GRESHAM'S
EST. 1555

Sixth Form Subject Guide
2027-2028



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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.

Which pathway is right for you?

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

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).**

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

The IB Diploma

IB Coordinator: Mrs L. Futter (lfutter@greshams.com)

This pathway 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. Literature or Language course in your first or strongest language
2. Second or additional Language
3. Humanities or Social Sciences
4. Science
5. Mathematics
6. Arts (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.

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.

IB Languages Courses

It is important to select the correct language options if you choose the IB Diploma.

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.

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

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

Language A	**Language B**	**Language *ab initio* SL**
English A: Language & Literature German A: Literature Spanish A: Language & Literature*	English B French B German B Classical Languages: Latin Spanish B	Spanish *ab initio* French *ab initio* (rare) German *ab initio* (rare)

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

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*

If you wish to study a different language in Group 6, please make sure that you have a reserve choice too.

IB Mathematics Courses

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 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 BTEC course alongside one or two A Levels.

Most pupils take three A Levels. 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.

Pupils wanting to take four A Levels must have a conversation with the Deputy Head (Academic) in order to check that their academic profile is strong enough to cope with the workload generated by taking four A Level subjects.

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.

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 pupils 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.

BTECs

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.

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 two A Levels and allow pupils to further specialise at Sixth Form study.
- ✓ **Vocational** – Tasks are designed within a vocational, practical context.

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 study 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 (IELTS)

This qualification is required by some universities in Anglophone countries as proof of language 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.

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.

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.

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

Head of Careers: Mrs S. Osborne (sosborne@greshams.com)

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 her: sosborne@greshams.com. A comprehensive action plan is always provided to the pupil following their interview.
UniFrog Careers online platform **Psychometric Assessments**	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 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 Year 12 Wellbeing 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 Conservatories / 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 Years 11, 12 and 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.

Support with your Sixth Form application

At every stage of the decision process, and throughout your time in Gresham's Sixth Form, a comprehensive range of support is available to you.

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 possible. If you want to change your choices after you have submitted the form, 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 contact Mr Seldon, Assistant Head (Pupil Progress), 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) – it is essential to speak with her if you are thinking of the Diploma
   - Mr Seldon (Assistant Head, Pupil Progress)
   - Mr Chart-Boyles (Deputy Head, Academic)

BTEC

AGRICULTURE

Level 3 National Diploma or National Extended Certificate

KEY INFORMATION
Head of Department: Mr J. Beales (jbeales@greshams.com)
Exam Board: Pearson

ENTRY REQUIREMENTS
There are no entry requirements for this course.
A GCSE science subject at grade 4 is a good starting point.

COURSE CONTENT

National Diploma (equivalent to two A Levels)
- 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
- Livestock Husbandry
- Grass and Forage Crop Production

Pupils then have a 'free choice' of 1 of the following units:
- 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 (equivalent to one A Level)

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

ASSESSMENT

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

FUTURE PATHWAYS
• Agriculture-Related Industries • Higher Education

BTEC

DIGITAL MUSIC PRODUCTION

National Extended Certificate (equivalent to one A Level)

KEY INFORMATION

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.

COURSE CONTENT

Mandatory units
- Music and Sound for Media
- Digital Audio Workstation (DAW) production

Optional units
- Creative Synthesis and Sampling
- Mixing and Mastering Techniques
- Commercial Music Production

ASSESSMENT

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

FUTURE PATHWAYS

• Apprenticeships • Higher Education • Sound Engineering • Studio Recording • DAW Production

BTEC

PERFORMING ARTS

National Extended Certificate (equivalent to one A Level)

KEY INFORMATION

Head of Department: Mr B. Hopkins (bhopkins@greshams.com)
Exam Board: Pearson

ENTRY REQUIREMENTS

There are no specific entry requirements for this course, though GCSE Drama is a good starting point. Performance experience and co-curricular engagement within performing arts are expected.

COURSE CONTENT

Mandatory units

- Investigating Practitioners' Work: assessed externally, via a written exam on key practitioners.
- 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.
- Group Performance Workshop: assessed externally, via practical exercises, a final group devised performance and written log.

