



Sixth Form Subject Guide 2027-2028



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Advice, Information & Guidance for Sixth Form Choices

Introduction

This booklet is designed to help pupils navigate one of the most exciting stages of their educational journey. Within these pages, you will find an overview of the courses available at Gresham's, alongside guidance to support informed and confident decision-making. Detailed subject information can be found in Part Two, where each course also highlights the university, apprenticeship and career pathways it can help unlock.

The Sixth Form curriculum at Gresham's offers exceptional breadth and flexibility, enabling pupils to shape a programme of study that reflects their talents, ambitions and interests. Whether pursuing a passion for science, technology, engineering, the arts or mathematics, pupils benefit from the outstanding opportunities provided by the Dyson Building and our innovative STEAM provision. The International Baccalaureate remains a highly successful and popular choice, offering academic breadth and intellectual challenge while developing the wide-ranging skills sought by leading universities. For those seeking a more vocational route, BTEC qualifications provide a practical, coursework-focused pathway, with assessment weighted heavily towards sustained achievement rather than final examinations. Equally, our extensive A Level offering allows pupils to build a personalised programme that reflects their individual strengths, interests and aspirations.

As you explore the possibilities ahead, we encourage pupils and parents to approach the options with curiosity, ambition and an open mind. The choices made now will help shape the next stage of each pupil's academic and personal development. Guidance and support are always available, and Mr Chart-Boyles (Deputy Head, Academic), Mr Seldon (Assistant Head, Pupil Progress) and Mrs Osborne (Head of Careers) will be delighted to help pupils identify the pathway that best suits their goals and potential.

Transition from Year 11

All courses at Sixth Form are chosen to ensure pupils are inquisitive and industrious from their very first lessons. Our subject-specialist 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. Sixth Form at Gresham's poses an academic challenge whichever route pupils choose to follow so we strongly encourage them to make informed decisions.

All pupils will be directed to develop their study skills and time-management so that the transition to Sixth Form is as successful as it possibly can be. We explicitly teach pupils techniques of organisation, the importance of having a Growth Mindset and the impact good independent learning skills will have on their progress and outcomes. Our Learning Support Department, Library induction, academic intervention clinics and enrichment programme are just some of the ways in which pupils are supported, stretched and challenged every week.

Deadlines

Pupils will be asked to enter their choices in the second half of the Lent Term. Some pupils may look to change their choices after they receive their GCSE results. Although this is not encouraged as pupils should look to study what they are interested in, it may be sensible to do so but this must be done as soon as possible after GCSE Results Day. Please note the final cut-off date for any possible changes to Sixth Form choices is the first Home Weekend of the Michaelmas Term. No option changes will be permitted after this date so it is imperative that pupils choose their courses wisely.

Choices

Each course has an entry requirement, usually equivalent to a 6 at GCSE. Pupils concerned about grades for entry should contact Mr Chart-Boyles or Admissions in the first instance.

Choosing the appropriate pathway

Gresham's offers a significant choice: whether to study the IB or A Levels, or a combination of A Levels and BTECs.

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). The six subjects are complemented by the core: 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. The six groups are: 1) a Literature or Language course in your first or strongest language; 2) a second or additional Language; 3) a Humanities or Social Science course; 4) a Science; 5) Mathematics; 6) an Arts course (this may be replaced by a second Humanities or Social Science subject, a second experimental Science, or another Language). Pupils opting for the IB will study and take exams in six subjects; at least three will be studied at Higher Level (HL) and three at Standard Level (SL), according to the pupil preference. The subjects you most wish to study should be selected at Higher Level. Pupils 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 pupils begin on four Higher Levels. You are strongly advised to check your selection of Mathematics course with the IB Coordinator, Mrs Futter (lfutter@greshams.com).

A Levels provide a focused and investigative curriculum from which pupils will see themselves as subject specialists, developing an understanding in real depth and detail. Pupils can extend their knowledge in a certain area by taking the IB Extended Essay in addition to their A Levels. If they wish, 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**. 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 final summative assessments (Year 13 exams) as A Levels and the IB Diploma do. Assessments are by modules and coursework, and these often contain a practical element. These courses offer pupils the opportunity to develop practical skills and experience with a stronger eye on future vocations.

All pathways are complimented by academic clinics, teacher and pupil-led clubs and societies, enrichment opportunities, and the Sixth Form lecture programme.

Four A Levels

It is possible to choose four A Levels initially but pupils must indicate which is their fourth choice. This will enable pupils to keep their options open a little longer, although most ultimately settle upon three A Level subjects early in Year 12. The exception to this is pupils studying Further Mathematics: these pupils complete their A Level in Mathematics in Year 12 before moving on to the Further Mathematics course in Year 13.

The positive choice

At the heart of pupils' choices must be positives and the most important of these should be enjoyment of the subject. Whatever courses are chosen, high academic ambitions and commitment are required, and these come more easily if the subject is one about which pupils are passionate. Pupils could speak to teachers and their peers who are already taking the course to help with their decisions too.

Positive reasons for choosing the IB Diploma
Breadth - Particularly as this keeps your options open for university.
Some specialisations – The Higher Level subjects allow you to specialise in your favourite areas.
Preparation for university – 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.
Coursework elements – 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.
Structured Learning – The IB has more lessons and fewer study periods than A Levels.
Recognition – 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
Specialisation – Pupils can choose areas of strength and interest and focus on these.
Excellence – A Level grades are at a high standard and require you to strive for highly developed knowledge and understanding.
Less emphasis on coursework – Look closely at the descriptions in this booklet, but many A Levels do not require any coursework.
Independence – Study periods are essential to A Level success and therefore require self-motivation and focus.

Positive reasons for choosing BTECs
Recognition - They are highly regarded by universities.
Less emphasis on written exams - They place less emphasis on final assessment in written exams and there is greater emphasis on practical study and coursework.
Structure - The courses are structured around modules.
Specialisation – BTEC Sport and BTEC Agriculture are worth 2 A Levels and allow you to further specialise at Sixth Form study.
Vocational – Tasks are designed within a vocational context.

Subject Choice

Whichever programme pupils 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 want to study should be selected at Higher Level. Pupils 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 pupils begin on 4 Higher Levels.

Reserve Choice

At **A Level**, pupils have a free choice as to the programmes studied. We always try our best to allow pupils to study the courses they want to but not every combination is possible to satisfy within the constraints of the timetable. Therefore, pupils **must** select a reserve subject when making their choices.

Good reasons for selecting a subject

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

Poor reasons for selecting a subject

You like the current teacher
Your friends are doing it
Your older sibling studied it
You want new subjects at Sixth Form
You think it will make the Sixth Form easier
You think a BTEC or another 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 offered 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	
Digital Music Production	No	No	Yes
Economics	Yes	Yes	
English Literature	Yes	No	
English Language & Literature	No	Yes	
Environmental Systems & Societies	No	Yes (SL only)	
Extended Essay	Yes (as an additional course)	Yes - compulsory	
Film Studies	No	Yes	
French	Yes	Yes	
Geography	Yes	Yes	
German	No	Yes	
*Graphics	Yes	No	
History	Yes	Yes	
History of Art	Yes	No	
Latin	Yes	Yes	
Mathematics	Yes	Yes	
Further Mathematics	Yes	No	
Music	Yes	Yes	
Performing Arts	No	No	Yes
*Photography	Yes	No – although Visual Arts can include this	
Physical Education	Yes	No	
Physics	Yes	Yes	
Psychology	Yes	Yes	
RS (Philosophy & Ethics) / Philosophy	Yes	Yes	
Spanish	Yes	Yes	
Sport	No	Yes	Yes
Theory of Knowledge	No	Yes – compulsory	
*Three-Dimensional Design	Yes	No	

*If you would like to study three from Art, Graphics, Three-Dimensional Design and Photography, you will need to discuss this with the Deputy Head (Academic).

The IB Languages and 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, film 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: Language & Literature German A: Literature Spanish A: Language & Literature*	English B French B German B Classical Languages: Latin Spanish B	Spanish <i>ab initio</i> French <i>ab initio</i> (rare) German <i>ab initio</i> (rare)

*Please contact Admissions if you are interested in taking Spanish A.

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 for Group 6.

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

You are strongly advised to check your selection of maths course with the IB Coordinator.

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 in the second half of the Lent Term.

2. What if I am undecided?

Complete the form as fully as you are able to. If you want to change your choices, contact Mr Seldon, Assistant Head (Pupil Progress): mseldon@greshams.com.

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 Chart-Boyles, Deputy Head (Academic), before the start of term if you are rethinking your options.

4. What if I change my mind after I have started?

The final cut-off date for late changes is the September Home Weekend. No changes are permitted after this point.

5. 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 staff
- Subject teachers
- School Library – many useful resources on choosing courses
- Mrs Osborne - Head of Careers for careers information, advice and guidance on next stage subject study for university degree study or gaining a degree in early start employer programmes or degree apprenticeships
- Mrs Futter (IB Diploma Programme Coordinator – essential to speak with her if you are thinking of the Diploma)
- Mr Seldon (Assistant Head, Pupil Progress)
- Mr Chart-Boyles (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 5 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 some universities in Anglophone countries as proof of competency in English for speakers of English as a second or additional language.

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.

Pupils should indicate before the new academic year that they wish to be added to an IELTS class. We teach two cohorts in sequence in year 12. It is imperative that Year 12 pupils check the IELTS scores required by their chosen universities before they complete their UCAS application to ensure that they have attained the required levels. We further 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 2025/26 fee was approximately £245.00, and the fee increases on an annual basis. In addition, there will be some travelling costs to and from the test centre in Cambridge. Tests take place on a number of Saturdays throughout the year.

