leisure</li><li>10. Leisure management</li><li>11. Leisure centre operations</li><li>12. Sports performance analysis</li><li>13. Rules, regulations and officiating in sport</li><li>14. Technical and tactical demands of sport</li><li>15. Principles and practices for outdoor and adventurous activities</li><li>16. Environmental sustainability for outdoor and adventurous activities</li></ol>	
<b>HOW IS THE COURSE ASSESSED?</b>  There are three main forms of assessment that you need to be aware of: external, internal and synoptic.  <u>Externally Assessed units:</u> <ul style="list-style-type: none"><li>• Examinations – all students take the same assessment at the same time, normally with a written outcome,</li><li>• Set tasks – students take the assessment during a defined window and demonstrate understanding through completion of a vocational task.</li></ul> <u>Internally Assessed Units:</u> <ul style="list-style-type: none"><li>• Write up the findings of their own research</li><li>• Use case studies to explore complex or unfamiliar situations</li><li>• Carry out projects for which they have choice over the direction and outcomes</li><li>• Demonstrate practical and technical skills</li></ul> <u>Synoptic Assessment (may be internally or externally assessed):</u> <ul style="list-style-type: none"><li>• Completion of a vocational task.</li></ul>	



## BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities

HEAD OF DEPARTMENT: To be Confirmed

Entry Requirements	There are no specific entry requirements.
Where next?	Equivalent to 3 A Levels, this course will appeal to students who might want to become freelance outdoor activities instructors or expedition leaders in the UK or overseas. With this qualification alone students can progress to degree programmes, such as a BA (Hons) in Outdoor Adventure Leadership, a BSC (Hons) in Outdoor Adventure and Environment or a BSC (Hons) in Outdoor Adventure Leadership and Management.

### WHAT WILL I STUDY?

In line with its aspirations to outdoor education, Gresham's is contemplating adding to its BTEC portfolio the Level 3 National Extended Diploma in Sport and Outdoor Activities. The programme will be delivered in partnership with Norfolketc, which will ensure practical workplace experience above and beyond that required by the course so that participants are qualified to the highest levels in a variety of activities, making them as employable as possible in this ever-growing market.

The course consists of 12 units, of which eight are mandatory:

Mandatory	Optional
Careers in the Sport and Active Leisure Industry Health, Wellbeing and Sport Personal Skills Development in Outdoor Activities Applied Leadership and Instructing in Outdoor Activity Research Project in Sport Health and Safety Factors in Outdoor Learning Outdoor Activity Provision Impacts and Sustainability of Outdoor Activities	Support Development Self-Employment in Sport and Physical Activity Nutrition for Physical Performance Influence in Technology in Sport and Physical Activity Sporting Injuries Fitness Training Anatomy and Physiology in Sport Organising Events in Sport and Physical Activities Ethical and Current Issues in Sport Marketing Communications Sport and Leisure Facility Operations Sports Tourism Expedition Experience

Units include careers, health, personal skills and applied leadership, the course culminating in a significant expedition designed to stretch to the full the personal skills and resilience which the course itself has developed.

Students should contact Mr Hipperson if they are interested in this course.

### HOW IS THE COURSE ASSESSED?

There are no externally assessed units on this course. Students will undergo internal and synoptic assessment.

## A Levels

### A Level Art (Fine Art)

HEAD OF DEPARTMENT: Mr A Gray ([agray@greshams.com](mailto:agray@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade B in GCSE Art or equivalent. A Level students who are focused on a future path within the creative industries can choose to study more than one creative A Level. However, it is not possible to study both Photography and Graphic Communication and students would be required to make a choice between those two disciplines. We would also strongly recommend that all students choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Students who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.



#### WHAT WILL I STUDY?

Students will develop skills that encourage innovation and a contemporary approach to the creation of art. Their work will be informed by a broad understanding of current trends and methods within contemporary art as well as a firm grasp of many technical processes. Our students become extremely familiar with the process of making and the course is rooted in the acquisition of practical skills fused with a mature engagement with conceptual ideas.

#### HOW IS THE COURSE ASSESSED?

- The Coursework Unit accounts for 60% of the total mark
- The Exam Unit accounts for 40% of the total mark

## A Level Biology

HEAD OF DEPARTMENT: Mr T Philpott ([tphilpott@greshams.com](mailto:tphilpott@greshams.com))

EXAM BOARD: OCR

Entry Requirements	Grade 6 in Biology GCSE or 6:6 in Combined Sciences
Where next?	Biology is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means students enjoy learning about a range of areas, which can in turn lead to a variety of careers. Biology is a wide ranging and diverse group of subjects. Studying at Sixth Form level opens the door to opportunities in zoology, medicine, conservation, genetic research, veterinary medicine, dentistry, forestry, physiotherapy and ecotourism amongst any others.



### WHAT WILL I STUDY?

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in Biology
- Module 3 – Exchange and Transport
- Module 4 – Biodiversity, Evolution and Disease
- Module 5 – Communication, Homeostasis and Energy
- Module 6 – Genetics, Evolution and Ecosystems

### HOW IS THE COURSE ASSESSED?

- Assessment is through three exams, taken towards the end of the course:
- Biological processes (37%)
- Biological diversity (37%)
- Unified Biology (26%)

Experimental skills are recognised and lead to a practical endorsement in Biology awarded through completion of a series of practical experiments in lessons.

## A Level Business Studies

HEAD OF DEPARTMENT: Mr A Coventry ([acoventry@greshams.com](mailto:acoventry@greshams.com))

EXAM BOARD: CIE

Entry Requirements	Grade C in IGCSE English and Mathematics or equivalent.
Where next?	<p>A business qualification prepares you for a degree or career in business, which may stretch across any sector or industry. Industries as diverse as banking, chemicals, utilities, fashion, health, grocery and construction all require managers with a clear understanding of systems, efficiency and operational issues. Opportunities exist in the private, public and voluntary sectors, both in the UK and overseas.</p> <p>All universities offer Business courses varying from Business Studies to Accounting to Business Management. Many courses now offer an industrial placement year which can prepare students for a life in business.</p>

### WHAT WILL I STUDY?

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

### HOW IS THE COURSE ASSESSED?

Three papers are sat covering syllabus topics, comprising short questions, case studies and essay questions.

## A Level Chemistry

HEAD OF DEPARTMENT: Mr M Kemp ([mkemp@greshams.com](mailto:mkemp@greshams.com))

EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Chemistry or 6:6 in Combined Science or equivalent.
Where next?	<p>Any student considering studying Medicine, Dentistry or Veterinary Science must study chemistry. Other courses that benefit from studying the subject include natural sciences, (chemical) engineering, biochemical and biomedical sciences, pharmacology and a host of other science related degree courses.</p> <p>Chemistry is rightly regarded to be one of the hardest A-Level subjects. However, the skills developed are extremely sought after. Chemists are problem solvers; they are trained to design novel solutions to problems and communicate them to others. Chemists display the qualities of inventiveness, imagination and communication that will be least vulnerable to replacement by computers in the future. Anyone embarking on the course must relish a challenge, demonstrate a willingness to persevere, and avoid chemistry as an “add on” subject. The rigours of learning chemistry mean it is only suitable for those who are truly interested and willing to leave their academic comfort zone.</p> <p>Careers such as medicine, forensics, environmental science, drug discovery and marine biology are just a handful of those that benefit directly from chemistry. Indirectly, through the skills you learn while studying Chemistry, it is also great training for careers in law, business and finance, consultancy, investment banking, publishing and sales and marketing.</p> <p>The department has a track record of supporting students through this taxing course and we are pleased with the numbers of students taking science-based subjects in higher education.</p>



### WHAT WILL I STUDY?

Chemistry is divided into 3 disciplines:

Organic – study of carbon-based molecules.

Inorganic – study of the rest of the periodic table.

Physical – study of the laws underlying what atoms and molecules do.

### HOW IS THE COURSE ASSESSED?

The course consists of three linear exams sat at the end of two years.

- Paper 1: 35% Physical and Inorganic Chemistry (short and long answer questions)
- Paper 2: 35% Physical and Organic Chemistry (short and long answer questions)
- Paper 3: 30% Practical techniques and Synoptic (data analysis and multiple-choice questions)

## A Level Chinese

HEAD OF DEPARTMENT: Mrs C Greenfield ([cgreenfield@greshams.com](mailto:cgreenfield@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	This course is designed for native Chinese speakers or students.
Where next?	In UK universities, there are fruitful courses on offer, such as Chinese studies with social science; Chinese with Humanities, and Chinese with Medicine. Almost every year, students carry on to study Chinese in higher education.

### WHAT WILL I STUDY?

The syllabus is divided into four themes:

- . 当代华人社会变迁
- . 中国文化
- . 演变中的华人社会
- . 1978 年改革开放对中国的影响

### HOW IS THE COURSE ASSESSED?

There are two externally examined papers assessing listening, reading and writing, and a speaking assessment. The speaking assessment is externally set and conducted by a teacher-examiner.

Paper 1: Listening, reading and translation (40%)

Paper 2: Written response to works and translation (30%)

Paper 3: Speaking (30%)

## A Level Computer Science

HEAD OF DEPARTMENT: Mr W Robinson ([brobinson@greshams.com](mailto:brobinson@greshams.com))

EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Computer Science or, alternatively, an A grade in Mathematics for those with a demonstrable aptitude for programming.
Where next?	<p>Computer Science is not only an intellectual discipline in its own right but also one that has direct practical application within many other fields. Computational methods underpin a wide range of scientific, academic and commercial activities, and studying Computer Science develops both the student's knowledge and understanding of such methods and an appreciation of when and how they may be best applied. The logical and analytical skills, which are developed as a result, are highly sought after in careers at the cutting edge of financial technology, artificial intelligence, robotics, engineering, "big data", the rapidly developing field of virtual reality and across numerous fields of business.</p> <p>Both challenging and intellectually rewarding, Computer Science offers its students what Seymour Paper, former Professor of Education at MIT and a leading figure in the development of both artificial intelligence and the beginners' programming language Scratch, described as "hard fun".</p>

### WHAT WILL I STUDY?

A considerable part of both A-level and IB courses is focused on algorithms and data structures, and how these can be expressed in, and manipulated by, computer programs. Consequently, there is large programming element, particularly Python. Computer graphics and functional and object-oriented programming are explored as well as networking and databases.

### HOW IS THE COURSE ASSESSED?

Two linear exams sat at the end of two years, plus completion of a course work project in the second year.

Principal languages: Python, ASM, Haskell

Paper 1 (40%) On screen exam

This paper tests a student's ability to program, as well as their theoretical knowledge of:

- Fundamentals of Programming
- Fundamentals of Data Structures
- Fundamentals of Algorithms
- Theory of Computation

Paper 2 (40%) Written exam, testing the student's knowledge of these aspects

- Data Representation
- Computer Systems
- Computer Organisation & Architecture
- Consequences of the use of Computing
- Communication & Networking
- Fundamentals of Databases
- Big Data
- Functional programming

Course Work (20%) Solution or investigation of a practical problem, using knowledge and skills in the areas above, as well as the application of a systematic approach to problem solving.