Optional units

- Interpreting Classical Text for Performance
- Acting Styles
- Developing the Voice for Performance
- Improvisation
- Movement in Performance
- Musical Theatre Techniques
- Variety Performance

ASSESSMENT

Externally assessed units

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

Internally assessed units

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

FUTURE PATHWAYS

• The Performing Arts Industry • Higher Education • Drama or Theatre School • Theatre Company • Director

BTEC

SPORT

Level 3 National Diploma or National Extended Certificate

KEY INFORMATION
Head of Department: Mrs S. Knightbridge (sknightbridge@greshams.com)
Exam Board: Pearson

ENTRY REQUIREMENTS
There are no entry requirements for this course, though having studied GCSE P.E. is a good starting point.

COURSE CONTENT

Mandatory units
- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Wellbeing
- Professional Development in the Sports Industry
- Sports Leadership
- Investigating Business in Sport
- Skills Acquisition in Sport

Optional units
- Application of Fitness Testing
- Sports Psychology
- Practical Sports Performance
- Coaching for Performance
- Research Methods in Sport
- Sport Event Organisation
- Research Project in Sport
- Sports Injury Management
- Work Experience in Active Leisure
- Leisure Management
- Leisure Centre Operations
- Sports Performance Analysis
- Rules, Regulations and Officiating in Sport
- Technical and Tactical Demands of Sport
- Principles and Practices for Outdoor and Adventurous Activities
- Environmental Sustainability for Outdoor and Adventurous Activities

ASSESSMENT

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

FUTURE PATHWAYS
• Sports Science • Coaching • Sports Psychology

A LEVEL

ART (FINE ART)

KEY INFORMATION
Head of Department: Miss S. Pink (spink@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS
Minimum Grade 6 in GCSE Art or equivalent.

COURSE CONTENT

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.

ASSESSMENT

60% Coursework: internally set, internally assessed and externally moderated. This includes a written Personal Study that comprises 12% of the total qualification.

40% Examination: externally set, internally assessed and externally moderated. This takes the form of a fifteen-hour exam over three days.

FUTURE PATHWAYS

• Art Foundation Course • Fine Arts Degree • Sculpture • Graphics • Architecture • Textiles • Illustration • Animation • Photography • Film

A LEVEL

BIOLOGY

KEY INFORMATION

Head of Department: Miss A. Horton (ahorton@greshams.com)
Exam Board: OCR

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Biology or 6:6 in Combined Sciences.

COURSE CONTENT

- Development of practical skills in Biology (covered through practical work throughout the course).
- Foundations in Biology (including Cell Biology, Cell Division, Enzymes and Biochemistry).
- Exchange and Transport (including gas exchange and the lungs, the heart and circulatory system and transport of materials in plants).
- Biodiversity, Evolution and Disease (including measuring biodiversity, conservation, classification and the immune system).
- 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).
- Genetics, Evolution and Ecosystems (including genetic inheritance, the control of gene expression, populations and ecosystems and biotechnology).

ASSESSMENT

Three examinations:

- Biological Processes - 2 hours 15min (37%)
- Biological Diversity - 2 hours 15min (37%)
- Unified Biology - 1 hour 30min (26%)

FUTURE PATHWAYS

• Medicine • Zoology • Conservation • Genetic Research • Veterinary Medicine • Dentistry • Forestry • Physiotherapy • Ecotourism • Biomechanical Engineering • Biomedical Engineering • Nutrition and Food Science • Pharmacy • Pharmacology and Forensic Science

A LEVEL

BUSINESS STUDIES

KEY INFORMATION

Head of Department: Mr A. Coventry (acoventry@greshams.com)
Exam Board: Cambridge International

ENTRY REQUIREMENTS

Minimum Grade 5 in IGCSE/GCSE English Language and Grade 5 IGCSE/GCSE Mathematics or equivalent.

COURSE CONTENT

- 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

ASSESSMENT

Four examinations:

- Business Concepts 1 - 1 hour 15min (20%)
- Business Concepts 2 - 1 hour1 30min (30%)
- Business Decision Making - 1 hour 45min (30%)
- Business Strategy – 1 hour 15min (20%)

FUTURE PATHWAYS

• Business Management • Accounting • Banking • Utilities • Retail • Construction • Entrepreneurship

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

A LEVEL

CHEMISTRY

KEY INFORMATION

Head of Department: Mr C. Oates (coates@greshams.com)
Exam Board: AQA

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Chemistry or 6:6 in Combined Sciences, and minimum Grade 6 in Mathematics

COURSE CONTENT

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

ASSESSMENT

Three examinations:

- Physical and Inorganic Chemistry (35%)
- Physical and Organic Chemistry (35%)
- Practical Techniques and Synoptic - 1 hour 30min (30%)

In addition, experimental skills are recognised and lead to a practical endorsement in Chemistry awarded through completion of a series of practical experiments in lessons.