Careers Advice

Sue Osborne, a qualified careers guidance advice practitioner, is our Head of Careers. Personal advice and guidance is available from Sue through an appointment system. She is here to help all pupils make informed decisions about any aspect of planning for their future, including career choices, advice on growth employment sectors and the subjects and skills required for these, higher education, apprenticeships and training, summer jobs, work experience, Gap Years, CVs, coaching for psychometric assessments, interviews, applications, and employability.	
Careers Interviews	All pupils can book a careers interview with Mrs Osborne by emailing here: sosborne@greshams.com . A comprehensive action plan is always provided to the pupil following their interview.
UniFrog Careers online platform	Unifrog is a careers platform that can help parents support their child's Higher Education and career choices. All year groups and parents from Years 9 – 13 have access to it.
Psychometric Assessments	Psychometric testing is one of the ways to find the best post-school destinations. Mrs Osborne can organise the Morrisby Psychometric Assessment for pupils to take. There is a one off fee of £30.00 which provides a login for life.
Careers Education	This is provided through the Wellbeing Year 12 carousel and Academic Tutoring programmes. It focuses on developing self-awareness, key employability skills and personal presentation, exploring LMI growth employment sectors, writing CVs, coaching on interview skills, and how to use professional business networking platforms.
Business Breakfast	An excellent way for Sixth Form pupils to be trained on networking and personal presentation skills, which they can put into practice with local employers.
Enrichment talks with the Old Greshamian network	Curriculum time lectures to Sixth Form pupils to develop awareness, knowledge and discussion. Support from Old Greshamians for mentoring, job sector advice, skills, abilities and work experience, for example.
Higher Education Fair at the Royal Norfolk Exhibition Hall, Norfolk Showground	Year 12 pupils attend this event organised by UCAS and held in the Exhibition Hall at The Royal Norfolk Showground ground, Norwich. The event provides an opportunity for pupils to meet university ambassadors to find out more about degree courses / degree apprenticeships and student life. The Armed Forces, The Dyson Institute and the National Health Service also attend to give information on their routes of study.
Lower Sixth Post-18 Options Conference	Our annual conference for Year 12 pupils and their parents. It launches the UCAS application process, as well as providing information about routes with talks from Medicine / Veterinary / The Armed Forces / Oxford Media & Business School / Drama School / Art School / Music Conservatoires / Degree Apprenticeships / UK Sailing UKSA / Norland Nannies / plus we welcome back former pupils to talk about their study / Gap year journeys.
Gap Year Information	A Gap Year Presentation Evening is held during the Lent Term.
HE Open Days and Taster Days	Information sent out via our Sixth Form UCAS & Careers Teams channels.
Future Careers Fair	Annual event giving an opportunity to pupils and parents from all Senior School year groups to speak to a diverse range of Higher Education establishments / Colleges / The Armed Forces / Conservatoires / Arts Schools together with employer exhibitors showcasing degree apprenticeships, apprenticeships and opportunities in employment sectors.
Work Experience	Work Experience is actively encouraged for pupils in Year 11, 12, 13. Mrs Osborne has a wealth of employment contacts and the Old Greshamian network offers many opportunities for work placements too.
Summer Work	Vacancies for summer work are posted on the Teams noticeboard and in Houses.

BTEC National

BTEC Level 3 National Diploma or Extended Certificate in Agriculture

HEAD OF DEPARTMENT: Mr J Beales (jbeales@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?	Pupils completing their BTEC Nationals in Agriculture will be aiming to go on to employment in the industry or related industries, often via the steppingstone of higher education.

WHAT WILL I STUDY?

For the National Diploma (2 A Level Equivalent)

The following 7 units are mandatory:

- Professional Working Responsibilities
- Plant and Soil Science
- Work Experience in the Land-based Sectors
- Estate Skills
- Land-based Machinery Operations
- Managing Environmental Activities in Agriculture
- Managing Activities for Agricultural Enterprises

The following 2 units are selected by us:

- Livestock Husbandry
- Grass and Forage Crop Production

Pupils have a 'free choice' of 1 of the following units to suit their personalized learning needs:

- Crop Production
- Livestock Health and Disease
- Developing a Land-based Enterprise
- Combinable Crop Production and Processing
- Livestock Nutrition
- Organic Agricultural Production
- Land-based Workshop Practices

For the Extended Certificate (1 A-Level Equivalent)

The following 3 units are mandatory:

- Professional Working Responsibilities
- Work Experience in the Land-based Sectors
- Applied Agricultural Farming Practice

The following 1 unit is selected by us:

- Land-based Machinery Operations

HOW IS THE COURSE ASSESSED?

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

Externally-assessed units:

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome
- Set tasks – pupils 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
- Deliver presentations
- Construct portfolios to demonstrate practical skills

BTEC National Extended Certificate in Digital Music Production

HEAD OF COMMERCIAL MUSIC: Mr C Cooper (ccooper@greshams.com)

EXAM BOARD: Pearson

Entry requirements	There are no specific entry requirements for this course. A grasp of Music Production and keyboard skills are beneficial.
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:

- **Music and Sound for Media** – Learners will explore the production of the music, sound and effects that are used for media products such as games, films and apps.
- **Digital Audio Workstation (DAW) production** – Pupils will develop an understanding of how a digital audio workstation can be used creatively to produce music, manipulate audio and mix music.

Pupils will also study three optional units.

- **Creative Synthesis and Sampling** - Learners will explore the creative functions of synthesisers and samplers in making music and sound design.
- **Mixing and Mastering Techniques** - This unit aims to give learners the skills to mix and master a digital audio workstation (DAW) project to a professional standard.
- **Commercial Music Production** - Learners will explore the audio production techniques and ear-catching songwriting styles associated with commercial music.

HOW IS THE COURSE ASSESSED?

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

Externally-assessed units:

- **Examinations** – all pupils take the same assessment at the same time, normally with a written outcome
- **Set tasks** – pupils 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 Extended Certificate in Performing Arts

HEAD OF DEPARTMENT: Mr B Hopkins (bhopkins@greshams.com)

EXAM BOARD: Pearson

Entry requirements	There are no specific requirements for this course though GCSE Drama is a useful starting point. In the absence of drama qualifications, we would expect pupils to have some performance experience and extra-curricular engagement within performing arts. This is a highly practical and active course focused on providing students with the knowledge, skills and experiences to pursue a career in the performing arts industry, while also giving them confidence and fluency in public speaking, and a clear understanding of professional standards and behaviour. The course aims to foster a passion for performance, a fearless attitude, and a supportive, nurturing and collaborative team environment. Our approach to training and skills development is designed to mirror a professional level industry practice.
Where next?	Students can go into the performing arts industry or other people-facing industries, often via a university drama or theatre degree or a course in a performing arts, dance or drama school. They might become a member of a theatre company, or become a performer, dancer, movement director or director in film, television or media. Our training programme also supplies a fantastic foundation for a career as a teacher or workshop facilitator in various sectors, including education, business and events and leisure. The skills and experiences our students gain are extremely well-suited to jobs requiring well-rounded, confident employees, team players and independent, creative problem solvers.

WHAT WILL I STUDY?

Our course, made up of three mandatory units and one optional unit, will give you an excellent foundation in the knowledge, skills and experiences needed to succeed in performing arts. Although one unit is assessed via a written exam, it is above all a practical programme aimed at providing class-leading training in the skills and disciplines required for high-quality public performance. The course is also very flexible, allowing you to pursue your own interests and develop skills and expertise in areas and disciplines you want to explore further. It is designed to encourage you to investigate and take responsibility for your own creative and technical development as a performer.

OUR COURSE IS EQUIVALENT TO ONE A LEVEL and is divided into units as follows:

<u>4 units</u> 3 mandatory units 1 optional unit	<u>Mandatory units</u> Unit 1 - Investigating Practitioners' Work Assessed externally, via a written exam on key practitioners in the performing arts Unit 2 - Developing Skills and Techniques for Live Performance Assessed internally by the department, via practical exercises, performances in two different styles and a supporting written log Unit 3 - Group Performance Workshop Assessed externally, via practical exercises, a final group devised performance and written log
<u>Optional units</u>	

The optional unit is chosen according to the skills and interests of the students. Options include units in various dance techniques, as well as directing, puppetry and storytelling. Other options include:

Interpreting Classical Text for Performance

Acting Styles

Developing the Voice for Performance

Improvisation

Movement in Performance

Musical Theatre Techniques

Variety Performance

HOW IS THE COURSE ASSESSED?

Externally-assessed units:

- Unit 1: exam – students complete a written assessment supported by notes
- Unit 3: performance task and log – students devise, rehearse and perform an extended piece, and keep a performance log, comprising research, notes and workshop recordings, detailing their creative process

Internally-assessed units:

- Unit 2: performance tasks and log – students train, rehearse and perform in various styles, leading to extended performances in two styles, and keep a performance log detailing their process and development
- Optional unit: performance tasks and log – students train, rehearse and perform in various styles, leading to extended performances, and keep a performance log detailing their process and development

BTEC Level 3 National Diploma in Sport

HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)

EXAM BOARD: Pearson

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?	Pupils completing their BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education.

WHAT WILL I STUDY?

There are 9 units, of which 6 are mandatory (75% of the course content), and 3 externally assessed (45% of the course content).

Mandatory

1. Anatomy and physiology
2. Fitness training and programming for health, sport and wellbeing
3. Professional development in the sports industry
4. Sports leadership
5. Investigating business in sport
6. Skills acquisition in sport

Optional

1. Application of fitness testing
2. Sports psychology
3. Practical sports performance
4. Coaching for performance
5. Research methods in sport
6. Sport event organisation
7. Research project in sport
8. Sports injury management
9. Work experience in active leisure
10. Leisure management
11. Leisure centre operations
12. Sports performance analysis
13. Rules, regulations and officiating in sport
14. Technical and tactical demands of sport
15. Principles and practices for outdoor and adventurous activities
16. Environmental sustainability for outdoor and adventurous activities

HOW IS THE COURSE ASSESSED?

There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally Assessed units:

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome,
- Set tasks – pupils 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
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills

Synoptic Assessment (may be internally or externally assessed):

- Completion of a vocational task.

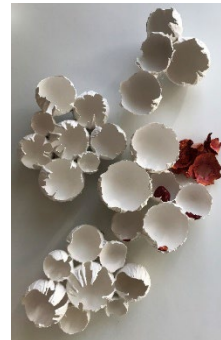
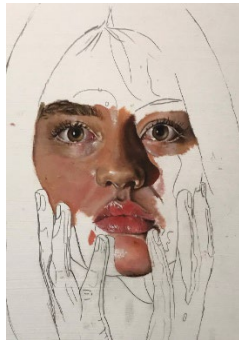
A Levels

A Level Art (Fine Art)

HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Art or equivalent. Pupils who are focused on a future career path within the creative industries can choose to study more than one creative A Level subject. It is also highly recommended that all pupils choosing a creative arts A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may progress to study an Art Foundation course or degree in Fine Arts, Sculpture, Graphics, Architecture, Textiles, Illustration, Animation, Photography or Film.



WHAT WILL I STUDY?

- **Painting and drawing**
- **Printmaking**
- **Sculpture**
- **Lens-based image making**

Pupils will develop integrated knowledge, skills and understanding of the following:

Painting and drawing

- Characteristics of materials such as plasticity, opacity, translucence, malleability and transparency.
- Properties of colour, such as hue, tint, saturation, tone and colour perception.
- Materials such as graphite, wax crayon, oil pastel, soft pastel, charcoal, ink, chalk, watercolour, acrylic paint, oil paint, dyes, stitch and computer software.
- The potential for exploring combinations of materials, such as combining drawn and painted elements, collage, found objects, including inert materials to add textures/impart meaning.

Printmaking

- Print qualities and how they result from different printmaking tools, materials and processes.
- Printing processes such as screen printing, intaglio printing, relief printing and lithography.