## A Level Drama

HEAD OF DEPARTMENT: Miss B O'Brien ([bobrien@greshams.com](mailto:bobrien@greshams.com))

EXAM BOARD: AQA

Entry Requirements	None required, though a good pass at GCSE Drama, evidence of active participation in productions and a genuine enthusiasm for all aspects of the subject are expected.
Where next?	Students of Drama often consider Drama College and University to study Theatre and Performance as well as Drama in Education and English. They are also successful moving on to study and work in all areas of the arts and humanities, film and media, the leisure industry and tourism, journalism, the law and social work. Indeed any area of work that requires a confident presentation, a creative approach to problem solving, an independent work ethic, assured team players and leaders with empathy and humanity.



### WHAT WILL I STUDY?

A level Drama is for students who enjoy creating their own work, reading plays, watching and exploring the work and ideas of theatre makers, and taking an active part in the practical exploration of theatre in performance as actors, directors and designers. Both courses make full use of, our excellent facilities The Auden Theatre and our fully equipped black box studio Scruffs.

The subject content for A-level Drama and Theatre, is divided into three components. In the practical components, students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

### HOW IS THE COURSE ASSESSED?

#### Component 1 Drama and Theatre:

40% of A-level Students study two set plays and analyse and evaluate the work of live theatre makers.

**How it's assessed:** Written exam: 3 hours 80 marks. Written exam: 3 hours 80 marks

#### Component 2 Creating original drama: (Practical)

30% of A-Level students devise and contribute as performer/designer or director to the performance of an original piece of theatre influenced by the work and methodologies of one prescribed practitioner.

##### **How it is assessed:**

Students produced a working notebook (40 marks) to accompany their devised performance (20 marks). The work is marked by teachers and moderated by AQA.

#### Component 3 Making theatre: (Practical)

30% of A-level *The work is marked by AQA*

##### **Students practically explore and interpret:**

Three extracts each taken from a different play. The methodology of a prescribed practitioner must be applied to Extract

**How it's assessed:** Performance of Extract 3 (40 marks) Reflective report (20 marks) 60 marks.



## A Level Economics

HEAD OF DEPARTMENT: Mr C Mack ([cmack@greshams.com](mailto:cmack@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade B in IGCSE Mathematics and English or equivalent.
Where next?	<p>Economics is a widely accepted and well respected subject, particularly amongst the Russell Group Universities.</p> <p>According to Prospects UK (<a href="http://www.prospects.ac.uk/options_economics.htm">http://www.prospects.ac.uk/options_economics.htm</a>) "A degree in economics provides you with a wide array of both subject-specific and transferable skills, all of which are highly sought after by employers." It is suggested that the following are potential careers for those with Economics related degrees: Accountant, Economist, Financial Risk Analyst, Statistician, Actuary, Civil Service Fast Streamer, Diplomatic Services Operational Officer, Local Government Officer, Management Consultant, Quantity Surveyor.</p>

### WHAT WILL I STUDY?

Theme 1: Introduction to markets and market failure  
Theme 2: The UK economy – performance and policies  
Theme 3: Business behaviour and the labour market  
Theme 4: A global perspective

### HOW IS THE COURSE ASSESSED?

Four units assessed with 3 x 2 hour papers, which comprise Multi Choice, data response and extended open-response questions.

## A Level English

HEAD OF DEPARTMENT: Mrs C Sharrock ([csharrock@greshams.com](mailto:csharrock@greshams.com))

EXAM BOARD: WJEC

Entry Requirements	Grade B in IGCSE English Language and IGCSE English Literature or equivalent
Where next?	Universities offer a range of English Language and English Literature courses as well as combined Language and Literature courses. As the degree is non-vocational it can be transferred to a range of careers, most typically media, journalism, publishing, advertising, marketing, law, public sector, human resources, business and finance, public relations, social work, teaching, academia, tourism and events management.



### WHAT WILL I STUDY?

#### Component 1: Poetry

This is a 2 hour examination and is worth 30% of the qualification.

Section A is based on the study of one pre-1900 poetry text. Section B is based on the study of two post-1900 paired poetry texts.

#### Component 2: Drama

This is a 2 hour examination and is worth 30% of the qualification.

Section A is based on the study of one Shakespeare play. Section B is based on the study of a pair of plays, one pre-1900 play and the other post-1900 play.

#### Component 3: Unseen Texts

This is a 2 hour examination and is worth 20% of the qualification.

Section A asks students to respond to an unseen prose passage from the period 1880-1910 or 1918-1939.

Section B asks students to respond to an unseen poem or poetry extract from any period.

#### Component 4: Prose Study (Coursework)

This component is internally assessed and externally moderated. It is worth 20% of the qualification.

Students will produce a 2500-3500 word assignment based on the reading of two prose texts by different authors, one published pre-2000 and one published post-2000.

### HOW IS THE COURSE ASSESSED?

The course consists of three linear examinations, sat at the end of two years and a coursework element for Component 4 Prose Study.

## A Level French

HEAD OF DEPARTMENT: Mrs A G A Brighton-Watt ([awatt@greshams.com](mailto:awatt@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE French.
Where next?	<p>Linguists are in constant demand and French - and the same is true for any Modern Language - is now viewed by universities as a facilitating subject, which means that it will help you with whatever subject you ultimately choose to study, and whatever career you take.</p> <p>Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the intellectual rigour and cultural understanding which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an advantageous position in the job market. Furthermore, having spent a year abroad makes you a more mature, adaptable and independent individual.</p> <p>According to recruitment consultants a language can add 10-15% to your salary and most language graduates to jobs where languages are advantageous, but not central to their work. Furthermore, linguists have one of the lowest unemployment rates overall (outdone by medicine and law). They find their way into a wide range of jobs – including banks and other financial institutions, the travel and hospitality business, the media (including journalism), advertising, PR, retail, education, charities, international organisations and many others. About 10% choose to work abroad, mostly in commercial and business areas.</p>



### HOW IS THE COURSE ASSESSED?

The course is assessed at the end of the 2 year linear course and is separated into the following components:

- French Component 1: Listening, Reading and Translation. 2hrs, 40%  
Section A: Listening - comprehension questions and translation from French to English.
- French Component 2: Written response to works and translation, 2hrs 40mins, , 30%  
Section A: Translation from English to French and an essay on literature and film.
- French Component 3: Speaking. 21-23 minutes, 30%  
Task 1: Students discuss one theme from the specification based on a stimulus containing two different statements.  
Task 2, Part 1: Students summarise two written sources they have used for their independent research project as a presentation.  
Task 2, Part 2: Students answer questions on their presentation.

## A Level Geography

HEAD OF DEPARTMENT: Mr P Pitcher ([ppitcher@greshams.com](mailto:ppitcher@greshams.com))

EXAM BOARD: Cambridge International A Level

Entry Requirements	Preferably a Grade 5/C (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad academic subject that leads to banking, accountancy, law, planning, geology, hydrology and international development. Geography at university can be human (social sciences) or physical oriented (science) oriented .

### WHAT WILL I STUDY?

#### Core Physical Geography

- Hydrology and fluvial Geomorphology
- Atmosphere and weather
- Rocks and weathering

#### Core Human Geography

- Population
- Migration
- Settlement dynamics

#### Advanced Physical Geography Options:

- Coastal environments
- Hazardous environments

#### Advanced Human Geography Options:

- Environmental management
- Economic transition

#### Field Trips:

There are a series of day trips run to complement the delivery of the course.

The department have run trips to Iceland and Morocco, and trips to China and Bulgaria are being looked into for 2020/2021.

### HOW IS THE COURSE ASSESSED?

Paper 1 (25% final grade)

Paper 2 (25% final grade)

Paper 3 (25% final grade)

Paper 4 (25% final grade)

## A Level German

HEAD OF DEPARTMENT: Mr F Retter ([fretter@greshams.com](mailto:fretter@greshams.com))

EXAM BOARD: Eduqas/WJEC

Entry Requirements	Grade B in GCSE German or equivalent
Where next?	It is impossible to list all the jobs that studying a language facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking German would enable you to work abroad, providing more possibilities and options in the currently very competitive job market.

### WHAT WILL I STUDY?

The course covers 4 themes:

- Travel & Exploration
- Diversity & Difference
- Contemporary Youth culture
- The Making of Modern Germany

### HOW IS THE COURSE ASSESSED?

Assessment is at the end of the 2 year linear course; there are 3 components:

German Component 1 (Oral Examination, 12-13 minutes, Eduqas/WJEC, 30%)

This consists of a presentation of an independent research project, (2 minutes), an ensuing discussion (9-10 minutes) on the content of the project followed by a theme-based discussion, (5-6minutes).

The exam is conducted by an external visiting examiner.

German Component 2 (Reading, Listening & Translation, 2hrs 30mins, Eduqas/WJEC, 50%)

The reading element is comprehension-based questions on German documents in a supplementary folder. Translation tasks are from German to English and vice versa.

German Component 3 (Essay paper, 2 hrs, Eduqas/WJEC, 20%)

2 x 300 word essays based on either 2 x literary texts studied or 1 x literary text and 1 x film.

## A Level Graphic Communication

HEAD OF DEPARTMENT: Mr A Gray ([agray@greshams.com](mailto:agray@greshams.com))

Entry Requirements	Grade B in GCSE Art or equivalent. A Level students who are focused on a future path within the creative industries can choose to study more than one creative A Level. However, it is not possible to study both Photography and Graphic Communication and students would be required to make a choice between those two disciplines. We would also strongly recommend that all students choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Students who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.



### WHAT WILL I STUDY?

Students will explore all aspects of graphic communication from the design of typography through to digital animation and everything else in between. They will develop key technical skills in the manipulation of image and colour as well as a broader understanding of contemporary approaches to visual communication. Students will not only be taught how to create impacting and inventive work, but also the importance of presentation in bringing this work to the audience.

### HOW IS THE COURSE ASSESSED?

- The coursework unit is a combination of preparatory work and sustained outcomes, and accounts for 60% of the total mark.
- The exam unit combines preparatory work and a final outcome produced during a timed period (15 hours) and, accounts for 40% of the total mark.