FUTURE PATHWAYS

• Medicine • Veterinary Medicine • Dentistry • Biochemical and Biomedical Sciences • Pharmacology

A LEVEL

COMPUTER SCIENCE

KEY INFORMATION

Head of Department: Mr A. Davies (adavies@greshams.com)
Exam Board: AQA

ENTRY REQUIREMENTS

Minimum 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 IGCSE/GCSE Mathematics.

COURSE CONTENT

- Principal Computer Languages: Python, ASM, Haskell, SQL, JavaScript
- Algorithms and data structures
- Programming (including functional and object-oriented)
- Computer graphics
- Computer Systems, Organisation and Architecture
- Networking and databases
- Theories of Computation

ASSESSMENT

Two examinations:

- Paper 1 (40%) On-screen exam, testing the pupil's ability to program, as well as their theoretical knowledge.
- Paper 2 (40%) Written exam, testing the pupil's knowledge of the other course components.
- In addition, experimental skills are recognised and lead to a practical endorsement in Chemistry awarded through completion of a series of practical experiments in lessons.

Coursework (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 machine learning applied to psychometric testing, computer vision/robotics, and e-commerce and automated online financial trading systems.

FUTURE PATHWAYS

• Computational Technology • Artificial Intelligence • Robotics • Engineering • Financial Technology

A LEVEL

ECONOMICS

KEY INFORMATION

Head of Department: Mr P. Detnon (pdetnon@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in IGCSE/GCSE English Language and Grade 6 IGCSE/GCSE Mathematics or equivalent.

COURSE CONTENT

- Introduction to markets and market failure
- The UK economy – performance and policies
- Business behaviour and the labour market
- Global perspectives

ASSESSMENT

Three, two-hour examinations:

- Markets and Business Behaviour (35%)
- The National and Global Economy (35%)
- Microeconomics and Macroeconomics (30%)

FUTURE PATHWAYS

• Accountancy • Actuary • Civil Service • Consulting • Economist • Financial Analyst • Statistician

Note: 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 of these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

A LEVEL

ENGLISH LITERATURE

KEY INFORMATION

Head of Department: Mr F. Hardy (fhardy@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in IGCSE/GCSE English Literature or equivalent.

COURSE CONTENT

- Study of a minimum of 8 literary texts in total
- At least three pre-1900 texts, including a Shakespeare play
- At least one post-2000 text
- A post-2000 anthology of poetry as well as a selection of poetry by a named poet or movement

ASSESSMENT

Three examinations:

- Component 1 - Drama (30%)
  Section A is based on the study of one Shakespeare play (either Tragedy or Comedy).
  Section B is based on the study of one other drama text (either Tragedy or Comedy).
  Pupils may take a clean copy of their drama texts into the exam with them.

- Component 2 - Prose (20%)
  Based on the study of two prose texts from a chosen theme.
  Pupils will answer one comparative essay question on their two texts.
  Pupils may take a clean copy of their prose texts into the exam with them.

- Component 3 - Poetry (30%)
  Section A will ask pupils to compare one unseen poem written post-2000 with one of the named poems from their studied post-2000 poetry anthology.
  Section B requires pupils to answer one essay question based on their named poet or movement.
  Pupils may take a clean copy of their poetry texts into the exam with them.

Coursework (20%):

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

FUTURE PATHWAYS

• Further study of English Language, English Literature or combined courses • Law • Education • Journalism

A LEVEL

FRENCH

KEY INFORMATION

Head of Department: Mrs A. Brighton-Watt (awatt@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE French.

COURSE CONTENT

- Changes in French society
- Political and artistic culture in the francophone world
- Immigration and the multicultural French society
- The Occupation and the Resistance

ASSESSMENT

Three examinations:

- Component 1 – Listening, Reading and Translation (40%)
  Listening - comprehension questions and translation from French to English.

- Component 2 – Written Response to Works and Translation (30%)
  Translation from English to French and an essay on literature and film.