Sculpture

- Producing forms in three dimensions, utilising volume, space, materials and movement.
- Modelling techniques such as the manipulation materials such as clay, plaster or wax.
- Construction techniques such as fixing or joining materials.
- Materials such as wood, plaster, leather, clay, textiles, card, plastics, wax, recyclable materials, ready-mades and found objects/materials.

Lens-based image making

- The production processes of artworks in a range of lens and time-based media, such as mixed media, installation, site-specific, montage, digital, film and video, animation and sound.

HOW IS THE COURSE ASSESSED?

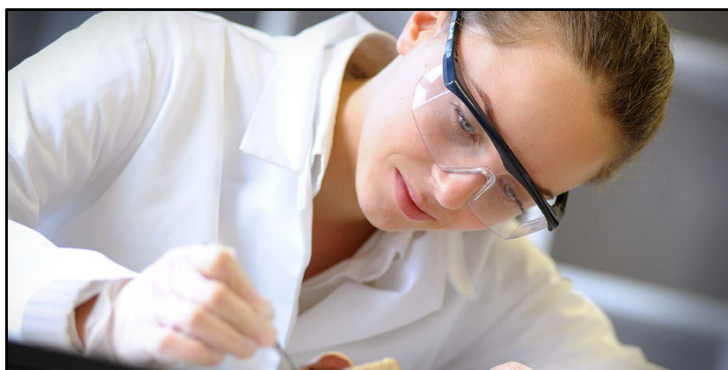
- The Coursework Unit is internally set, internally assessed and externally moderated. It is worth 60% of the total qualification. This includes a written Personal Study that comprises of 12% of the total qualification.
- The Exam Unit is externally set, internally assessed and externally moderated and is worth 40% of the total qualification. There is a fifteen-hour exam over three days.

A Level Biology

HEAD OF DEPARTMENT: Miss A Mitchell (amitchell@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 pupils 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 many others.



WHAT WILL I STUDY?

- Module 1 – Development of practical skills in Biology (covered through practical work throughout the course)
- Module 2 – Foundations in Biology (including Cell Biology, Cell Division, Enzymes and Biochemistry)
- Module 3 – Exchange and Transport (including gas exchange and the lungs, the heart and circulatory system and transport of materials in plants)
- Module 4 – Biodiversity, Evolution and Disease (including measuring biodiversity, conservation, classification and the immune system)
- Module 5 – Communication, Homeostasis and Energy (including the biochemistry of respiration and photosynthesis, the nervous system, the liver and kidneys and hormonal communication in animals and plants)
- Module 6 – Genetics, Evolution and Ecosystems (including genetic inheritance, the control of gene expression, populations and ecosystems and biotechnology).

HOW IS THE COURSE ASSESSED?

- Assessment is through three exams, taken towards the end of the course:
- Biological processes – 2 hours 15min (37%)
- Biological diversity – 2 hours 15min (37%)
- Unified Biology – 1 hour 30min (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)

EXAM BOARD: CIE

Entry Requirements	Grade 5 in IGCSE English and Mathematics or equivalent.
Where next?	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. Courses range from Business Studies to Accounting to Business Management. Many courses now offer an industrial placement year which can prepare pupils for a life in business.

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?

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

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

A Level Chemistry

HEAD OF DEPARTMENT: Mr C Oates (coates@greshams.com)

EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Chemistry or 6:6 in Combined Science or equivalent.
Where next?	The skills developed in Chemistry 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. Any pupil 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. 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.



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)

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

A Level Computer Science

HEAD OF DEPARTMENT: Mr A Davies (adavies@greshams.com)

EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Computer Science or, since the syllabus is specifically designed to be equally accessible by those who have not studied the subject at GCSE, grade 6 in Mathematics.
Where next?	Programming skills, and especially Python, are increasingly required by a wide range of university degree courses, as data analysis and modelling, as well as machine learning, have assumed an ever-greater role across many fields in recent years. Computational methods underpin a wide range of commercial, scientific, and academic activities, and studying Computer Science develops both the pupil's knowledge and understanding of such methods and an appreciation of when and how they may be best applied. The programming, logical and analytical skills which are developed in this course are highly sought after in careers at the cutting edge of financial technology, artificial intelligence, robotics, engineering, "big data", and across numerous fields of business. Both challenging and intellectually rewarding, Computer Science offers its pupils the opportunity to acquire valuable real-world skills whilst engaged in what Seymour Paper, former Professor of Education at MIT and a leading figure in the development of artificial intelligence, described as "hard fun".

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, SQL, Javascript

Paper 1 (40%) On screen exam

This paper tests a pupil'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 pupil'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%)

A very wide range of projects can be tackled, requiring a practical programming solution/application to be created to solve a real-world problem of the pupil's choosing. Previous projects have included *inter alia* machine learning applied to psychometric testing, computer vision/robotics, and e-commerce and automated online financial trading systems.

A Level Economics

HEAD OF DEPARTMENT: Mr Peter Detnon (pdetnon@greshams.com)

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in IGCSE Mathematics and English or equivalent.
Where next?	Economics is a widely accepted and well-respected subject by universities and employers. According to Prospects UK (http://www.prospects.ac.uk/options_economics.htm): “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.” Potential careers for those with Economics degrees include: Accountancy, Actuary, Civil Service, Consulting, Economist, Financial Analyst, Investment Analyst, Journalist, Statistician

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 multiple choice, data response and extended open-response questions.

It is not essential to study Maths A-level alongside Economics, but many Economics courses at university require Maths A-level and a small number of university courses (such as Oxbridge and LSE) strongly prefer candidates with Further Maths A-level. University courses that are economics-related or dual honours are usually open to non-mathematicians.

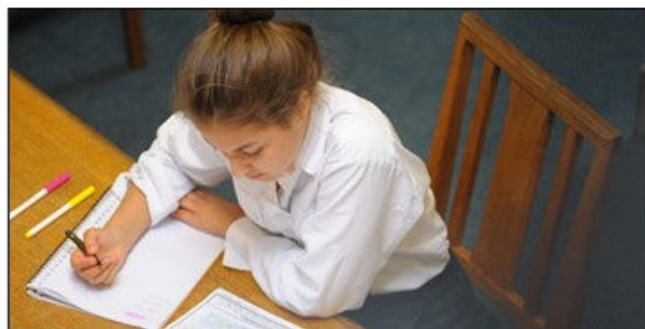
The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

A Level English Literature

HEAD OF DEPARTMENT: Mr F Hardy (fhardy@greshams.com)

EXAM BOARD: Edexcel

Entry Requirements	Grade 6 in 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. The ability to scrutinise and debate a variety of texts, write comprehensively, argue a point, analyse levels of meaning and communicate ideas clearly, make pupils highly employable in all sectors.



WHAT WILL I STUDY?

Component 1: Drama

This component is worth 30% of the qualification.

Section A is based on your study of one Shakespeare play (either Tragedy or Comedy).

Section B is based on your study of one other drama text (either Tragedy or Comedy).

You may take a clean copy of your drama texts into the exam with you.

Component 2: Prose

This component is worth 20% of the qualification.

Your exam is based on the study of two prose texts from a chosen theme. You will answer one comparative essay question on your two texts.

You may take a clean copy of your prose texts into the exam with you.

Component 3: Poetry

This component is worth 30% of the qualification.

You will study a post-2000 anthology of poetry as well as a selection of poetry by a named poet or movement.

Section A of the exam will ask you to compare one unseen poem written post-2000 with one of the named poems from your studied post-2000 poetry anthology.

Section B of the exam requires you to answer one essay question based on your named poet or movement.

You may take a clean copy of your poetry texts into the exam with you.

Component 4: NEA (Coursework)

This component is worth 20% of the qualification.

You have a free choice of texts to study from poetry, prose fiction, prose non-fiction and drama that may be linked by theme, author, movement or period.

Pupils will produce a comparative essay of 2500-3500 words.

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.

A Level French

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

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE French.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is better respected by Russell Group universities and employers, and it will open more doors for you. 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 you are a more mature, adaptable and independent individual, what is termed a "global citizen." 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 one of the lowest unemployment rates overall. 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.



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: Pupils discuss one theme from the specification based on a stimulus containing two different statements.
Task 2, Part 1: Pupils summarise two written sources they have used for their independent research project as a presentation.
Task 2, Part 2: Pupils answer questions on their presentation.

A Level Geography

HEAD OF DEPARTMENT: Ms E Churchill (echurchill@greshams.com)

EXAM BOARD: Cambridge International A Level

Entry Requirements	Preferably a Grade 5 (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad academic subject that complements all university subjects and can be applied to all future careers alike. Some of the many options link 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, river processes and hazards
- Atmospheric processes and global climate change
- Earth processes and mass movements

Core Human Geography

- Population and migration
- Water resources and management
- Urban areas and management

Advanced Physical Geography Options:

- Coastal environments
- Hazardous environments

Advanced Human Geography Options (a choice of two will be made):

- Climate change impacts and governance
- Environmental issues and management
- Trade, aid and tourism
- Disease and geography

Field Trips:

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

As part of the current A Level and IB courses we run an annual year 12 trip to Dorset which is always a highlight of the year!

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 Graphic Communication

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

Exam Board: Edexcel

Entry Requirements	Grade 6 in GCSE Art or equivalent. A Level pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. We would also strongly recommend that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils 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?

Pupils 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. Pupils 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)

EXAM BOARD: AQA

Entry Requirements	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 pupils 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 pupils 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?

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 pupils undertake a Historical Investigation on EITHER The Development of African American Civil Rights 1863-1965 OR the British Empire and slavery 1730-1838.

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

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

EXAM BOARD: Edexcel

Entry Requirements	None required, although a Grade 6 in IGCSE English or equivalent would be beneficial. A genuine enthusiasm for all aspects of the subject are expected.
Where next?	History of Art is a well-respected qualification with the academic credentials for university. History of Art is offered as a Single or Joint Honours degree at most universities, including Oxford and Cambridge. There is a rich variety of career paths including education, journalism, curating, sales, interior design, stylist, art restoration and conservation, and art therapy.



WHAT WILL I STUDY?

The qualification inspires pupils to engage with visual culture in many forms and with a new global perspective. Pupils will gain an understanding of the relationship between art and society; art historical terms, concepts and issues; the influence of cultural and political factors, differences in materials, techniques and processes in both art and architecture over time.

Year 12 Paper 1: THEMES

- Visual analysis (painting, sculpture and architecture)
- Two Themes are studied in depth:
- Nature in Art
- Identities in Art

Year 13 Paper 2: PERIODS

Two Periods are studied in depth:

- Power and Persuasion: The Baroque in Catholic Europe (1597-1685)
- Brave New World: Modernism in Europe (1900-1939)

HOW IS THE COURSE ASSESSED?