## A Level History

HEAD OF DEPARTMENT: Mr S Kinder ([skinder@greshams.com](mailto:skinder@greshams.com))

EXAM BOARD: AQA

Entry Requirements	A C grade or better in IGCSE English and a grade 5 or better in GCSE History would be preferred. What is essential is enthusiasm, commitment, enjoyment of reading and a genuine interest in the subject.
Where next?	<p>History degrees leave open many careers pathways including the law, administration, journalism, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employers continue to value the literary, analytical and linguistic skills with which strong students of History are endowed. History remains a popular and competitive subject for a university degree and OGs are or have recently read History at the following universities: Aberdeen, Bangor, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Essex, Exeter, Leeds, Oxford, Newcastle, Sussex, Warwick and the UEA. In the past decade, half a dozen students have read History at Oxford or Cambridge.</p> <p>History remains very well respected as a qualification because it requires effective oral and written communication and the ability to synthesise, analyse and evaluate demanding material.</p>

### WHAT WILL I STUDY?

1C The Tudors: England, 1485–1603 & 2O Democracy and Nazism: Germany, 1918–1945

Or

1K The Making of a Superpower: USA, 1865–1975 & 2B The Wars of the Roses, 1450–1499

All students undertake a Historical Investigation on EITHER The Development of African American Civil Rights 1863-1965 OR on the Tudor period (1500-1603).

### HOW IS THE COURSE ASSESSED?

The course consists of two linear examinations, sat at the end of two years. Each is worth 40% of the A-Level Grade. The remaining 20% is based upon the Historical Investigation, which is internally marked and externally moderated.

## A Level History of Art: Critical and Contextual Studies

HEAD OF DEPARTMENT: Mrs H Robinson ([hrobinson@greshams.com](mailto:hrobinson@greshams.com))

EXAM BOARD: WJEC

Entry Requirements	None except visual curiosity.
Where next?	Students can go on to study Foundation Diplomas in Art and Design, as well as degree courses in History of Art and Architecture. Others use this subject to support applications for Degrees in Humanities, Film and English Literature.



### WHAT WILL I STUDY?

This new A Level at Gresham's offers students an introduction to visual culture and aesthetics across the arts, design and architecture where examples are drawn from all cultures and periods. It is a qualification that complements a broad range of subjects and it is an important new direction in the educational vision of the school and the new direction of the STEAM building. The course is relevant across all disciplines; in addition to complementing the Arts and Humanities, the course offers additional breadth to students of the Sciences, Maths and Engineering, in each instance the course will enrich visual literacy and provide a theoretical foundation from which to jump. We recommend that students choose a maximum of two subjects from the 'Arts' group: Art, Photography, Graphics, 3D Design and Critical and Contextual Studies.

Are you curious about artists and designers? Do you want to find out more about the social, political, cultural and historical influences on art and design production? This course will extend your knowledge of art, design and architecture across all disciplines, cultures and periods. The course includes investigation into both historical and contemporary practice and a range of genres such as portraiture and the human form, architecture and the environment, social and political issues, narrative and symbolism. You will also be encouraged to acquire first-hand knowledge of artwork in galleries, exhibitions and the designed environment. The course fosters an independent approach where students select themes or topics that have a personal significance. You will develop your practical and theoretical understanding of all the Arts through visual analysis and interpretation and written critical investigation.

### HOW IS THE COURSE ASSESSED?

In 2 units across the two years:

- The Coursework Unit accounts for 60% of the total mark,
- The Exam Unit accounts for 40% of the total mark.



## A Level Mathematics

HEAD OF DEPARTMENT: Mr J Thomson ([jthomson@greshams.com](mailto:jthomson@greshams.com))

Entry Requirements	As high a grade as possible at IGCSE, such as grade 7, 8 or 9.
Where next?	<p>Mathematics is a versatile qualification, well respected by universities and employers alike. Pupils with a good Mathematics qualification from school, indicating good numeracy, problem solving and analytical skills are attractive to all employers be it in, for example, accounting, banking, business, economics, management, marketing, medicine, the military, politics, psychology or surveying. There is still a huge demand from science, engineering and manufacturing employers. Careers requiring good mathematical skills and qualifications are frequently well paid, interesting and rewarding.</p> <p>The skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business Studies. A Level Mathematics is an interesting and challenging course which extends the methods you have learnt at GCSE and is made up of 'Applied Mathematics' and 'Core Mathematics'.</p>

### WHAT WILL I STUDY?

#### Applied Mathematics

This is the mathematics that is used to describe or to solve 'real-world' situations and problems. Within this section there are three main areas: Statistics, Mechanics and Decision Mathematics (Decision Mathematics is only available to Further Mathematicians).

*Statistics* – Collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers including insurance, medicine, engineering and sciences.

*Mechanics* – Modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particularly useful to students studying physics and engineering.

*Decision Mathematics* – Using algorithms and other methods to find efficient solutions to real life problems, such as finding the shortest route between two points in a network. Decision is particularly useful for business, computing and economics careers.

#### Core Mathematics

The easiest way to think of Core Mathematics is that it is mathematics done for its own sake, often referred to as Pure Mathematics. In fact, it is not that simple because even the most abstract mathematics will almost always have applications.

### HOW IS THE COURSE ASSESSED?

Three externally-examined papers which are taken in the Summer Term of Upper 6 carrying equal weight for the overall grade:

Paper 1: Pure Mathematics 1 (Paper code 9MA0/01)

Paper 2: Pure Mathematics 2 (Paper code 9MA0/02)

Paper 3: Statistics and Mechanics (Paper code 9MA0/03)

## A Level Further Mathematics

HEAD OF DEPARTMENT: Mr J Thomson ([jthomson@greshams.com](mailto:jthomson@greshams.com))

Entry Requirements	Grade A* or 8 or 9. Additional Mathematics, or equivalent, is very desirable for pupils intending to follow this course but not essential.
Where next?	A Level Further Mathematics is a separate qualification from A Level Mathematics and is both fun and rewarding. It broadens your skills and promotes deeper mathematical thinking.

### WHAT WILL I STUDY?

The course extends many of the topics that are covered in A Level and also introduces brand new concepts, such as complex numbers and Decision Mathematics. Further Mathematics students study the course separately from those who take single Mathematics and so will have a greater number of lessons devoted to these two subjects.

### HOW IS THE COURSE ASSESSED?

Four externally-examined papers which are taken in the Summer Term of Upper 6. Two of the papers are compulsory whilst two can be selected from a number of options (Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics)

Paper 1: Core Pure Mathematics 1 (Paper code 9FM0/01)

Paper 2: Core Pure Mathematics 2 (Paper code 9FM0/02)

Paper 3: Further Mathematics Option 1

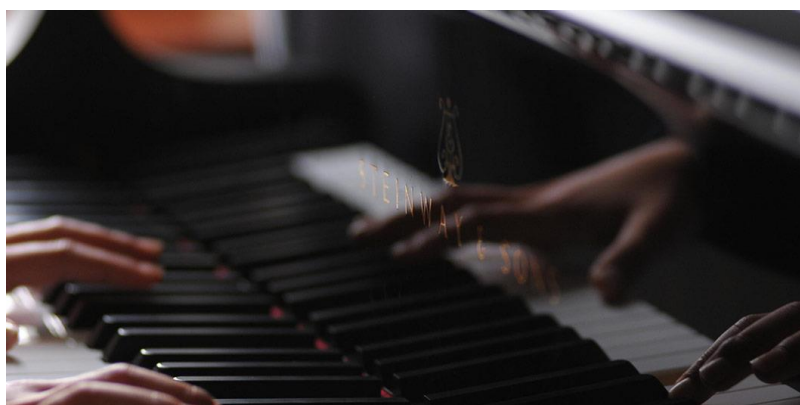
Paper 4: Further Mathematics Option 2

## A Level Music

HEAD OF DEPARTMENT: Mr E Coleman ([ecoleman@greshams.com](mailto:ecoleman@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade B in GCSE Music or equivalent and ideally Grade 5 Theory. Performing skills equivalent to Grade 6.
Where next?	University options include “traditional” Music at Universities, some of which have more of a performing focus than others, conservatoires for performers, Music Theatre courses and Music Technology and popular music routes at, for example, the Brighton Institute of Modern Music. Many universities, including Oxbridge and Durham, offer choral and organ scholarships. Careers include performing, composing and arranging (following in the footsteps of alumni Benjamin Britten and Lennox Berkeley), teaching, arts administration, music publishing, music therapy and recording in the music industry.



### WHAT WILL I STUDY?

**Component 1: Appraising Music.** You will study a wide range of pieces of music from across the world and from different time periods, developing listening and analysing skills. The topics include Western classical tradition 1650-1910, Music for theatre and Jazz. The exam will include listening to music you have studied and responding to what you hear.

**Component 2: Performance.** You will prepare with your instrumental teacher a solo or ensemble performance of 10-12 minutes in length to perform in front of an audience, which will be recorded.

**Component 3: Composition.** You will compose two pieces of music of 2½-4 minutes in length. There is considerable breath to the options available for composition.

### HOW IS THE COURSE ASSESSED?

Component 1 is assessed by exam at the end of the two-year linear course, worth 40%. Component 2 is assessed by concert performance between 1 March and 31 May in the Upper Sixth and is worth 35%. Component 3 is coursework and is worth 25%.

## A Level Photography

HEAD OF DEPARTMENT: Mr A Gray ([agray@greshams.com](mailto:agray@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade B in GCSE Art or equivalent. A Level students who are focused on a future path within the creative industries can choose to study more than one creative A Level. However, it is not possible to study both Photography and Graphic Communication and students would be required to make a choice between those two disciplines. We would also strongly recommend that all students choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Students who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.

### WHAT WILL I STUDY?

- A-level Coursework Unit Photography (9PH0/01)
- The unit is a combination of preparatory work and sustained outcomes
- A-Level Exam Unit Photography (9PH0/02)
- The Unit is a combination of preparatory work and a final outcome produced during a timed period (15 hours)

### HOW IS THE COURSE ASSESSED?

The Coursework Unit accounts for 60% of the total mark

The Exam Unit accounts for 40% of the total mark

## A Level Physical Education

HEAD OF DEPARTMENT: Mr T Burnett ([tburnett@greshams.com](mailto:tburnett@greshams.com))

EXAM BOARD: OCR

Entry Requirements	Minimum grade B in GCSE PE, GCSE Biology or 6:6 in Double Science, and the potential to play at 1 <sup>st</sup> team level in at least one sport.
Where next?	<p>Obviously physical education provides a natural progression onto one of the many sports-related degree courses. However, the real benefit is that it enables you to grasp a wide range of skills- from scientific research through to public speaking. It helps develop an organised well rounded student who can cope with the demands of university life. This wide variety of skill will stand you in good stead for most university courses.</p> <p>The same applies to the workplace. Sport is now such a huge industry that there are endless employment opportunities. A few examples include: coaching, teaching, health, leisure and fitness, sports technology development, sports administration, sports management and media. It is also valuable for medically-related professions such as nursing and physiotherapy.</p>

### WHAT WILL I STUDY?

The course is extremely diverse, it allows you to explore and enhance your own sporting ability, but also bridges the academic divide between the arts and sciences. Experience has shown that physical education can be combined with a wide range of other subjects.