How it's assessed

- There are two written exams at the end of Year 13
- Each exam is worth 50% of the A Level grade

A Level Latin

HEAD OF DEPARTMENT: Mr J Brettell (jbrettell@greshams.com)

Exam Board: OCR

Entry Requirements	Grade 6 in GCSE Latin or equivalent.
Where next?	Both universities and employers value the logical thinking skills which are intrinsic to learning a complex inflected language like Latin. In addition, pupils have to write effectively and persuasively about a range of literary authors with diverse styles, and have to have the ability to assimilate large portions of text. A degree in Classics can lead to careers in the civil service, law, accountancy or even computer programming.

WHAT WILL I STUDY?

The course builds on the ability to translate and comprehend unseen Latin stories already acquired at GCSE. Pupils have to get to grips with more complex syntax and accidence in order to be able to translate unabridged Latin from both prose and verse authors. In addition, they have to study prescribed authors from two different genres.

HOW IS THE COURSE ASSESSED?

- (1) Unseen translation exam (Livy and Ovid), 1 hour and 45 minutes (33% weighting).
- (2) Unseen comprehension exam from a different prose author, 1 hour and 15 minutes (17% weighting).
- (3) Prose set text exam on Tacitus 'Annals' Book XII, 2 hours (25% weighting).
- (4) Verse set text exam on Virgil 'The Aeneid' Book II, 2 hours (25% weighting).

A Level Mathematics

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

Exam Board: Edexcel

Entry Requirements	As high a grade as possible at IGCSE, such as grade 8 or 9, possibly a 7.
Where next?	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. 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'.

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 pupils 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 Sixth 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)

Exam Board: Edexcel

Entry Requirements	Grade 8 or 9 at GCSE Mathematics, or equivalent. Further Maths GCSE 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 pupils 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 Sixth. 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 Statistics

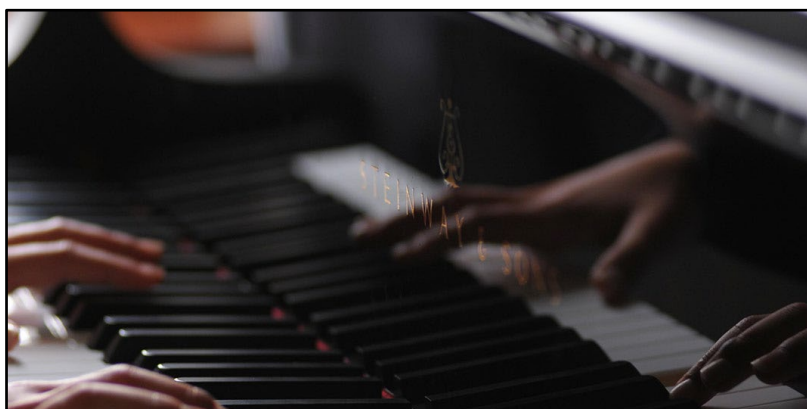
Paper 4: Further Mathematics Mechanics

A Level Music

HEAD OF DEPARTMENT: Mrs M Wolfe (mwolfe@greshams.com)

EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Music or equivalent and ideally at least Grade 5 Theory Skills. Performing skills equivalent to Grade 6
Where next?	Music A Level offers the academic pursuit of investigating and understanding music, creativity and the acknowledged achievement of pursuing a highly skilled activity and demonstrating your ability. It is an incredibly complimentary course for any range of subjects from the sciences and the arts. University options include studying Traditional or Popular Music at a University, performance at a Conservatoire, Music Technology, Musical Theatre and Performing Arts, as well as broader Media and Communications courses. Many universities offer choral and organ scholarships, and music can be a fantastic avenue into broadening your experience in Higher Education. Specific 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 production in the music industry.



WHAT WILL I STUDY?

C1: Listening & Appraising 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 Areas of Study cover the following areas:

- **Western Classical Tradition** – Solo Baroque Concerto, Operas of Mozart, Romantic Piano Music
- **Popular Music** – Soul, Funk, Dance, Popular, Rock, Rap and Studio Production Techniques
- **Music for Media** - Music for film, music featured in gaming and commercial media outlets

The final exam will include listening to music you have studied and responding to what you hear.

C2: 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 and assessed.

C3: Composition You will compose two pieces of music of 2½-4 minutes in length. There is considerable breadth to the options available for composition, free choice and set briefs. At least one of the compositions will include Music Technology skills and processes

HOW IS THE COURSE ASSESSED?

40% **C1** Final listening & appraising exam at the end of the two-year course

35% **C2** Performance is assessed by a recital concert performed in the final year

25% **C3** Composition coursework

A Level Photography

HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)

EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Art or equivalent. Pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. It is also highly recommended that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may progress to study an Art Foundation course, or a degree in Photography, Film, Fine Art, Graphics, Architecture or Illustration.



WHAT WILL I STUDY?

- Film-based photography
- Digital photography
- Film and video

Pupils will develop integrated knowledge, skills and understanding of the following:

Film-based photography

- Specialised films which will facilitate the processes of generating and developing ideas.
- Viewpoint, composition, focus, aperture, shutter speed, exposure, through the lens metering.
- Darkroom techniques, using appropriate paper types, developing and printing, emulsions, exposures, tone and contrast.
- Techniques such as chemigrams, cyanotypes, photograms, photomontage.
- Manipulation of the image through computers, scanners and computer software.

Digital photography

- The principles of digital photography, including the pixel and digital processing.
- Viewpoint, white balance, composition, focus, aperture, shutter speed, exposure, shooting modes, histograms.
- The use and qualities of image acquisition hardware and software, image manipulation and analogies between digital and other forms of photography.
- The relationships between colour and tone for screen and print-based media, screen calibration, colour gamut, file formats such as raw, jpeg, tiff.

- The use of a range of source material, software and hardware in the generation and development of ideas.

Film and video

- Camera angles, viewpoints, length of shot, cutting, composition, cropping and pacing, which may include computer generated ideas.
- Various animation processes, such as stop-frame.
- Qualities and functions of various film and video formats, such as 8mm film, analogue video, digital video, animated gif.
- The use of sound, narration and storyline and their relation to moving images.
- Editing.

The studio facilities allow pupils to combine photographic techniques with other processes such as laser cutting, silk screen printing, heat transfer and sublimation printing.

HOW IS THE COURSE ASSESSED?

- The Coursework Unit is internally set, internally assessed, and externally moderated. It is worth 60% of the total qualification. This includes a written Personal Study that comprises of 12% of the total qualification.
- The Exam Unit is externally set, internally assessed, and externally moderated and is worth 40% of the total qualification. There is a fifteen-hour exam over three days.

A Level Physical Education

HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)

EXAM BOARD: OCR

Entry Requirements	Minimum grade 6 in GCSE PE and 6 in GCSE Biology, or 6:6 in Combined Science, and the potential to play at 1 st team level in at least one sport.
Where next?	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 pupil who can cope with the demands of university life. This wide variety of skill will stand you in good stead for most university courses. 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.

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 pupils 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:

70% written exam

15% oral exam

15% practical assessment

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)
EXAM BOARD: OCR

Entry Requirements	Grade 7 in GCSE Physics or 7.7 in Combined Science
Where Next?	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. Do you want to investigate the limits of space, the beginning of time and everything in between? 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? Studying Physics can develop: Technology in our everyday lives, help you understand your surroundings along with shaping and building a sustainable future. For everything Physics take a look at www.iop.org



What will I study?

We follow OCR A Physics, which covers the following topics.

The six modules are each divided into key topics:

Module 1: Development of practical skills in physics

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2: Foundations in physics

- Physical quantities and units
- Making measurements and analysing data
- Nature of quantities

Module 3: Forces and motion

- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton's laws of motion and momentum

Module 4: Electrons, waves and photons

- Charge and current
- Energy, power and resistance
- Electrical circuits

- Waves
- Quantum physics

Module 5: Newtonian world and astrophysics

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology

Module 6: Particles and medical physics

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

How is the course assessed?

The course is assessed with three exams at the end of year 13. Pupils also gain practical skills throughout the course. These are assessed in the written examinations and in the practical endorsement.

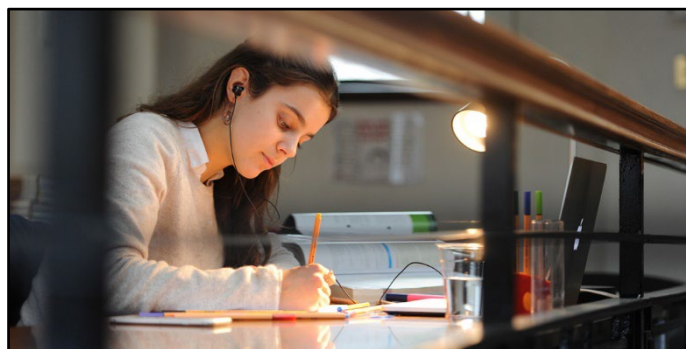
Paper	Marks	Duration	Weighting	Assessed topics
Modelling physics	100	2 Hours 15 Minutes	37%	Assesses content from modules 1, 2, 3 and 5
Exploring physics	100	2 Hours 15 Minutes	37%	Assesses content from modules 1, 2, 4 and 6
Unified physics	70	1 Hour 30 Minutes	26%	Assesses content from all modules (1 to 6)

A Level Psychology

HEAD OF DEPARTMENT: Miss A Cann (acann@greshams.com)

EXAM BOARD: AQA

Entry Requirements	A grade 6 or higher in GCSE English and Science would be preferred. A grade 5 or higher in GCSE Maths would be beneficial. What is essential is enthusiasm, commitment, curiosity, and a genuine interest in the subject.
Where next?	Psychology is currently the second most popular A Level subject in the UK. Studying the A Level course will of course benefit those wishing to read Psychology at university; in addition, through studying Psychology pupils are well equipped for many other degree courses where understanding human behaviour is valuable including: Sciences, Sociology, Criminology, Politics, Business Studies and Economics, Teaching, Sport Science, Law and Nursing. Future career choices are diverse and exciting. There are many opportunities within the field of Psychology itself, for example: applying psychological principles in the criminal justice system as a Forensic Psychologist; supporting children in an Educational setting as an Educational Psychologist; working with patients to diagnose and treat mental health conditions as a Clinical Psychologist, enhancing athletic performance as a Sports Psychologist and helping organisations improve employee wellbeing and productivity as an Occupational Psychologist. With advancements in technology there are new and ever developing areas of Psychology too such as Neuropsychology and Cyberpsychology. With their transferable skills, pupils of Psychology go onto many and varied careers outside of applied Psychology too such as Business and Marketing, Teaching and Law.



WHAT WILL I STUDY?

Psychology is the scientific study of human behaviour, and the A Level course provides the opportunity to develop an excellent grounding in key areas of Psychology

Introductory topics in Psychology

Four topics, all studied in Year 1:

- Social Influence
- Memory
- Attachment
- Clinical Psychology and Mental Health

Issues and options in Psychology

The following topics are studied in Year 2:

- Gender
- Schizophrenia
- Forensic Psychology

Psychology in context

Three topics studied in Year 1 & 2:

- Approaches
- Biopsychology
- Research Methods

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)

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 and business ethics, ethical language, 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 pupils 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)

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. Studying Spanish at A Level gives you access to a range of university courses and fits alongside a huge variety of subjects if you wish to study it as a main or joint subject, giving you the opportunity to spend part of your degree abroad. In addition to this, studying Spanish not only enables you to develop your analytical skills and linguistic accuracy but also enables pupils to express themselves in a persuasive manner. Spanish is the second most spoken language by native speakers in the world and the third most used language on the internet and as such, Spanish is not just a means of communication but a gateway to numerous opportunities.

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. Pupils 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: Pupils translate an unseen passage from English into Spanish. Section B: Pupils write an extended response on either one or two of the literary texts listed. Section C: Pupils 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. Pupils present a summary of at least 2 written sources they have used.
Task 2, Part 2 – Discussion on Project

A Level Three-Dimensional Design

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

Exam Board: Edexcel

Entry Requirements	Grade 6 in GCSE Art or equivalent. A Level pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. We would also strongly recommend that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils 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?

Pupils 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.

As part of the course parents will be asked to contribute approximately £100 towards the cost of materials for the furniture project.

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: Mrs K Mousley (kmousley@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 pupils with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a subject specialist in the school). This leads to a major piece of formally presented, structured writing of 4000 words, 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 pupil, which is then combined with the pupil'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 pupils will receive the grade, which is certificated.

Theory of Knowledge (ToK)

HEAD OF DEPARTMENT: Miss A Cann (acann@greshams.com)

Entry Requirements	None.
Where next?	ToK is a multi-disciplinary subject and prepares pupils for any future higher education course or career. It teaches pupils 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 valued 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.

Pupils study a wide variety of different approaches to knowledge and information with the emphasis on exploring knowledge questions such as 'What shapes my perspective as a knower?'; 'Should the pursuit of knowledge be subject to ethical constraints?'; 'Is it possible to think or know without language?' and 'How does technology impact what we know?'

The course is structured around a core theme that considers the ideas related to 'Knowledge and the Knower' followed by optional themes that explore 'Knowledge and Language' and 'Knowledge and Technology'. A series of collective 'Areas of Knowledge' including Natural Sciences, Human Sciences, Maths, the Arts and History, also form a basis for analysing different forms of knowledge.

Pupils engage in a variety of classroom activities and discussions, 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 involves selecting three objects related to a ToK question such as 'What is the relationship between knowledge and culture?'. Each object requires a short 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 pupil 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 points available for this component.

Group 1 – Studies in Language and Literature

IB English A: Language & Literature

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr F Hardy (fhardy@greshams.com)

Entry Requirements	Grade 6 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 pupils 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 pupils study six literary works, including two in translation, covering three major literary genres, three periods and three places.

Standard Level pupils 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, pupils 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. Pupils write an analysis of each of the passages.

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

Higher Level Essay (20%): Pupils 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. Pupils choose one passage and write an analysis of it.

Paper 2 (35%): The paper consists of four general questions. In response to one question pupils 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, pupils will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it.

IB German A: Literature

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr G McMurray (gmcmurray@greshams.com)

Entry Requirements	German as a first language, Pre-IB German course from Gresham's or equivalent
Where next?	Insight into the power of language in many different contexts is a pre-requisite for a critical analysis of the world that surrounds us. The ability to express a thought in detail and clarity is essential for obtaining a good university degree. Courses like Politics, Philosophy, History, the Arts or Law will place great importance on how well a candidate has shown their ability to appreciate thought and literary tradition in their first language culture and within a world context.

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

HOW IS THE COURSE ASSESSED?

Pupils' knowledge and understanding will be tested in two exam papers at the end of the course: Paper 1 deals with a random text; and Paper 2 requires the comparison of two works from the reading list. There is also an oral component, sat at the end of the first year. In addition, Higher Level pupils write a literary essay over the summer holidays.

ASSESSMENT DETAILS

EXTERNAL ASSESSMENT: Higher Level

Paper 1 (35%): The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Pupils write an analysis of each of the passages.

Paper 2 (25%): The paper consists of four general questions. In response to one question, pupils 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. Pupils choose one passage and write an analysis of it.

Paper 2 (35%): The paper consists of four general questions. In response to one question, pupils 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, pupils will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it.

IB Spanish A: Language and Literature

(Higher and Standard Level)

LANGUAGE A COORDINATOR: Mrs V Seldon (vseldon@greshams.com)

Entry Requirements	Native Speaker. Spanish as a first language.
Where next?	The IB Spanish A: Language and Literature course explores the complex and dynamic nature of language, focusing on both its practical and aesthetic dimensions. Pupils will examine how language choices, text types, and literary forms shape meaning and reflect experience. Beyond academic study, this course fosters international-mindedness which is a core IB aim in addition to intercultural understanding, preparing pupils for university degrees and a wide range of careers including Media, Journalism, Law, Marketing, Business, and Teaching.

WHAT WILL I STUDY?

The syllabus is structured around three central areas of exploration:

1. Readers, Writers, and Texts: Investigating the nature of texts and the relationships formed between them.
2. Time and Space: Exploring the contexts of literary, linguistic, and media production and reception.
3. Intertextuality (Connecting Texts): Connecting diverse texts, traditions, creators, and ideas.

Aims of the Course:

- Analyse and Evaluate: Develop skills in interpreting how language creates meaning and how texts offer diverse perspectives on human concerns.
- Communicate and Collaborate: Express ideas in clear, logical, and persuasive ways across a range of styles and registers.
- Engagement: Foster a lifelong interest in language and literature through the study of texts from different periods, styles, and cultures.

HOW IS THE COURSE ASSESSED?

Pupils' knowledge and understanding will be tested in two exam papers at the end of the course: Paper 1 deals with an unknown text; and Paper 2 requires the comparison of two works from the reading list. There is also an oral component, sat at the end of the first year. In addition, Higher Level pupils write a literary essay over the summer holidays.

ASSESSMENT DETAILS

STANDARD LEVEL

Paper 1 (35%): Guided Textual Analysis (1 hour 15 mins)

Paper 2 (35%): Comparative Essay (1 hour 45 mins)

Individual Oral (30%)

HIGHER LEVEL

Paper 1 (35%): Guided Textual Analysis (2 hours 15 mins)

Paper 2 (25%): Comparative Essay (1 hour 45 mins)

HL Essay (written coursework) (20%)

Individual Oral (20%)

IB School Supported Self-Taught A Literature

(Standard Level)

SSST COORDINATOR: Mrs V Seldon (vseldon@greshams.com)

This is an additional option we may be able to offer to candidates who feel their strongest language (A Language) is their native language and who would like to explore the concepts of an A Literature course through literature in their native language.

This applies to candidates where we do not offer a taught course in this particular language, but will support their learning through a well-coordinated, guided self-study.

Entry requirements	Ideally a good level of competence in the candidate's native language and some well-founded knowledge on literature and text analysis (equivalent to GCSE English 1 st Language)
Where next?	Please see A Literature course descriptions above; specifics depend on the candidate's native country/countries
How is the course assessed?	Pupils' 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, this consists of a presentation the candidate will prepare in advance.

ASSESSMENT DETAILS

EXTERNAL ASSESSMENT ONLY

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

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

Individual Oral (30%): Supported by an extract from one work written originally in the language studied and one from a work studied in translation, pupils will offer a prepared response of 15 minutes to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it. This will be recorded and sent off for external examination.

This course will incur an additional extra cost which will be discussed with interested families at the time of enquiry.

Those interested in the course should contact Mrs Futter at lfutter@greshams.com.

Group 2 – Language Acquisition

IB English B

Entry Requirements	No additional English requirements above those required for entry to Gresham's.
Where next?	English B is a language acquisition course designed for pupils with some previous experience of the target language. The course enables second language speakers to develop their proficiency in the English language, providing a stable foundation for subsequent studies.

WHAT WILL I STUDY?

All pupils follow a Higher Level course where pupils are expected to extend the range and complexity of the language they use. Focus will be on receptive, productive and interactive skills. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Texts include two works of literature and a variety of non-fiction texts such as blogs, reviews, reports, essays, diaries, proposals, interviews, podcasts and conversations.

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)

Entry Requirements	Grade 6 in IGCSE French or equivalent.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is better respected by Russell Group universities and employers, and it will open more doors for you. 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 you are a more mature, adaptable and independent individual, what is termed a "global citizen."

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)

Entry Requirements	No previous knowledge of the language is required but you must have studied another language at GCSE.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is better respected by Russell Group universities and employers, and it will open more doors for you. 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 you are a more mature, adaptable and independent individual, what is termed a “global citizen.”

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 hour)
- External Assessment: Receptive Skills 50% Paper 2: Reading (1 hour) Listening (45 mins)

IB German B

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr G McMurray (gmcmmurray@greshams.com)

Entry Requirements	Level 6 in GCSE German or equivalent.
Where next?	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 are not just highly respected but also rewarding and, with the internationalisation/globalisation of many companies, a language is highly desirable in the business, economic and commercial world, too.

WHAT WILL I STUDY?

The course covers a breadth of 5 topics: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing 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 G McMurray (gmcmurray@greshams.com)

Entry Requirements	No previous knowledge of German is required but you must have studied another language at GCSE or equivalent.
Where next?	This course meets the needs of pupils 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 Latin B

HEAD OF DEPARTMENT: Mr J Brettell (jbrettell@greshams.com)

(Higher Level and Standard Level)

Entry Requirements	Grade 6 in GCSE Latin or equivalent.
Where next?	Both universities and employers value the logical thinking skills which are intrinsic to learning a complex inflected language like Latin. In addition, pupils have to write effectively and persuasively about a range of literary authors with diverse styles, and have to have the ability to assimilate large portions of text. A degree in Classics can lead to careers in the civil service, law, accountancy or even computer programming.

WHAT WILL I STUDY?

The course builds on the ability to translate and comprehend unseen Latin stories already acquired at GCSE. Pupils have to get to grips with more complex syntax and accidences to be able to translate unabridged Latin from both prose and verse authors, although they do have access to a dictionary in the examination to help them with this task. In addition, they have to study prescribed authors from two different genres.

HOW IS THE COURSE ASSESSED?

Paper 1: short unseen passages to translate from two authors (45% weighting).

Paper 2: prose (history) and verse (epic poetry) literature (45% weighting).

IA Research Dossier – a collection of annotated source material on a topic of the pupil's choice from the classical world/Latin language (10% weighting).