The course is a natural extension from the GCSE with many similarities in the theoretical components covered. It has a good balance of practical and theory lessons with a slight emphasis on the theory. However, those students with a keen interest in sport will be able to relate their practical experiences to the theoretical concepts. More specifically, the theory is based on modular units incorporating:

- Anatomy and Exercise Physiology
- Sport and Technology
- Acquisition of Skill
- Sport and Society
- Contemporary Studies
- Psychology of Sport
- Biomechanics

### HOW IS THE COURSE ASSESSED?

The A-Level is examined at the end of the two years of study with three theory papers. The A-Level carries a 70%:30% theory to practical weighting. The A-Level assesses the candidate in just one physical activity over the duration of the course as opposed to three at GCSE PE level.

From the practical perspective you would be expected to be representing the school at 1st team level in at least one sport and if you were competing at a higher representative level this would be very advantageous.

## A Level Physics

HEAD OF DEPARTMENT: Mr D Saker ([dsaker@greshams.com](mailto:dsaker@greshams.com))

EXAM BOARD: Eduqas

Entry Requirements	Grade 7 in GCSE Physics or 7:7 in Combined Science
Where next?	<p>A physics qualification opens the doors to all sorts of jobs and courses. All the technology that surrounds us is based on the principles of physics, so if you are considering working in any area related to technology from music to medicine, or lasers to law – studying physics is an essential first step.</p> <p>Do you want to investigate the limits of space, the beginning of time and everything in between?</p> <p>How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Or maybe you don't care about any of this and just want to earn lots of money?</p> <p>Well it doesn't really matter. Whatever you do the knowledge and skills you gain by studying physics will be useful. Physics is more than a subject – it trains your brain to think beyond boundaries.</p> <p>"There are millions of students in the world, but to get a job you have to stand out from the crowd. Physics will help to give you that edge; people are always impressed by a qualification in physics."</p> <p><a href="http://www.futuremorph.org/14-16/next-steps/follow-your-favourite-subject/careers-from-physics">http://www.futuremorph.org/14-16/next-steps/follow-your-favourite-subject/careers-from-physics</a></p>



### WHAT WILL I STUDY?

#### First year topics:

Basic physics, Kinematics, Dynamics, Energy concepts, Circular motion, Vibrations, Kinetic theory, Thermal physics, Conduction of electricity, Resistance, D.C. circuits, Capacitance, Solids under stress, Electrostatic and gravitational fields of force, Using radiation to investigate stars, Orbits and the wider universe.

#### Second year topics:

The nature of waves, Wave properties, Refraction of light, Photons, Lasers, Nuclear decay, Particles and nuclear structure, Nuclear Energy, Magnetic fields, Electromagnetic induction.

### HOW IS THE COURSE ASSESSED?

The course will be assessed with terminal exams at the end of two years of studying. There will be a practical assessment throughout the two years in the form of lab reports in both courses.

## A Level Psychology

HEAD OF DEPARTMENT: Miss E Whittle ([ewhittle@greshams.com](mailto:ewhittle@greshams.com))

EXAM BOARD: AQA

Entry Requirements	Grade B in IGCSE Mathematics or equivalent and Grade B in IGCSE English Language or equivalent.
Where next?	Completion of this course will benefit those wishing to read Psychology at university as well as those thinking of studying degrees in English, Business, Teaching, Sport or Law. Future career choices are diverse and include: Forensic Psychologist, Clinical Psychologist, Educational Psychologist, Occupational Therapist, Nursing, Teaching and Marketing, to name just a few.



### WHAT WILL I STUDY?

#### Introductory topics in Psychology

Four topics, all studied in Year 1:

- Social Influence
- Memory
- Attachment
- Psychopathology

#### Psychology in context

Three topics studied in Year 1 & 2:

- Approaches
- Biopsychology
- Research Methods

#### Issues and options in Psychology

The following topics are studied in Year 2:

- Gender
- Schizophrenia
- Forensic Psychology

#### Issues and Debates

Studied in Year 1 & 2, includes the following:

- Nature v Nurture
- Gender and Culture Bias
- Determinism v Free will

### HOW IS THE COURSE ASSESSED?

Three papers at the end of the two year course, each worth 33.3% of the final mark.

## A Level Religious Studies

HEAD OF DEPARTMENT: Mr S Gates ([sgates@greshams.com](mailto:sgates@greshams.com))

EXAM BOARD: OCR

Entry Requirements	None.
Where next?	Religious Studies is highly respected amongst University admissions tutors as it places thinking skills at the heart of study. The course leads directly to Philosophy, Theology & Religious Studies at University as well as to almost any course that requires logical thinking and cogent argument including Law, Business, Medicine and a wide range of Humanities degrees. Future careers are also considerably varied with opportunities presented in education, management, law, business, broadcasting, marketing, medicine and the Civil Service to name just a few. It is an excellent preparation for any career that requires the transferable skills of analysing information, precise evaluation and clear thinking.

### WHAT WILL I STUDY?

There are three components to the course and it is intended that these will be taught by the three members of the department simultaneously, with each delivering the paper connected to their specialist interest.

[1] Philosophy of Religion (H573/01) – candidates will study a variety of philosophical issues including ancient philosophical influences, issues of soul & body, life after death, religious experience, the existence & nature of God, challenges to belief, religious language and 20th century perspectives.

[2] Religion & Ethics (H573/02) – candidates will study the principles & development of ethical theories, applied ethics including medical ethics, ethical language, freewill, conscience and developments in ethical thought.

[3] Developments in Religious Thought (H573/06 Buddhism option) – candidates will study the philosophy and practices of Buddhism as a contrast to the western thought studied in the other two modules. Topics include the life & ideas of the Buddha, the noble truths & eightfold path, meditative practice, different schools of Buddhist thought and modern influences.

In addition to the curriculum lessons all sixth form students have the opportunity to attend meetings of the philosophy society, presentations by visiting speakers and external conferences delivered by experts in this field.

### HOW IS THE COURSE ASSESSED?

Each of the three components in the course is assessed by a 2hr written linear examination, sat at the end of the two year course. Each paper is worth 33.3% and the marks from each paper form a combined total for the A level result.



## A Level Spanish

HEAD OF DEPARTMENT: Miss J Challis ([jchallis@greshams.com](mailto:jchallis@greshams.com))

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Spanish or equivalent
Where next?	It is impossible to list all the jobs that studying Spanish facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking Spanish would also enable you to work abroad, providing more possibilities and options in the currently very competitive job market and its importance and continued growth is undeniable.

### WHAT WILL I STUDY?

The themes of the A level course are:

1. The Evolution of Spanish Society
2. Political and Artistic Culture in the Spanish Speaking World
3. Immigration Multiculturalism
4. Dictatorship and the transition to Democracy

### HOW IS THE COURSE ASSESSED?

The course is assessed at the end of the 2 year linear course and is separated into the following components:

- Spanish Component 1 (Listening, Reading and Translation. 2hrs, EDEXCEL, 40%)  
Section A: A listening assessment based on a recording. Students will respond to comprehension questions based on a variety of contexts and sources. Section B: A reading assessment based on a variety of text types and genres. Section C: An unseen passage to be translated from Spanish to English.
- Spanish Component 2 (Written response to works and translation), 2hrs 40mins, EDEXCEL, 30%)  
Section A: Students translate an unseen passage from English into Spanish. Section B: Students write an extended response on either one or two of the literary texts listed. Section C: Students who only answer one question from Section B must write an extended response on one of the films listed.
- Spanish Component 3 (Oral examination internally conducted and externally assessed, 21-23 mins with 5 minutes preparation time, 30%)  
Task 1 – Discussion on a Theme  
Task 2, Part 1 – Independent Research Project. Students present a summary of at least 2 written sources they have used.  
Task2, Part 2 – Discussion on Project

## A Level Three Dimensional Study

HEAD OF DEPARTMENT: Mr A Gray ([agray@greshams.com](mailto:agray@greshams.com))

Entry Requirements	Grade B in GCSE Art or equivalent. A Level students who are focused on a future path within the creative industries can choose to study more than one creative A Level. However, it is not possible to study both Photography and Graphic Communication and students would be required to make a choice between those two disciplines. We would also strongly recommend that all students choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Students who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.



### WHAT WILL I STUDY?

Students will study the techniques used within contemporary design to generate ideas and then bring these ideas to fruition as fully functioning objects. They will develop skills across a wide range of 2D and 3D processes and also reflect on the work of other practitioners within the realm of contemporary design. Projects are designed to encourage innovation and a risk taking approach to the subject where playing with ideas becomes a natural part of the design process.

### HOW IS THE COURSE ASSESSED?

- The coursework is a combination of preparatory work and sustained outcomes, and accounts for 60% of the final mark.
- The exam unit combines preparatory work and a final outcome produced during a timed period (15 hours), and accounts for 40% of the total mark.

# The International Baccalaureate Diploma Programme

## The Extended Essay

HEAD OF DEPARTMENT: Mr D Saker ([dsaker@greshams.com](mailto:dsaker@greshams.com))

Entry Requirements	None.
Where next?	The Extended Essay is highly regarded by universities as it develops research and academic writing skills that will be required for undergraduate study and beyond. In addition, many pupils have found it advantageous to be able to talk expertly on a specific subject at interview.



### WHAT WILL I STUDY?

The Extended Essay is an in-depth study of a focused topic chosen from a broad range of subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a Supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

### HOW WILL THE COURSE BE ASSESSED?

The essay is marked externally, although first drafts will receive comments from the supervisor. Completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor. The supervisor also completes a short report on the performance of the student, which is then combined with the student's reflections recorded throughout the process. For those studying towards the IB Diploma, the grade (A-E) is combined with the grade from Theory of Knowledge to determine a score out of 3 for the core points. A-Level students will receive the grade, which is individually certified with UCAS tariff points.

## Theory of Knowledge (ToK)

HEAD OF DEPARTMENT: Mr S Gates ([sgates@greshams.com](mailto:sgates@greshams.com))

Entry Requirements	None.
Where next?	ToK is a multi-disciplinary subject and prepares all students for any future higher education course or career. It teaches students to explore knowledge and think critically in a range of ways, developing the skills of evaluation, analysis, self-presentation, cogent argument and confident reasoning that are highly prized by any University department or any prospective employer.



### WHAT WILL I STUDY?

The Theory of Knowledge (TOK) course is an integral part of the core of the IB Diploma Programme intended to develop independent, critical thinkers.

Students study a wide variety of different approaches to knowledge and information with the emphasis on exploring knowledge questions such as 'How do I know this?', 'To what extent is this source of information reliable?', 'What gives someone or something authority?' and 'What shapes my perspective?'

The course is structured around a core theme that considers the ideas of 'Knowledge and the Knower' followed by optional themes that explore the influence of technology, language and politics on knowledge. A series of collective 'Areas of Knowledge' including science, arts and history, also form a basis for analysing different forms of knowledge.

Students engage in a variety of classroom exercises, hear speakers from a range of subject areas and explore different knowledge questions through contemporary issues.