IB Spanish B

(Higher and Standard Level)

HEAD OF DEPARTMENT: Miss J Challis (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. Studying Spanish for the IB Diploma gives you access to a range of university courses and fits alongside a huge variety of subjects if you wish to study it as a main or joint subject, giving you the opportunity to spend part of your degree abroad. In addition to this, studying Spanish not only enables you to develop your analytical skills and linguistic accuracy but also enables pupils to express themselves in a persuasive manner. Spanish is the second most spoken language by native speakers in the world and the third most used language on the internet and as such, Spanish is not just a means of communication but a gateway to numerous opportunities.



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)

Entry Requirements	No previous knowledge of the language is required but you must have studied another language at GCSE.
Where next?	This course meets the needs of pupils 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)

Entry Requirements	Grade 5 in IGCSE English and Mathematics or equivalent
Where next?	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. 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 pupils for a life in business.

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%

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

IB Economics

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr Peter Detnon (pdetnon@greshams.com)

Entry Requirements	Grade 6 in IGCSE Maths and English or equivalent
Where next?	Economics is a widely accepted and well-respected subject by universities and employers. According to Prospects UK (http://www.prospects.ac.uk/options_economics.htm): “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.” Potential careers for those with Economics degrees include: Accountancy, Actuary, Civil Service, Consulting, Economist, Financial Analyst, Investment Analyst, Journalist, Statistician.

WHAT WILL I STUDY?

The syllabus consists of four sections:

- Intro to Economics
- Microeconomics
- Macroeconomics
- Global Economics

HOW IS THE COURSE ASSESSED?

Assessment is through 2 papers for SL and 3 papers for HL pupils, comprising data response and extended open-response questions. 3 Internal Assessments (coursework) make up 20% of the total marks for the exam (HL) and 30% for SL.

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

IB Geography

(Higher and Standard Level)

HEAD OF DEPARTMENT: Ms E Churchill (echurchill@greshams.com)

Entry Requirements	Preferably a Grade 5 (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad academic subject that complements all university subjects and can be applied to all future careers alike. Some of the many options link 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?

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 have run many successful local and overseas trips to Iceland and Morocco to name but a few. As part of the current A Level and IB course we run an annual year 12 trip to Dorset which is always a highlight of the year!

HOW IS THE COURSE ASSESSED?

Paper 1: (35% HL+SL) SL pupils 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)

Entry Requirements	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 and creative sectors. Employers continue to value the literary, analytical and linguistic skills with which strong pupils 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, Canterbury, Cardiff, Durham, Edinburgh, Essex, Exeter, Leeds, Oxford, Manchester, Newcastle, Sussex, Warwick and the UEA. In the past decade, half a dozen pupils 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?

There is a new IB History course for first teaching in 2026 and first examination in May 2028.

Paper 1 (HL and SL) - **Focused Study 5 – Protest and Change**

- Revolution in Tunisia, 1989-2015
- Feminism in the USA, 1960-1979

Paper 2 (HL and SL) - **Thematic Study 3 – Authoritarian Rule from 1750 onwards:**

- Mao
- Stalin
- Mussolini
- Ben Ali

Paper 3 (HL only) - **Regional Studies (HL only) - Europe.** We will study:

- Regional Study 8 – **European totalitarianism 1918-1941**
- Regional Study 7 – **The Russian Revolution 1855-1924**

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

HOW IS THE COURSE ASSESSED?

SL Assessment (from 2028)

Paper 1 (30%) — Source-based focused study

Paper 2 (40%) — Thematic analysis and conceptual essays

Internal Assessment (30%) — Individual historical investigation

HL Assessment (from 2028)

Paper 1 (20%) — Source analysis

Paper 2 (25%) — Conceptual and thematic evaluation

Paper 3 (35%) — Two regional essays

Internal Assessment (20%) — Extended inquiry project

IB Philosophy

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr S Gates (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 pupils] Being Human

Pupils 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 Themes – [Standard Level ONE Theme; Higher Level TWO themes]

Theories & Problems of Ethics

Pupils explore the principles which underpin moral action as well as the application of morality in areas of medical technology, business and wealth.

Political Philosophy

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

Part 2 – Prescribed Philosophical Text

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

Part 3 – Internal Assessment

Pupils are required to produce a philosophical analysis of non-philosophical material, such as a film, artwork or television programme, to demonstrate their philosophical skills.

Part 4 – Unseen Text [Higher Level Only]

Pupils 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. Pupils reflect on the role of philosophy in exploring issues raised by modern technology and current environmental concerns.

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 A Cann (acann@greshams.com)

Entry Requirements	A grade 6 or equivalent in (I)GCSE English and Science would be preferred. A grade 5 or equivalent in (I)GCSE Maths would be beneficial. What is essential is enthusiasm, commitment, curiosity, and a genuine interest in the subject.
Where next?	Studying the IB course will benefit those wishing to read Psychology at university, but in addition, through studying Psychology pupils are well equipped for many other degree courses where understanding human behaviour is valuable including: Sciences, Sociology, Criminology, Politics, Business Studies and Economics, Teaching, Sport Science, Law and Nursing. Future career choices are diverse and exciting. There are many opportunities within the field of Psychology, for example: applying psychological principles in the criminal justice system as a Forensic Psychologist; supporting children in an Educational setting as an Educational Psychologist; working with patients to diagnose and treat mental health conditions as a Clinical Psychologist, enhancing athletic performance as a Sports Psychologist and helping organisations improve employee wellbeing and productivity as an Occupational Psychologist. With advancements in technology there are new and ever developing areas of Psychology too such as Neuropsychology and Cyberpsychology. With their transferable skills, pupils of Psychology go onto many and varied careers outside of applied Psychology too such as Business and Marketing, Teaching and Law.

WHAT WILL I STUDY?

The aims of the DP Psychology course are for pupils to:

- Develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- Think critically and creatively about behaviour and cognitive processes
- Engage with problems facing individuals, groups and societies using psychological understanding and skills.

Pupils will explore the biological, cognitive and sociocultural explanations for human behaviour through the study of psychology applied in four real-life contexts:

1. Learning and Cognition

- a. Pupils will study cognitive processes, with a focus on memory. They will also learn about the principles of learning and models of thinking and decision making, including the role of cognitive biases

2. Health and Wellbeing

- a. Pupils will explore the factors affecting health problems such as social media addiction or drug misuse. They will also explore one mental health condition in detail e.g. depression in terms of diagnosis, explanation and treatment

3. Human Relationships

- a. Pupils will study factors influencing group behaviour; they will also explore the development of and factors affecting interpersonal relationships

4. Human Development

- a. Pupils will study models of human development and factors involved in the development of self

The course has a strong focus on psychological research and so pupils will conduct a practical research study relevant to each context. For this reason, pupils will also study **Research Methods** throughout the course, so they develop an in depth understanding of how to conduct and analyse and critique psychological research

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.

There is a strong focus on Research Methods, the application of psychological knowledge to unseen studies and scenarios, and the evaluation of studies and theories using psychological concepts

Paper 1 – Integration of concepts, content and context (SL = 35%; HL = 25%)

Paper 2 – Research Methodology - applying concepts and content to research contexts (SL = 35%; HL = 25%)

Paper 3 (HL only) - Source based questions – data analysis and interpretation of research data (30%)

Internal Assessment (HL and SL)

The IA is worth 20% for HL pupils and 30% for SL pupils. It consists of a Psychology research proposal to investigate a topic in relation to a specified population of interest.

Group 4 – The Sciences

IB Biology

(Higher and Standard Level)

Head of Science: Mr Tristan Philpott (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 pupils 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 many others.

WHAT WILL I STUDY?

There are four overarching themes within IB Biology and within each of these, a number of different topics are taught covering a wide range of the Biological Sciences. These include Cellular Biology, Biochemistry, Genetics, Ecology, Evolutionary Biology, Physiology, Plant Biology, Microbiology, Biotechnology and Neurobiology. An outline of the topics taught within the four themes are shown below:

Unity and diversity

• Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity

Form and function

• Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches

Interaction and interdependence

• Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling * • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter

Continuity and change

• DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • *Gene expression • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change

*Higher Level only topics

HOW IS THE COURSE ASSESSED?

Pupils will complete two exam papers at the end of the course:

Paper 1 – Multiple-choice questions and data-based questions. This contributes 36% of the final grade.

Paper 2 - Data-based and short-answer questions and extended-response questions. This contributes 44% of the final grade.

Each paper is 1.5 hours for Standard Level. For Higher Level, paper 1 is 2 hours and paper 2 is 2.5 hours.

The remaining 20% of the grade is awarded for the scientific investigation. The scientific investigation is an open-ended task in which the pupil gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.

IB Chemistry

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr C Oates (coates@greshams.com)

Entry Requirements	Grade 6 in Chemistry GCSE or 6:6 in Combined Science
Where next?	The skills developed in Chemistry 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. Any pupil 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. 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.

WHAT WILL I STUDY?

Structure and Reactivity are the two overarching themes within IB. An outline of the topics taught within the two themes are shown below:

STRUCTURE

1. Models of the particulate nature of matter

• Introduction to the particulate nature of matter • The nuclear atom • Electron configurations • Counting particles by mass (the mole) • Ideal gases

2. Models of bonding and structure

• The ionic model Structure • The covalent model • The metallic model • From models to materials

3. Classification of matter

• The periodic table: Classification of elements • Functional groups: Classification of organic compounds

REACTIVITY

1. What drives chemical reactions?

• Measuring enthalpy change Reactivity • Energy cycles in reactions • Energy from fuels Reactivity • Entropy and spontaneity (Additional Higher Level)

2. How much, how fast and how far?

• How much? The amount of chemical change • How fast? The rate of chemical change • How far? The extent of chemical change

3. What are the mechanisms of chemical change?

• Proton transfer reactions Reactivity • Electron transfer reactions • Electron sharing reactions • Electron-pair sharing reactions

HOW IS THE COURSE ASSESSED?

Pupils will complete two exam papers at the end of the course:

Paper 1 – Multiple-choice questions and data-based questions. 1.5 hours for Standard Level and 2 hours for Higher Level. This contributes 36% of the final grade.

Paper 2 - Data-based and short-answer questions and extended-response questions. 1.5 hours for Standard Level and 2.5 hours for Higher Level. This contributes 44% of the final grade.

The remaining 20% of the grade is awarded for the scientific investigation. The scientific investigation is an open-ended task in which the pupil gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.

IB Computer Science

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr A Davies (adavies@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 pupil'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 pupils 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 Python. 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)

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 pupils 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
 - Perspectives, systems and sustainability
- Ecosystems and ecology
 - Ecosystem structure, energy in ecosystems, biogeochemical cycles, climate, zonation and succession
- Biodiversity and conservation
 - Evolution, human impact on biodiversity, conservation and regeneration
- Water
 - Systems, access, security, aquatic food production systems and water pollution
- Land
 - Soil, agriculture and food
- Atmosphere and climate change
 - The atmosphere, climate change – cause, impact, mitigation, stratospheric ozone
- Natural Resources
 - Use and management of natural resources and energy, solid waste
- Human populations and urban systems
 - Population dynamics, urban systems and planning, urban air pollution

HOW IS THE COURSE ASSESSED?

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

Paper 1 –

Questions will be based on the analysis and evaluation of data provided in a previously unseen case study
- worth 25%

Paper 2 – Section A (40 marks) short-answer and data-based questions.

Section B (20 marks) answer one structured essay question from a choice of two - worth 50%

Internal assessment – worth 25%

IB Physics

(Higher and Standard Level)

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

Entry Requirements	Grade 7 in Physics GCSE or 7:7 in Combined Science
Where next?	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. Do you want to investigate the limits of space, the beginning of time and everything in between? 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? Studying Physics can develop: Technology in our everyday lives, help you understand your surroundings along with shaping and building a sustainable future. For everything Physics take a look at www.iop.org

WHAT WILL I STUDY?

A. Space, time and motion, B. The particulate nature of matter, C. Wave behaviour, D. Fields
E. Nuclear and quantum physics

HOW IS THE COURSE ASSESSED?

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

Type of assessment SL	Format of assessment	Weighting of final grade
Paper 1 (1 hour 30 minutes)	1A Multiple choice 1B Data-based	36%
Paper 2 (1 hour 30 minutes)	Short answers and extended response questions on SL content	44%
Internal Assessment (10 hours)	Lab report	20%
Type of assessment HL	Format of assessment	Weighting of final grade
Paper 1 (2 hours)	1A Multiple choice 1B Data-based	36%
Paper 2 (2 hour 30 minutes)	Short answers and extended response questions on SL and HL content	44%
Internal Assessment (10hours)	Lab report	20%

IB Sports, Exercise and Health Science (SEHS)

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)

Entry Requirements	Grade 6 In Physics/Chemistry/Biology or 6:6 in Combined Science. Grade 6 in Mathematics. Grade 6 In Physical Education (if taken at GCSE but this is not essential). No practical performance requirement.
Where next?	Sports, Exercise and Health Science is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means pupils enjoy learning about a range of areas, which can in turn lead to a variety of careers. Studying at Sixth Form level opens the door to opportunities in Sports Science, Sports Medicine, Sports Psychology, Nutrition, Biomechanics, Physiology, Physiotherapy, Strength and Conditioning amongst many others.

WHAT WILL I STUDY?

A. Exercise Physiology and Nutrition.

The nervous system, the endocrine system, maintaining homeostasis, short term and long term effects (HL), the cardiovascular system, the respiratory system, water and electrolyte balance, macronutrients, micronutrients (HL), microbiome influences (HL), energy systems, VO₂ max, lactate (HL), EPOC (HL), recovery, training design, an active lifestyle and its effects on well-being, exercise prescription (HL), fatigue and recovery (HL).

B. Biomechanics.

The axial and appendicular skeleton, planes and axes of movement, anthropometry (HL), structure and function of connective tissue and joints, muscular function, muscular contraction (HL), levers, Newton's Laws, linear and angular motion, momentum (HL), friction (HL), force (HL), work, power, projectile motion, environmental conditions and their effect on an object (HL), buoyancy, lift and drag (HL), Bernoulli's Principle (HL), Magnus Effect (HL), movement analysis, injury, chronic injuries (HL), injury prevention, rehab and treatment.

C. Sports Psychology and Motor Learning.

Personality, Social Learning Theory (HL), effects of experience, coaching and reflection on personality (HL), mental toughness, motor learning, reaction time, attentional focus, motivation and self-determination, ego-orientation and task orientation (HL), self-determination theory as a meta-theory (HL), motivational climate, stress, problem-focused coping and emotional-focused coping (HL), arousal and anxiety, coping strategies (HL), goal setting, goal adjustment (HL), imagery (HL).

HOW IS THE COURSE ASSESSED?

Paper 1A – multiple choice questions. 36% of overall grade.

Paper 1B – data-based questions and questions on experimental work. 40% of overall grade.

Paper 2 – short answer and extended response questions. 24% of overall grade.

Scientific Investigation – an open-ended task where the pupil gathers and analyses data in order to answer their own formulated research question. This is assessed through the form of a written report (maximum word count of 3200 words).

Group 5 – Mathematics

IB Mathematics: Applications and Interpretations

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr J Thomson (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?	Pupils 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. It is worth checking university requirements for the suitability of the course. For some mathematics, computer science, physics and engineering courses Further Mathematics, see page 34, maybe more appropriate.

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. A supplementary course on Vectors will also be followed for all Standard Level pupils.

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 and Standard Level)

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

Entry Requirements	A grade 4 or above at GCSE or equivalent is necessary to study at Standard Level, or a grade 9 at GCSE or equivalent to study at Higher Level. The Analysis and Approaches is more difficult than the Application and Interpretation course equivalent at both Standard and Higher Levels.
Where next?	This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics, computer science, physics and engineering. This option reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

WHAT WILL I STUDY?

This option is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalisation.

HOW IS THE COURSE ASSESSED?

Standard Level:

Paper 1 (90 minutes)	Non calculator (80 marks)	Weighting: 40%
Paper 2 (90 minutes)	Graphic Display Calculator (GDC) required. (80 marks)	Weighting: 40%
Internal Assessment	Mathematical Exploration (20 marks)	Weighting: 20%

Higher Level:

Paper 1 (120 minutes)	Non calculator (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%

Group 6 – The Arts

IB Film Studies

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr D Chart-Boyles (dchartboyles@greshams.com)

Entry Requirements	None required. Simply a passion for all aspects of film analysis, comparison and production is all that's needed!
Where next?	IB Film is excellent preparation for a range of different courses and careers due to its creative, practical and analytical nature. University options include practical Filmmaking degrees as well as Film Studies, further learning about the processes of making films and analysing them. In the UK alone, the film industry is worth nearly £1.5 billion and employs nearly 200,000 people. There are a myriad of career opportunities in film and television, many of which will have been explored as part of IB Film.

What will I study?

The course is split into four sections:

Film Portfolio: You will undertake a variety of filmmaking exercises in a range of film production roles such as director, cinematographer, editor and writer. You will produce a film reel to evidence the film production roles you have held, and a portfolio reflecting on how successfully you achieved your intentions.

Textual Analysis: You will demonstrate your knowledge and understanding of how meaning is constructed in film. You will do this through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film. You will need to consider the cultural context of the film and a variety of film elements in your analysis, which is written using appropriate film vocabulary within a maximum limit of 1,750 words.

Comparative Study: You will explore a range of film genres and styles (such as film noir, feminist film or German expressionism) and undertake a comparison of two films within your chosen area of film. You will submit a recorded multimedia comparative study (10 minutes maximum) and a list of the sources you have used for your research.

Collaborative Film Project (HL only): Bringing together all you have encountered during the film course (including films and filmmakers studied, concepts and contexts explored, and skills and techniques acquired), you will work collaboratively to plan and create an original completed film. You will work in core production teams of two to four pupils for this project, with each individual taking a different role, and write a project report reflecting on your collaborative contribution to the project.

How is the course assessed?

The IB Film course is 100% coursework with no final exams.

Film Portfolio: A film reel and written portfolio showcasing experimentation with three filmmaker roles. SL 40%, HL 25%.

Textual Analysis: A written analysis of an extract from a prescribed film text. SL 30%, HL 20%.

Comparative Study: A recorded multimedia comparison of two films. SL 30%, HL 20%.

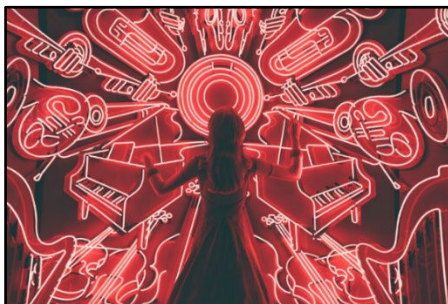
Collaborative Project: A completed film and project report. HL 35%.

IB Music

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mrs M Wolfe (mwolfe@greshams.com)

Entry Requirements	The music course has been transformed to focus on creativity; discovery and pupil lead learning, and at both SL and HL requires no formal prior training in music. The course is designed to allow pupils to experience music on a personal level while expanding their musical identity. The individual pupil's prior experiences will determine the pupils' pathways through, and engagement with, the course. It is, however, advantageous to have a musical interest, passion and ability to discover music linked to personal, local and global contexts.
Where next?	IB Music completely pulls apart conceptions of music and encourages you to explore and experiment what music is, how it is used and viewed and engage your own creative path that is relevant to you. It is an incredibly complimentary course for any range of subjects from the sciences and the arts. University options include studying Traditional or Popular Music at a University, performance at a Conservatoire, Music Technology, Musical Theatre and Performing Arts, as well as broader Performance Arts, Media and Communications courses. Many universities offer choral and organ scholarships, and music can be a fantastic avenue into broadening your experience in Higher Education. Specific 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 production in the music industry.



WHAT WILL I STUDY?

The course is divided into 3 sections (an additional 4th section is required if studying Higher Level)

Exploring music in context: Researching and analysing music across different styles and responding to what you find creatively through performing and composing

Experimenting with music: Taking musical ideas, changing and transforming them and presenting your ideas and findings through practical discovery

Presenting music: Respond to your favourite piece and perform, compose and create in your chosen styles

Contemporary music maker (Higher Level Only): Work on a new project with other art forms and create a multimedia presentation to share your work and outcomes, using real life skills and collaborative approaches

HOW IS THE COURSE ASSESSED?

The IB Music course is 100% coursework with no final exams.

The course is designed to assess a diverse and in depth learning journal or digital portfolio of work, that best represents each area of inquiry. Each unit is uploaded for verification. There is no final examination or recital.

The weighting for each portfolio is as follows:

- Exploring music in context SL 30% HL 20%
- Experimenting with music SL 30% HL 20%
- Presenting music SL 40% HL 30%
- Contemporary music maker HL 40%

IB Visual Arts

(Higher and Standard Level)

HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)

Entry Requirements	Grade 6 in GCSE Art or equivalent
Where next?	Pupils who study this subject may progress to study an Art Foundation course or degree in Fine Art, Architecture, Sculpture, Graphics, Textiles, Illustration, Animation, Photography or Film.



WHAT WILL I STUDY?

The curriculum revolves around three main aspects of art practice: *theoretical practice*, *art-making practice* and *curatorial practice*. An IB Visual Arts pupil is all of these: a critic, a maker and a curator:

Theoretical practice (the critic)

Using investigative strategies, critical thinking, comparative analysis and reflection, pupils will examine various art forms and artists from different times, places and cultures. They will investigate different techniques and processes, enquiring into their contextual evolution. They will explore ways of communicating knowledge in both visual and written forms.

Art-making practice (the maker)

Through exploration and experimentation pupils will discover and apply a variety of artistic techniques. They will develop their own concepts throughout this explorative process and, with reflection and self-evaluation, produce a considered body of work.