### HOW IS THE COURSE ASSESSED?

All candidates produce a TOK exhibition, which includes three items related to a TOK prompt. Each item requires a short typed commentary and the whole exhibition will be showcased to an audience. They are also required to write an essay on a choice of titles set by the IBO which will focus on a knowledge question and provide the student to explore this through real-life examples and their chosen areas of knowledge.

The mark for TOK forms part of the Core of the Diploma Programme and the grade contributes to the allocation of the 3 marks available for this component.

## Group 1 – Studies in Language and Literature

### IB English A: Literature

(Higher & Standard Level)

HEAD OF DEPARTMENT: Mrs C Sharrock ([csharrock@greshams.com](mailto:csharrock@greshams.com))

Entry Requirements	Grade B in IGCSE First Language English and IGCSE English Literature or equivalent.
Where next?	Universities offer a range of English Language and English Literature courses as well as combined Language and Literature courses. As the degree is non-vocational it can be transferred to a range of careers, most typically media, journalism, publishing, advertising, marketing, law, public sector, human resources, business and finance, public relations, social work, teaching, academia, tourism and events management.

#### WHAT WILL I STUDY?

This course allows students to experience a wide range of literary texts from around the world, including some not originally written in English. You will be given opportunities to consider a wide range of different reading perspectives, such as feminist, postcolonial and psychoanalytical readings in relation to a diverse range of international texts.

Higher Level students study thirteen texts taken from the four IB genres: drama, poetry, prose (novel and/or short story) and prose other than the novel and short story (usually a work of literary non-fiction). Of these thirteen texts, four must be translated from another language and all must cover three periods (usually different centuries) and four places (countries).

Standard Level students study ten texts from three of the four IB genres listed above. Of these ten texts, three must be from different periods and three from different places.

Our units are taught thematically, giving students the opportunity to make as many connections as they can between texts, places and periods. Thematic units currently running are:

- **New Worlds/Old Worlds**, which looks at the literature of empire and postcolonial texts;
- **Sharing our World**, which focuses on the power of literature to help us to understand our relationship with the natural world;
- **On the Edge of Society**, which looks at groups in society which are sometimes marginalised, excluded or silenced;
- **Women in the World**, which looks at the impact female writers have on the literary canon and how they use literary techniques to give women a voice in a cultural domain that has historically been dominated by men.

Within these thematic units, the following three areas of literary study are explored:

- **Readers, Writers and Texts** looks at the nature of literature and the relationships formed between all three;
- **Time and Space** looks at the various contexts of literary production and reception;
- **Intertextuality** aims to connect diverse texts, traditions, creators and ideas.

#### HOW IS THE COURSE ASSESSED?

##### EXTERNAL ASSESSMENT: Higher Level

**Paper 1 (30%):** The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages.

**Paper 2 (25%):** The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.

**Higher Level Essay (20%):** An essay of 1,200 to 1,500 words on one work studied during the course.

##### EXTERNAL ASSESSMENT: Standard Level

**Paper 1 (35%):** The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.

**Paper 2 (35%):** The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.

##### INTERNAL ASSESSMENT: Higher and Standard Level

**Individual Oral:** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks students to examine a text for the ways in which a global issue is presented within it.

## IB English A: Language & Literature

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mrs C Sharrock ([csharrock@greshams.com](mailto:csharrock@greshams.com))

Entry Requirements	Grade B in IGCSE English Language and IGCSE English Literature or equivalent
Where next?	Universities offer a range of English Language and English Literature courses as well as combined Language and Literature courses. As the degree is non-vocational it can be transferred to a range of careers, most typically media, journalism, publishing, advertising, marketing, law, public sector, human resources, business and finance, public relations, social work, teaching, academia, tourism and events management.

### WHAT WILL I STUDY?

This course allows students to experience a wide range of literary and non-literary texts, covering at least six different text types, from around the world, including some not originally written in English. You will be given opportunities to consider a wide range of different reading perspectives in relation to a diverse range of international texts.

Higher Level students study six literary works, including two in translation, covering three major literary genres, three periods and three places.

Standard Level students study four literary works, including two in translation, covering two major literary genres, two periods and two places.

In addition to studying these literary texts, students will also study a wide range of non-literary and media texts of an amount comparable to the number of literary texts in the English A: Literature course.

The three areas of exploration are the same for the two courses. English A: Language & Literature includes the study of non-literary and media texts in addition to literary ones:

- **Readers, Writers and Texts** looks the nature of texts and the relationships formed between all three;
- **Time and Space** looks at the various contexts of literary, linguistic and media production and reception;

**Intertextuality** aims to connect diverse texts, traditions, creators and ideas.

### HOW IS THE COURSE ASSESSED?

#### EXTERNAL ASSESSMENT: Higher Level

**Paper 1 (30%):** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.

**Paper 2 (25%):** The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.

**Higher Level Essay (20%):** Students submit an essay of 1,200 to 1,500 words on one non-literary body of work, or a literary work studied during the course.

#### EXTERNAL ASSESSMENT: Standard Level

**Paper 1 (35%):** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.

**Paper 2 (35%):** The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.

#### INTERNAL ASSESSMENT: Higher and Standard Level

**Individual Oral:** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks students to examine a text for the ways in which a global issue is presented within it.

## **English A: Literature *or* English A: Language & Literature?**

This is a common question among students choosing their IB subjects. Ultimately, it comes down to your interests; neither course is easier nor more difficult than the other. If you are interested in reading fiction, drama and poetry and want to delve deeper into literary texts and all analyse all the issues they raise and gain a greater appreciation and understanding of their aesthetic aspects, then Literature is for you. If you are more interested in how language and the media are used in society by different groups in order to achieve different outcomes, then Language & Literature is for you. Please note, though, that 'language' at this level is quite a different subject than 'language' at IGCSE level, though it is broadly an extension of it. Language at IB level is really an in-depth introduction to sociolinguistics and media study; more an academic discipline than the reading and writing skills development practised at IGCSE level.

## IB German A: Literature

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr F Retter ([fretter@greshams.com](mailto:fretter@greshams.com))

Entry Requirements	German as a first language, and Pre-IB German course from Gresham's or equivalent
Where next?	It is impossible to list all the jobs that studying a language facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking German would enable you to work abroad, providing more possibilities and options in the currently very competitive job market.

### WHAT WILL I STUDY?

In this course we study how a text establishes communication between readers and writers and in which way different genres influence the portrayal of global issues. We look at a variety of literary texts from both male and female authors, from different time-periods and different regions – some of them in the German translation.

The course encourages students to explore the power of language through fiction and literary non-fiction. The reading list covers both famous 'classics' and more current works. Students will read at least nine works for Standard Level and 13 for Higher Level.

### HOW IS THE COURSE ASSESSED?

Students' knowledge and understanding will be tested in two exam papers at the end of the course – Paper 1 deals with an unseen text, and Paper 2 requires the comparison of two works from the reading list.

There is also an oral component, sat in Term 4, in addition, Higher Level students write a literary essay over the summer holidays.



## IB Spanish A: Language & Literature

(Standard Level)

HEAD OF DEPARTMENT: Miss J M Challis ([ichallis@greshams.com](mailto:ichallis@greshams.com))

Entry Requirements	Native Speaker: Spanish as a first language
Where next?	Universities offer a range of Spanish Language and Spanish Literature courses as well as combined Language and Literature courses. As the degree is non-vocational it can be transferred to a range of careers, most typically media, journalism, publishing, advertising, marketing, law, public sector, human resources, business and finance, public relations, social work, teaching, academia, tourism and events management.

### WHAT WILL I STUDY?

This course allows students to experience a wide range of literary and non-literary texts, covering at least six different text types, from around the world, including some not originally written in Spanish. You will be given opportunities to consider a wide range of different reading perspectives in relation to a diverse range of international texts.

Standard Level students study four literary works, including two in translation, covering two major literary genres, two periods and two places.

In addition to studying these literary texts, students will also study a wide range of non-literary and media texts of an amount comparable to the number of literary texts in the Spanish A: Literature course.

The three areas of exploration are.

- **Readers, Writers and Texts** looks at the nature of texts and the relationships formed between all three;
- **Time and Space** looks at the various contexts of literary, linguistic and media production and reception;
- **Intertextuality** aims to connect diverse texts, traditions, creators and ideas.

### HOW IS THE COURSE ASSESSED?

#### EXTERNAL ASSESSMENT: Standard Level

**Paper 1 (35%):** The paper consists of two unseen non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.

**Paper 2 (35%):** The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course.

#### INTERNAL ASSESSMENT: Standard Level

**Individual Oral (30%):** This component is internally assessed and externally moderated by the IB.

Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks students to examine a text for the ways in which a global issue is presented within it.

## Group 2 – Language Acquisition

### IB English B

(Higher and Standard Level)

Entry Requirements	No additional English requirements above those required for entry to Gresham's.
Where next?	English Language B is a language acquisition course designed for students with some previous experience of the target language.

#### WHAT WILL I STUDY?

Most pupils follow a Higher Level course where students are expected to extend the range and complexity of the language they use. Focus will be on receptive, productive and interactive skills.

#### HOW IS THE COURSE ASSESSED?

The HL course is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

**External Assessment:** Paper 1, Writing (1hr 30mins, 25%), Paper 2 (50%) Listening comprehension (1hr) and Reading comprehension (1hr).

**Internal Assessment:** Individual oral assessment (25%).

## IB French B

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mrs A Brighton-Watt ([awatt@greshams.com](mailto:awatt@greshams.com))

Entry Requirements	Grade 6 in IGCSE French or equivalent
Where next?	<p>Linguists are in constant demand and French - and the same is true for any Modern Language - is now viewed by universities and employers as a facilitating subject, which means that it will help you with whatever subject you ultimately choose to study, and whatever career you take.</p> <p>Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the intellectual rigour and cultural understanding which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an advantageous position in the job market. Furthermore, having spent a year abroad makes you a more mature, adaptable and independent individual.</p>

### WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

### HOW IS THE COURSE ASSESSED?

The course is examined at the end of the 2 year linear course and consists of 70% External Assessment and 30% Internal Assessment

- External Assessment: Paper 1, Productive Skills (1hr 15mins standard level, 1hr 30 higher level, 25%),
- External Assessment Paper 2, Receptive Skills (1hr, 45mins standard level, 2 hrs higher level, 50%),
- Internal Assessment: Oral, 12-15mins, (plus 15 mins formal preparation time at standard level and 20 mins at higher 25%), which is based on a visual stimulus at standard level and an extract from a literary work at higher level

## IB French *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Mrs A Brighton-Watt ([awatt@greshams.com](mailto:awatt@greshams.com))

Entry Requirements	No previous knowledge of the language is required. This course meets the needs of students who are interested in learning a new language, (not studied at GCSE), as part of the IB Diploma.
Where next?	<p>Linguists are in constant demand and French - and the same is true for any Modern Language - is now viewed by universities as a facilitating subject, which means that it will help you with whatever subject you ultimately choose to study, and whatever career you take.</p> <p>Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the intellectual rigour and cultural understanding which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an advantageous position in the job market. Furthermore, having spent a year abroad makes you a more mature, adaptable and independent individual.</p> <p>According to recruitment consultants, a language can add 10 – 15% to your salary and most language graduates do jobs where languages are advantageous but not central to their work. Furthermore linguists have the lowest unemployment rates overall, (outdone only by medicine and law). They find their way into a wide range of jobs – including banks and other financial institutions, the travel and hospitality business, the media including journalism, advertising, PR, retail, education, charities, international organisations and many others. About 10% choose to work abroad, mostly in commercial and business areas.</p>

### WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

### HOW IS THE COURSE ASSESSED?

- Internal Assessment: Oral Component 25%: 7-10 minutes plus 15 mins of formal preparation time.
- External Assessment: Productive Skills 25% Paper 1: Writing (1 hours)
- External Assessment: Receptive Skills 50% Paper 2: Reading ( 1 hour) Listening (45 mins)

## IB German B

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr F Retter ([fretter@greshams.com](mailto:fretter@greshams.com))

Entry Requirements	Grade B in GCSE German or equivalent
Where next?	It is impossible to list all the jobs that studying a language facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking German would enable you to work abroad, providing more possibilities and options in the currently very competitive job market.