Curatorial practice (the curator)

Through careful, informed viewing of artworks and exhibitions pupils will develop an ability to formulate their own considered response. They will begin to articulate your intentions for developing and displaying their own work. They will also consider the relationship between artist and audience and what it means to exhibit work; learn to select and present their own work effectively; and articulate intentions and the connections between their artworks.

HOW IS THE COURSE ASSESSED?

The IB Visual Arts course is 100% coursework

Standard Level

Art-making inquiries portfolio (40%, External Assessment)

Requires pupils to develop multiple lines of inquiry within the process of making art. Pupils will curate evidence of investigations, creative experiences, and reflections with a variety of art-making forms. Their work is documented in a digital portfolio.

Connections Study (20%, External Assessment)

Pupils will select a chosen resolved artwork and connect it to their own context. In addition, pupils will be asked to research at least two artworks by different artists, demonstrating connections to these works through an informed analysis of their cultural significance.

Resolved artworks (40%, Internal Assessment)

Pupils will create 5 coherent artworks which are explained in a written rationale, through which they will articulate their artistic choices.

Higher Level:

Art-making inquiries portfolio (30% External Assessment)

Pupils will develop multiple lines of inquiry within the process of making art. Pupils will curate evidence of their investigations, creative experiences, and reflections with a variety of art-making forms. Their work will be documented in a digital portfolio.

Artist Project (30%, External Assessment)

Pupils will create and contextualize an artwork for a choice-based stand-alone project. Within their project development, they will connect their ideas to at least two artworks by different artists.

Selected resolved artworks (40%, Internal Assessment)

Pupils will create 8 art pieces. From this, they will choose 5 resolved pieces to form a coherent body of work, which they will contextualize and articulate through a written rationale and individual artwork texts.

Sixth Form Subjects and University

The information provided below can change and therefore pupils should always consult university websites for admissions criteria. *Most further education courses require a grade 4 at GCSE Maths and English Language.*

Degree Programme	Subjects
Accounting/ Finance	Maths A Level essential or HL at IB, alongside other facilitating subjects. Worth checking GCSE requirements too particularly in Maths.
Agriculture	These degree programmes vary, but many focus on business, crop development or animal science. BTEC Agriculture would be an asset, or Biology A Level or another science.
Anthropology	Some programmes require a science (may be Biology) – subjects which involve cultural elements in study will be advantageous (e.g. geography, psychology, philosophy, history)
Archaeology	Some programmes require a science (may be Biology) – depends on emphasis in the course. History will be advantageous.
Architecture	A diverse combination is often a strength. Portfolio submission is very likely which is very hard unless Art or Design is studied. In addition, Physics and Maths (Higher Level for IB for some courses) may be required for some courses.
Art	Art + portfolio submission. Some courses will require a foundation course at their university after Sixth Form studies.
Biology	Biology plus 1 other science and maths e.g. Biology, Chemistry, Maths. In IB, Maths Standard Level is acceptable. 2 sciences should be taken (e.g. Chemistry and Biology) at Higher Level.
Bioscience	Chemistry and Biology usually both required. A third 'science' (i.e. maths or physics) also helpful. In IB, Maths Standard Level acceptable. Other sciences should be Higher Level.
Business and Management	Mathematics required for some courses. Business Studies/Economics may be an advantage. Some universities do not accept Economics and Business A Levels together. Consider a range of subjects that shows a diversity of skills in numeracy and literacy. <i>Grade 6 GCSE Maths.</i>
Chemistry	Chemistry plus 1 other science and maths (e.g. Chemistry, Physics, Maths). In IB, Maths Standard Level is acceptable. 2 sciences (e.g. Chemistry and Biology) should be taken at Higher Level.
Classics	Latin and/or Greek required. Many courses allow ab initio entry where only one of these is taken (usually only Latin).
Computer Science	Computer Science A level alongside maths and another facilitating subject would be advantageous. Higher Level Maths (AA preferred) would need to be taken for IB. Evidence of independent programming and project work would complement a personal statement. <i>GCSE Maths grade 6.</i>
Dentistry	As for medicine. Also note requirement for UCAT aptitude test – a mix of science questions, aptitudes and skills and essay writing.
Drama/ Performing Arts	BTEC Performing Arts alongside another facilitating subject. You will be required to attend auditions/ interviews and should have as much extra-curricular 'evidence' of performances to draw from and refer to.
Economics	Mathematics required for many courses; Higher Level Maths / Further Mathematics required for some. Highly competitive. Different courses will look for slightly different profiles in terms of raw academic profile and an engaging personal statement. Some universities do not accept Economics and Business A Levels together.
Engineering	Mathematics and Physics required. Further Mathematics or Maths Higher Level required for many courses. IB pupils must take Physics and Maths Higher Level (AA preferred). GCSE Maths grade 6, English and Sciences grade 5.
English	English Literature required. Additional essay-based subjects will be an advantage as may be a modern foreign language or classical language.

Degree Programme	Subjects
Film Studies	Entry requirements vary and no specific subjects are required however, subjects such as I.B. Film Studies, BTEC Digital Music Production or BTEC Performing Arts may help provide 'evidence' for a good personal statement.
Geography	Geography required. Science / Maths vs. other humanities / languages might be preferred depending on route as social science or science in the degree (sometimes available as BSc or BA).
Geology	Chemistry and another science are key. Mathematics is an asset. Depends on type of geology / geophysics course. If the latter, then Physics will be important. Other, environmental subjects such as Biology or Geography may be helpful but not essential. IB pupils should take 2 sciences at Higher Level. Mathematics Standard Level is perfectly acceptable for some courses – pupils should check. Geo-physics is likely to require Maths Higher Level as well as Chemistry and Physics Higher Level. For A Level, further mathematics would be required for these courses.
History	History required. Modern Language often seen as an advantage, or a classical language (depending on modern or ancient history chosen).
International Relations	No specific requirements although ability to convey current knowledge of real world issues may be an advantage – e.g. philosophy and ethics/ economics / geography. A foreign language has obvious relevance.
Law	No specific requirements. 'Traditional' subjects preferred, such as English and History. Ability to convey logic, to handle large amounts of information, skills of analysis etc. Note requirement for LNAT or other aptitude test (at Cambridge) a requirement. Study of evaluative subjects – e.g. from humanities, literature, foreign language an advantage. Maths and/or science a possible benefit. Whatever taken, pupils must achieve high results.
Materials Science	Physics and Mathematics. Chemistry likely to be useful. In IB, Physics and Maths should be Higher Level. Chemistry is likely to be Higher Level.
Mathematics	As much mathematics as possible. Physics likely to be an advantage as a complement. Further Mathematics a requirement of many courses if taking A Level (otherwise Maths Higher Level is fine- AA preferred). STEP maths preparation course might also be necessary. IB pupils should seek advice in this area.
Media Production	Entry requirements vary and no specific subjects are required however, subjects such as I.B. Film Studies or BTEC Digital Music Production may help provide 'evidence' for a good personal statement.
Medicine	Very competitive so highest grades a must. Biology and Chemistry. Mathematical skills are important. Work experience essential – greatly preferred to show a long term (substantially over 1 year) commitment to entry to the profession. Work experience should be varied – not just work shadowing (E.g, care home work). Highly competitive. Performance in interview critical. UCAT required for virtually every course. A level pupils could take Physics instead of Mathematics to show the mathematical skills. For IB, Biology and Chemistry must be Higher Level subjects and are preferable, although some will take Physics, Maths is perfect as Standard Level. <i>6 GCSEs at grade 7 or above, including Maths and two Sciences, English Language grade 6.</i>
Midwifery	Subject combination similar to that for medicine. Work experience in medically-related areas and performance in interview essential.
Modern Language	First modern language, a second modern foreign language is likely to be an advantage. Depending upon the course, additional study of literature may be advantageous. In IB, one of the languages may be a Standard Level – depends on the course chosen.
Law	A Level English is highly regarded alongside humanities and languages. <i>GCSE English language grade 5 minimum, 6 for some top universities.</i>
Music	Music. Other subjects may influence depending on type of music degree applied for. For example, study of history, literature, language or other evaluative subject can be relevant. BTEC Digital Music production would be beneficial to production/media courses.

Degree Programme	Subjects
Natural Sciences	Specific requirements depend on the exact course and the university chosen – this degree subject varies notably in content and options between institutions. Two sciences plus mathematics would be the base-line requirement. In IB, the Maths Standard Level is perfectly acceptable for Biological Nat. Sci. Physical Nat. Sci. should take Maths and Physics Higher Level as the starting point, likely also Chemistry Higher Level.
Pharmacology	Chemistry plus two other sciences including maths (e.g. Chemistry, Biology, Maths). In IB, the Maths SL is perfectly acceptable. <i>Minimum grade 6 in Maths, English Language and a Science.</i>
Philosophy	Mathematics an advantage for many courses (logic). In IB this would mean Maths Standard Level if results will be high but Maths Studies Standard Level is perfectly acceptable for most. Diversity of subjects may be an advantage with at least one essay-based subject. Foreign or classic language can be helpful as can RS / Philosophy.
Physics	As much Physics and Maths as you can! For IB this means Maths Higher Level (AA preferred) and Physics Higher Level. For A Level, take Physics and Further Maths. Other subjects such as Chemistry can help – depends on exact course – see Natural Sciences.
Politics	No specific requirement. Ability to show engagement with current issues (e.g. economics, geography) will be useful as may be knowledge and study of History or Philosophy / RS. Foreign language likely to be a strong asset.
Psychology	Mathematics and Biology, or at least one of these, is strong advisable. In IB, Maths Standard Level or Maths Studies Standard Level is perfectly acceptable – no need for Maths Higher Level. Courses vary – check entry requirements according to the route – depends on how scientific / medical the course is. <i>GCSE Maths grade 7, English 6 at top universities.</i>
Real Estate	No specific subject requirements. Maths could be advantageous due to the financial elements of the course, Geography would help with property development and planning and a Business or Economics A Level.
Sports Science/ Coaching	BTEC Sport or an A Level in Biology (some top universities require 2 Science A Levels) would be an asset alongside extra-curricular 'evidence' of team sports and helping to coach younger players for a good personal statement. <i>Minimum grade 6 in Maths, English Language and a Science.</i>
Theology	No specific requirements. Philosophy / RS, history and modern or classic language likely to be an advantage.
Veterinary Science	As for medicine. Also note requirement for BMAT / UKCAT aptitude test – a mix of science questions, aptitudes and skills and essay writing. Work experience essential. Diversity of work experience highly advisable – farms, domestic, volunteering in zoos, animal welfare, abattoir. Highly competitive – even more so than for medicine.
Zoology	A Biology A Level or BTEC Agriculture (when choosing 5 or more Biological modules) would be an advantage, but check with the individual university.