### WHAT WILL I STUDY?

The course covers a breadth of 5 topics: Identities, Experiences, Human Ingenuity Social Organisations and Saving the Planet. It is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

### HOW IS THE COURSE ASSESSED?

External Assessment: Paper 1 – Composition (25%)  
Paper 2 – Reading & Listening Comprehension (50%)  
Internal Assessment: Individual Oral, (12-15 mins, 25%)

## IB German *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Mr F Retter ([fretter@greshams.com](mailto:fretter@greshams.com))

Entry Requirements	None.
Where next?	This course meets the needs of students who are interested in learning a new language as part of their IB Diploma. It would suit pupils who have previously completed a short course in German, for example Year 9 here at Gresham's.

### WHAT WILL I STUDY?

The course covers a breadth of 5 topics: Identities, Experiences, Human Ingenuity, Social Organisation and Saving the Planet. It is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

### HOW IS THE COURSE ASSESSED?

Internal Assessment: Oral Component 25%: oral activity to be internally assessed by the teacher and externally moderated by the IBO.

External Assessment: Written Component 75% Paper 1: Composition 25% (2 written tasks), Paper 2: Reading and Listening Comprehension 50%.

## IB Classical Languages: Latin

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr W Chuter ([wchuter@greshams.com](mailto:wchuter@greshams.com))

Entry Requirements	Grade B in GCSE Latin or equivalent
Where next?	<p>Latin and other Classical subjects are still widely respected by universities as academic gold standards. IB level qualifications in Classics are particularly useful and relevant to university courses in language, literature and historical subjects, but not only these. After all, many people play football at school, but few go on to be professional or even amateur footballers in later life: it is the training, the values learned, and the enjoyment of it that matter, and the same is true of Classics.</p> <p>When asked why BP employed so many Classics students, a former executive replied: "We find they sell more oil." Classics students at university often go on to careers in law, politics, the media, design and many other creative fields. Employers highly value this subject due to the way it develops analytical abilities, attention to detail and flexibility of approach.</p>

### WHAT WILL I STUDY?

Students study Latin as part of Group 2 of the IB Diploma programme, usually at Higher Level. This requires study of an author (Ovid or Cicero) for translation and comment on an unseen passage, plus two set text options (Virgil, History, Love Poetry, Women, Social Criticism, Good Living and Villains). There is also a coursework module, for which a "Research Dossier" must be compiled, on a subject of the student's own choice.

### HOW IS THE COURSE ASSESSED?

For the IB, there are two examination papers. Paper One (Unseen Translation) counts for 35% of the total marks, and Paper Two (Set Texts) counts for 45%. Coursework makes up the remaining 10%.

## IB Chinese B: Mandarin

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mrs C Greenfield ([cgreenfield@greshams.com](mailto:cgreenfield@greshams.com))

Entry Requirements	Grade A in IGCSE Chinese or 7 in GCSE (9-1) equivalent
Where next?	<p>In the UK universities, there are fruitful courses on offer, such as Chinese studies with social science, Chinese with humanities, and Chinese with Medicine, etc. Almost every year students carry on to study Chinese in higher education.</p> <p>As Mandarin has the largest population of native speakers in the world, students studying Mandarin Chinese are open to opportunities in the global job market such as finance, business, journalism, diplomacy, tourism, translation, education and art, etc.</p>

### WHAT WILL I STUDY?

The course comprises five prescribed themes:

- Identities: Explore the nature of the self and what it is to be human.
- Experiences: Explore and tell the stories of the events, experiences and journeys that shape our lives.
- Human ingenuity: Explore the ways in which human creativity and innovation affect our world.
- Social organization: Explore the ways in which groups of people organized themselves or are organized, through common systems or interests.
- Sharing the planet: Explore the challenges and opportunities faced by individuals and communities in the modern world.

### HOW IS THE COURSE ASSESSED?

The course consists of two linear examination, Paper 1 and 2 sat at the end of two years. One internally assessed and external moderated speaking exams – Individual oral assessment assessed by the teacher. For higher level speaking assessment: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. For standard level speaking assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. Paper 1: Writing (25%). Paper 2: Listening and reading (50%), Individual oral assessment (25%).



## IB Mandarin *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Mrs C Greenfield ([cgreenfield@greshams.com](mailto:cgreenfield@greshams.com))

Entry Requirements	Students may have limited or no knowledge about the Chinese language.
Where next?	This course meets the needs of students who are interested in learning a new language as part of the IB Diploma.

### WHAT WILL I STUDY?

The syllabus is divided into five themes:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

### HOW IS THE COURSE ASSESSED?

The course consists of two linear examination, Paper 1 and 2 sat at the end of two years. One internally assessed and externally moderated speaking exam – Individual Oral, assessed by the teacher. Paper 1: Writing (25%); Paper 2: Listening and Reading (50%) and Individual oral assessment (25%)

## IB Spanish B

(Higher and Standard Level)

HEAD OF DEPARTMENT: Miss J Challis ([jchallis@greshams.com](mailto:jchallis@greshams.com))

Entry Requirements	Grade 6 in GCSE Spanish or equivalent
Where next?	It is impossible to list all the jobs that studying Spanish facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking Spanish would also enable you to work abroad, providing more possibilities and options in the currently very competitive job market and its importance and continued growth is undeniable.



### WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

### HOW IS THE COURSE ASSESSED?

The course is examined at the end of the 2 year linear course and consists of 70% External Assessment and 30% Internal Assessment

- External Assessment: Paper 1, Productive Skills (1hr 15mins standard level, 1hr 30 higher level, 25%),
- External Assessment Paper 2, Receptive Skills (1hr, 45mins standard level, 2 hrs higher level, 50%),
- Internal Assessment: Oral, 12-15mins, (plus 15 mins formal preparation time at standard level and 20 mins at higher 25%), which is based on a visual stimulus at standard level and an extract from a literary work at higher level

## IB Spanish *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Miss J Challis ([jchallis@greshams.com](mailto:jchallis@greshams.com))

Entry Requirements	No previous knowledge of the language is required.
Where next?	This course meets the needs of students who are interested in learning a new language as part of the IB Diploma.

### WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

### HOW IS THE COURSE ASSESSED?

- Internal Assessment: Oral Component 25% 7-10 minutes plus 15 mins of formal preparation time.
- External Assessment: Productive Skills 25% Paper 1: Writing (1 hours)
- External Assessment: Receptive Skills 50% Paper 2: Reading ( 1 hour) Listening (45 mins)

## Group 3 – Individuals and Societies

### IB Business Management

(Higher and Standard Levels)

HEAD OF DEPARTMENT: Mr A Coventry ([acoventry@greshams.com](mailto:acoventry@greshams.com))

Entry Requirements	Grade C in IGCSE English and Mathematics or equivalent
Where next?	<p>A business qualification prepares you for a degree or career in business, which may stretch across any sector or industry. Industries as diverse as banking, chemicals, utilities, fashion, health, grocery and construction all require managers with a clear understanding of systems, efficiency and operational issues. Opportunities exist in the private, public and voluntary sectors, both in the UK and overseas.</p> <p>All universities offer Business courses varying from Business Studies to Accounting to Business Management. Many courses now offer an industrial placement year which can prepare students for a life in business.</p>

#### WHAT WILL I STUDY?

Unit 1: Business organization and environment

Unit 2: Human resource management

Unit 3: Finance and accounts

Unit 4: Marketing

Unit 5: Operations management

Unit 6: Business Strategy (HL only)

#### HOW IS THE COURSE ASSESSED?

Two papers at the end of the year worth 40 and 35% one on a pre-issued case study. Internal Assessment is worth 25%

## IB Economics

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr C Mack ([cmack@greshams.com](mailto:cmack@greshams.com))

Entry Requirements	Grade B in IGCSE Maths and English or equivalent
Where next?	<p>Economics is a widely accepted and well respected subject, particularly amongst the Russell Group Universities.</p> <p>According to Prospects UK (<a href="http://www.prospects.ac.uk/options_economics.htm">http://www.prospects.ac.uk/options_economics.htm</a>) "A degree in economics provides you with a wide array of both subject-specific and transferable skills, all of which are highly sought after by employers."</p> <p>It is suggested that the following are potential careers for those with Economics related degrees: Accountant, Economist, Financial Risk Analyst, Statistician, Actuary, Civil Service Fast Streamer, Diplomatic Services Operational Officer, Local Government Officer, Management Consultant, Quantity Surveyor.</p>

### WHAT WILL I STUDY?

The syllabus consists of four sections.

- Microeconomics
- Macroeconomics
- International economics
- Development economics

### HOW IS THE COURSE ASSESSED?

Assessment is through 2 papers for SL and 3 papers for HL Students, comprising data response and extended open-response questions. 3 Internal Assessments (coursework) make up 20% of the total marks for the exam.

## IB Geography

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr P Pitcher ([ppitcher@greshams.com](mailto:ppitcher@greshams.com))

Entry Requirements	Preferably a Grade 5/C (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad subject that leads to banking, accountancy, law, planning, geology, hydrology and international development. Geography at university can be human (social sciences) or physical (science) oriented.

### WHAT WILL I STUDY?

Paper 1 (SL 2 of 3, HL 3 of 4)

Freshwater and drainage basins

Oceans and coastal margins

Geographical hazards

Paper 2 (SL & HL)

Changing population, Global climate vulnerability and resilience, Global resource consumption and security

Paper 3 (HL only)

Geographic perspectives—global interactions. Power, places and networks. Human development and diversity. Global risks and resilience

Internal Assessment:

Fieldwork, leading to one written report of 2,500 words based on a fieldwork question, information collection and analysis with evaluation.

Field Trips:

There are a series of day trips run to complement the delivery of the course.

The department has run trips to Iceland and Morocco, and trips to China and Bulgaria are being looked into for 2020/2021.

### HOW IS THE COURSE ASSESSED?

Paper 1: (35% HL+SL) SL students only do 2 options, 45 minutes per option question. Total 2 hours 15 minutes. Each option has a structured question and one extended answer question from a choice of two: 20 (10 + 10) marks per option Total 60 marks

Paper 2 (SL 40% and HL 25%) Section A- Three structured questions, based on each SL/HL core unit 30 marks Section B- Infographic or visual stimulus, with structured questions 10 marks Section C - One extended answer question from a choice of two 10 marks - Total 50 marks

Paper 3 (HL 20%) Total 1 hour - Choice of three extended answer questions, with two parts, based on each HL core unit 28 marks - Part A 12 marks Part B 16 marks

Internal Assessment (20% HL and 25% SL)

## IB History

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr S Kinder ([skinder@greshams.com](mailto:skinder@greshams.com))

Entry Requirements	A C grade or better in IGCSE English and a grade 5 or better in GCSE History would be preferred. What is essential is enthusiasm, commitment, and enjoyment of reading and a genuine interest in the subject.
Where next?	History degrees leave open many careers pathways including the law, administration, journalism, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employers continue to value the literary, analytical and linguistic skills with which strong students of History are endowed. History remains a popular and competitive subject for a university degree and OGs are or have recently read History at the following universities: Aberdeen, Bangor, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Essex, Exeter, Leeds, Oxford, Newcastle, Sussex, Warwick and the UEA. In the past decade, half a dozen students have read History at Oxford or Cambridge. History remains very well respected as a qualification because it requires effective oral and written communication and the ability to synthesise, analyse and evaluate demanding material.

### WHAT WILL I STUDY?

Paper One (Standard and Higher Level): Prescribed subject 4: Rights and protest

Paper Two (Standard and Higher Level): World history topic 10: Authoritarian States (20th century)

Paper Two (Standard and Higher Level): World history topic 11: Causes and Effects of 20th Century Wars

Paper Three (Higher Level Only): 9. France 1815-1914

Paper Three (Higher Level Only): 9. European States in the Inter-War Years (1918–1939)

All students undertake an Internal Assessment on an enquiry of their choosing.

### HOW IS THE COURSE ASSESSED?

Standard Level: At Standard Level students are assessed in two examinations sat at the end of the course. Paper One carries a value of 30%, Paper Two is worth 45% and the Internal Assessment carries a weighting of 25%.

Higher Level: At Higher Level students are assessed in three examinations sat at the end of the course. Paper One carries a value of 20%, Paper Two is worth 25%, Paper Three carries a weighting of 35% and the IA is worth 20%.

## IB Philosophy

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr S Gates ([sgates@greshams.com](mailto:sgates@greshams.com))

Entry Requirements	None.
Where next?	Philosophy is highly respected amongst University admissions tutors as it places thinking skills at the heart of study. The course leads directly to Philosophy, Theology & Religious Studies at University as well as to almost any course that requires logical thinking and cogent argument including Law, Business, Medicine and a wide range of Humanities degrees. Future careers are also considerably varied with opportunities presented in education, management, law, business, broadcasting, marketing, medicine and the Civil Service to name just a few. It is an excellent preparation for any career that requires the transferable skills of analysing information, precise evaluation and clear thinking.

### WHAT WILL I STUDY?

#### Part 1 - Themes

Core Theme – [All students] Being Human

Students explore the nature of the human condition, concepts of freedom, individuality and meaning. This is a wide-ranging module looking at ideas and questions from a broad section of cultures, perspectives and understandings of humanity.

#### Optional Theme – [All students] Theories & Problems of Ethics

Students explore the principles, which underpin moral action as well as the application of morality in areas of medical technology, environmental issues and the responsibility of wealth.

#### Optional Theme – [Higher Level Only] Political Philosophy

Students examine the nature of the state, government, rights and justice. This includes study of crime and punishment, protest, political ideologies and civic duty.

#### Part 2 – Prescribed Philosophical Text

Students are required to study one text from the IBO list of prescribed philosophical texts.

#### Part 3 – Internal Assessment

Students are required to produce a philosophical analysis of non-philosophical material, to demonstrate their philosophical skills.

#### Part 4 – Unseen Text [Higher Level Only]

Students are required to develop a philosophical response to an unseen text that demonstrates the idea of 'doing philosophy', and shows a holistic appreciation of the skills, material and ideas developed throughout the course.

### HOW IS THE COURSE ASSESSED?

All candidates sit written linear exam papers at the end of the course. Paper 1 involves essay answers which cover each of the themes studied (SL 1hr45, HL 2hr30) and Paper 2 is focused on the prescribed text (1hr). All candidates also complete an Internal Assessment (coursework assignment) and Higher Level candidates have an additional written exam, responding to an unseen text.

At Standard Level (SL) Paper 1 is worth 50% with Paper 2 and the IA worth 25% each. At Higher Level (HL) Paper 1 is worth 40% with Paper 2, Paper 3 and the IA worth 20% each.



## IB Psychology

(Higher and Standard Level)

HEAD OF DEPARTMENT: Miss E Whittle ([ewhittle@greshams.com](mailto:ewhittle@greshams.com))

Entry Requirements	Grade B in IGCSE Mathematics or equivalent, B in IGCSE English Language or equivalent
Where next?	Completion of this course will benefit those wishing to read Psychology at university as well as those thinking of studying degrees in English, Business, Teaching, Sport or Law. Future career choices are diverse and include: Forensic Psychologist, Clinical Psychologist, Educational Psychologist, Occupational Therapist, Nursing, Teaching and Marketing, to name just a few.

### WHAT WILL I STUDY?

#### **Paper 1 (Higher and Standard Level)**

The Core – three ways to explaining behaviour are studied: Biological Approach, Cognitive Approach and Sociocultural Approach.

Plus, Research Methods and Ethics.

#### **Paper 2 (Higher and Standard Level)**

Options:

- Abnormal Psychology (HL & SL)
- In addition, HL choose one more Option from:  
Developmental Psychology  
Health Psychology  
Psychology of human relationships

#### **Paper 3 (Higher Level only)**

Research Methodology – An unseen stimulus piece is provided which the students read and then answer three pre-set questions on.

### HOW IS THE COURSE ASSESSED?

At HL there are three IB examinations at the end of the two year course – Paper 1, Paper 2 and Paper 3.

At SL there are two IB examinations at the end of the two year course – Paper 1 and Paper 2.

#### **Internal Assessment (IA)**

Both HL and SL complete an internal assessment worth 20% or 25% respectively. Students will replicate a renowned psychological experiment in small groups. They will then individually write a 2000 word scientific report. The IA is internally assessed and externally moderated.

## Group 4 – The Sciences

### IB Biology

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr T Philpott ([tphilpott@greshams.com](mailto:tphilpott@greshams.com))

Entry Requirements	Grade 6 in Biology GCSE or 6:6 in Combined Science
Where next?	Biology is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means students enjoy learning about a range of areas, which can in turn lead to a variety of careers. Biology is a wide ranging and diverse group of subjects. Studying at Sixth Form level opens the door to opportunities in zoology, medicine, conservation, genetic research, veterinary medicine, dentistry, forestry, physiotherapy and ecotourism amongst any others.

#### WHAT WILL I STUDY?

Topics 1 – 6 are common to both Higher and Standard students and are assessed by exam

They include Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity and Human Physiology.

Topics 7 – 11 are studied for Higher level students only and are also assessed by exam

They include Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology.

In addition, students must study one option. The choices are Neurobiology and Behaviour, Biotechnology and Bioinformatics, Ecology and Conservation or Human physiology

#### HOW IS THE COURSE ASSESSED?

All students complete one internal assessment (IA) and must take part in a Group 4 project.

There are three exams to complete the course. Paper 1 (multiple choice), Paper 2 (short answer and extended response) and Paper 3 (short answer and extended response).

## IB Chemistry

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr M Kemp ([mkemp@greshams.com](mailto:mkemp@greshams.com))

Entry Requirements	Grade 6 in GCSE Chemistry or 6:6 in Double science or equivalent (Grade 7 recommended)
Where next?	<p>The rigours and syllabus of the IB higher level course are very similar to those of A level chemistry. As a result, the information regarding A level chemistry should be read.</p> <p>However, the differences, though minor, are important. Those wishing to study chemistry at standard level may be pleased to note that, though the volume of material is considerable, the exams are pitched slightly below A1 level. Higher level chemistry does include a greater depth in certain areas than A level. Practical work is important in A level, but IB requires an internal assessment in the subject where a project is designed, carried out and evaluated. IB also has a somewhat greater focus on theory of knowledge; chemistry is an ideal subject to spark discussion of the nature of fact, theory and hypothesis.</p> <p>IB and A level lessons are similar in both style and approach so pupils should make their choice on the basis of their interest in the subject and their other subject choices. That said, chemistry should not be considered an add on subject under either regime.</p>

### WHAT WILL I STUDY?

Chemistry is divided into 3 disciplines:

- Organic – study of carbon-based molecules.
- Inorganic – study of the rest of the periodic table.
- Physical – study of the laws underlying what atoms and molecules do

### HOW IS THE COURSE ASSESSED?

The course consists of three linear exams, sat at the end of the two years. Internally assessed coursework makes up 20% of the final mark.

Paper 1: 20% multiple-choice questions.

Paper 2: 40% for SL and 36% for HL (short and extended response questions)

Paper 3: 20% for SL and 24% for HL (data based and questions from the option topic)

## IB Computer Science

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr W Robinson ([brobinson@greshams.com](mailto:brobinson@greshams.com))

Entry Requirements	Higher Level: GCSE Computer Science or previous programming experience of a similar level is required. Standard Level: No previous knowledge is assumed, although previous programming experience would be advantageous.
Where next?	Computer Science is not only an intellectual discipline in its own right but also one that has direct practical application within many other fields. Computational methods underpin a wide range of scientific, academic and commercial activities, and studying Computer Science develops both the student's knowledge and understanding of such methods and an appreciation of when and how they may be best applied. The logical and analytical skills, which are developed as a result, are highly sought after in careers at the cutting edge of financial technology, artificial intelligence, robotics, engineering, "big data", the rapidly developing field of virtual reality and across numerous fields of business. Both challenging and intellectually rewarding, Computer Science offers its students what Seymour Paper, former Professor of Education at MIT and a leading figure in the development of both artificial intelligence and the beginners' programming language Scratch, described as "hard fun".

### WHAT WILL I STUDY?

A considerable part the IB course is focused on algorithms and data structures, and how these can be expressed in, and manipulated by, computer programs. Consequently, there is large programming element, particularly Java. Computer graphics and functional and object-oriented programming are explored as well as networking and databases.

#### Standard Level:

- System Fundamentals
- Computer organisation
- Networks
- Computational thinking, problem-solving and programming
- Object-Oriented Programming
- Development of a Computational Solution

#### Higher Level:

As Standard Level, plus

- Abstract Data Structures
- Resource Management
- Control
- Object-Oriented Programming
- Analysis of case study
- Development of a Computational Solution

### HOW IS THE COURSE ASSESSED?

Standard Level: Two written Exams sat at the end of the second year, and Internal Assessment.

Higher Level: Three written exams sat at the end of the second year, and Internal Assessment.

# IB Environmental Systems and Societies

(Standard Level)

HEAD OF DEPARTMENT: Miss F Gathercole ([fgathercole@greshams.com](mailto:fgathercole@greshams.com))

Entry Requirements	No specific subject requirements, just an interest in the world.
Where next?	As an interdisciplinary subject it allows flexibility within the IB programme and prepares students for any degree with ecological content and supports a degree leading to a Biological Science or for those who study Geography.

## WHAT WILL I STUDY?

- Foundations of environmental systems and societies
  - Environmental value systems, sustainability and pollution
- Ecosystems and ecology
  - Species, populations, biomes, zonation and ecosystems
- Biodiversity and conservation
  - Origins, threats and conservation of biodiversity
- Water and aquatic food production systems and societies
  - Access to fresh water, aquatic food production systems and water pollution
- Soil systems and terrestrial food production systems and societies
  - Soil, terrestrial food production systems, soil degradation and conservation
- Atmospheric systems and societies
  - The atmosphere, stratospheric ozone, photochemical smog, and acid deposition
- Climate change and energy production
  - Energy choice, energy security and climate change
- Human systems and resource use
  - Population dynamics, resource use, solid domestic waste and human carrying capacity

## HOW IS THE COURSE ASSESSED?

The course culminates in two linear examinations, sat at the end of two years.

Paper 1 – a case study – worth 25%;

Paper 2 – short answers and structured essays – worth 50%

Internal assessment – worth 25%

## IB Physics

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr D Saker ([dsaker@greshams.com](mailto:dsaker@greshams.com))

Entry Requirements	Grade 7 in Physics GCSE or 7:7 in Combined Science
Where next?	<p>A physics qualification opens the doors to all sorts of jobs and courses. All the technology that surrounds us is based on the principles of physics, so if you are considering working in any area related to technology from music to medicine or lasers to law – studying physics is an essential first step.</p> <p>Do you want to investigate the limits of space, the beginning of time and everything in between?</p> <p>How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Or maybe you don't care about any of this and just want to earn lots of money?</p> <p>Well it doesn't really matter. Whatever you do the knowledge and skills you gain by studying physics will be useful. Physics is more than a subject – it trains your brain to think beyond boundaries.</p> <p>"There are millions of students in the world, but to get a job you have to stand out from the crowd. Physics will help to give you that edge; people are always impressed by a qualification in physics."</p> <p><a href="http://www.futuremorph.org/14-16/next-steps/follow-your-favourite-subject/careers-from-physics">http://www.futuremorph.org/14-16/next-steps/follow-your-favourite-subject/careers-from-physics</a></p>

### WHAT WILL I STUDY?

#### Standard level topics and options

Measurements and uncertainties, Mechanics, Rotational mechanics (option), Thermal physics, Thermodynamics (option), Energy production, Circular motion and gravitation, Oscillations and Waves, Electricity and magnetism, Atomic and nuclear physics, Global energy transfer.

#### Higher level topics and options

SHM and Waves AHL, Resonance (HL option), Fields (AHL), Electricity and magnetism (core + AHL), Atomic, nuclear and particle physics (core + AHL), Fluids (HL option), Global energy transfer.

### HOW IS THE COURSE ASSESSED?

The IB course will be assessed with terminal exams at the end of two years of studying. There will be a practical assessment throughout the two years in the form of lab reports in both courses.

## Group 5 – Mathematics

### IB Mathematics: Applications and Interpretations

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr J Thomson ([jthomson@greshams.com](mailto:jthomson@greshams.com))

Entry Requirements	A passing grade at GCSE or equivalent is necessary to study at Standard Level, or a grade 9 at GCSE or equivalent to study at Higher Level.
Where next?	Students studying this course at Higher Level may go on to study social sciences, business, some economics, psychology, chemistry, biological sciences, medicine and possibly some engineering at university.

WHAT WILL I STUDY?		
This course aims to emphasise and make explicit the applications and of the mathematics being taught. Maths Studies has evolved into this Standard Level course.		
HOW IS THE COURSE ASSESSED?		
Standard Level:		
Paper 1 (90 minutes)	Graphic Display Calculator (GDC) required. (80 marks)	Weighting: 40%
Paper 2 (90 minutes)	GDC required. (80 marks)	Weighting: 40%
Internal Assessment	Mathematical Exploration (20 marks)	Weighting: 20%
Higher Level:		
Paper 1 (120 minutes)	GDC required (110 marks)	Weighting: 30%
Paper 2 (120 minutes)	GDC required (110 marks)	Weighting: 30%
Paper 3 (60 minutes)	GDC required (55 marks) Two compulsory extended response problem-solving questions	Weighting: 20%
Internal Assessment	Mathematical Exploration	Weighting: 20%

## IB Mathematics: Analysis and Approaches

(Higher Level)

HEAD OF DEPARTMENT: Mr J Thomson ([jthomson@greshams.com](mailto:jthomson@greshams.com))

Entry Requirements	Grade 9 GCSE or equivalent.
Where next?	Pupils who study this course may go on to study university courses with a high mathematical content, such as mathematics, physics, engineering and some economic courses.

### WHAT WILL I STUDY?

Analysis and Approaches will only be offered at Higher Level and is most similar to the current Maths Higher Level course. It is for students who have strong algebra skills and who enjoy the thrill of mathematical problem solving and generalisation.

### HOW IS THE COURSE ASSESSED?

Paper 1 (120 minutes)	No calculator allowed (110 marks)	Weighting: 30%
Paper 2 (120 minutes)	Graphic Display Calculator (GDC) required (110 marks)	Weighting: 30%
Paper 3 (60 minutes)	GDC required (55 marks) Two compulsory extended response problem-solving questions	Weighting: 20%
Internal Assessment	Mathematical Exploration (20 marks)	Weighting: 20%



## Group 6 – The Arts

### IB Music

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr E Coleman ([ecoleman@greshams.com](mailto:ecoleman@greshams.com))

Entry Requirements	Grade B in GCSE Music or equivalent and ideally Grade 5 Theory. Performing skills equivalent to Grade 5 (SL) or 6 (HL)
Where next?	University options include “traditional” Music at Universities, some of which have more of a performing focus than others, conservatoires for performers, Music Theatre courses and Music Technology and popular music routes at, for example, the Brighton Institute of Modern Music. Many universities, including Oxbridge and Durham, offer choral and organ scholarships. Careers include performing, composing and arranging (following in the footsteps of alumni Benjamin Britten and Lennox Berkeley), teaching, arts administration, music publishing, music therapy and recording in the music industry.



#### WHAT WILL I STUDY?

**Listening paper:** You will study Haydn’s Symphony No. 92 and Rachmaninov’s Variations on a theme of Paganini as well as a wide range of pieces from across the world and from different time periods, including world fusion music, developing listening and analysing skills. **Musical Links Investigation:** You will research and write a 2000-word media script comparing significant musical links between two pieces from distinct musical cultures.

**Internal Assessment:** At Standard Level you will choose between Solo performing (15 minutes), Group performing (20-30 minutes) or Creating (two pieces). At Higher Level you do both Solo performing (20 minutes) and Creating (three pieces). Solo or Group performing can take place at any public performance during the two year course. Creating pieces can be a choice of composition, music technology composition, arrangement, improvisation or stylistic techniques.

#### HOW IS THE COURSE ASSESSED?

The Listening exam takes place at the end of the course and consists of questions on the set work(s) and essays based on a CD of unprepared recordings, and is worth 30%. The Musical Links Investigation is externally assessed coursework and is worth 20%. At Standard Level the Internal Assessment option you choose will be worth 50% and at Higher Level both IAs are worth 25%.

## IB Theatre

(Higher and Standard Level)

HEAD OF DEPARTMENT: Miss B O'Brien ([bobrien@greshams.com](mailto:bobrien@greshams.com))

Entry Requirements	None required, though a good pass at GCSE Drama, evidence of active participation in productions and a genuine enthusiasm for all aspects of the subject are expected.
Where next?	Students of Drama and Theatre often consider Drama College and University to study Theatre and Performance as well as Drama in Education and English. They are also successful moving on to study and work in all areas of the arts and humanities, film and media, the leisure industry and tourism, journalism, the law and social work. Indeed any area of work that requires a confident presentation, a creative approach to problem solving, an independent work ethic, assured team players and leaders with empathy and humanity.

### WHAT WILL I STUDY?

IB Theatre is for students who enjoy creating their own work, reading plays, watching and exploring the work and ideas of theatre makers, and taking an active part in the practical exploration of theatre in performance as actors, directors and designers. Both courses make full use of, our excellent facilities The Auden Theatre and our fully equipped black box studio Scruffs.

The Core Syllabus explores Theatre in Context, Theatre Processes and Presenting Theatre. During the first year of the course students create theatre based on theatre theory, work with play texts, and explore world theatre traditions and work collaboratively to create original theatre.

### HOW IS THE COURSE ASSESSED?

Students are examined in their second year on the following tasks, 4 for HL and 3 for SL. Tasks 1.3 are externally assessed and Task 4 is internally assessed.

**Task 1: Solo theatre piece (HL only):**

Students research a theatre theorist, identify an aspect of their theory, create, and present a solo theatre piece based on this aspect/s.

**Task 2: Director's notebook (SL and HL):**

Students choose a published play text and develop ideas regarding how it could be staged for an audience.

**Task 3: Research presentation (SL and HL):**

Students at SL and HL plan and deliver an individual presentation in which they outline and physically demonstrate their research into a Convention of a theatre tradition.

**Task 4: Collaborative project (SL and HL):**

Students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice.

## IB Visual Arts

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr A Gray ([agray@greshams.com](mailto:agray@greshams.com))

Entry Requirements	Grade B in GCSE Art or equivalent
Where next?	Students who study this subject move on study Industrial Design, Art Foundation and a Degree in Fine Art, Graphics, Architecture, Illustration, Photography and Film.



### WHAT WILL I STUDY?

Students will engage in a broad range of elements connected to the production and curation of visual Artwork. The course is designed to allow students the opportunity to explore materials and processes from the outset but also to hone their skills in conceptualizing and expressing themes with maturity and depth. The course culminates in a curated exhibition, which is the visual results of each student's creative journey.

### HOW IS THE COURSE ASSESSED?

- Comparative study 20% externally assessed
- Process portfolio 40% externally assessed
- Exhibition 40% internally assessed