- Component 3 - Speaking (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.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

A LEVEL

GEOGRAPHY

KEY INFORMATION

Head of Department: Ms E. Churchill (echurchill@greshams.com)
Exam Board: Cambridge International

ENTRY REQUIREMENTS

Minimum Grade 5 in GCSE Geography, or a related discipline.

COURSE CONTENT

- **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** (pupils choose **two** of these):
  Climate change impacts and governance.
  Environmental issues and management.
  Trade, aid and tourism.
  Disease and geography.

- Pupils also take part in a series of day trips throughout their studies, plus a Field Trip to Dorset.

ASSESSMENT

Four examinations:

- Paper 1 – Core Physical Geography (25%)
- Paper 2 – Core Human Geography (25%)
- Paper 3 – Advanced Physical Geography Options (25%)
- Paper 4 – Advanced Human Geography Options (25%)

FUTURE PATHWAYS

• Geology • Travel and Tourism • International Development • Social or Physical Sciences • Planning

A LEVEL

GRAPHIC COMMUNICATION

KEY INFORMATION

Head of Department: Mr A. Gray (agray@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Art or equivalent.

COURSE CONTENT

- All aspects of graphic communication
- Design of typography and digital animation
- Technical skills in the manipulation of image and colour
- A broader understanding of contemporary approaches to visual communication
- How to create impactful and inventive work
- The importance of presentation in bringing this work to the audience

ASSESSMENT

Examination (40%)

- Preparatory work and a final outcome produced during a timed period (15 hours).

Coursework (60%)

- A combination of preparatory work and sustained outcomes.

FUTURE PATHWAYS

• Industrial Design • Fine Arts • Graphics • Architecture • Photography • Film • Illustration

A LEVEL

HISTORY

KEY INFORMATION

Head of Department: Mr S. Kinder (skinder@greshams.com)
Exam Board: AQA

ENTRY REQUIREMENTS

A Grade 5 or better in GCSE History is preferred. What is essential is enthusiasm, commitment, and enjoyment of reading and a genuine interest in the subject.

COURSE CONTENT

Colleagues in the History Department specialise in two different pathways that pupils can choose from:

- The Tudors: England, 1485–1603 & Democracy and Nazism: Germany, 1918–1945

Or

- The Making of a Superpower: USA, 1865–1975 & 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.

ASSESSMENT

- Two examinations (80%)
- Coursework (20%) - Historical Investigation.

FUTURE PATHWAYS

• Law • Politics, Government and Civil Service • Journalism, Media and Publishing • Heritage, Museums and Archives • Business, Finance and Management

A LEVEL

HISTORY OF ART

KEY INFORMATION

Head of Department: Mrs H. Robinson (hrobinson@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

A Grade 5 or better in IGCSE or GCSE English Language is preferred.

COURSE CONTENT

- Visual analysis (painting, sculpture and architecture)
- The relationship between art and society
- The influence of cultural and political factors
- Differences in materials, techniques and processes in both art and architecture over time
- Nature in Art
- Identities in Art
- Power and Persuasion: The Baroque in Catholic Europe (1597-1685)
- Brave New World: Modernism in Europe (1900-1939)

ASSESSMENT

Two examinations:

- Paper 1 – Themes (50%)
- Paper 2 – Periods (50%)

FUTURE PATHWAYS

• Education • Journalism • Curating • Interior Design • Art Restoration and Conservation • Art Therapy

A LEVEL

LATIN

KEY INFORMATION

Head of Department: Mr J. Brettell (jbrettell@greshams.com)
Exam Board: OCR

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Latin.

COURSE CONTENT

- Translation and comprehension
- Prose and verse
- Syntax and accidence
- Prescribed authors from two different genres

ASSESSMENT

Four examinations:

- Unseen translation (Livy and Ovid), 1 hour and 45 minutes (33%).
- Unseen comprehension from a different prose author, 1 hour and 15 minutes (17%).
- Prose set text – Cicero 'Pro Roscio', 2 hours (25%).
- Verse set text - Virgil 'The Aeneid' Book IV, 2 hours (25%).

FUTURE PATHWAYS

• Classics • Civil Service • Law • Accountancy • Computer Programming • Education • Translation

A LEVEL

MATHEMATICS

FURTHER MATHEMATICS

KEY INFORMATION

Head of Department: Mr J. Thomson (jthomson@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

A Level Mathematics: Minimum Grade 7 in IGCSE or GCSE Mathematics.
A Level Further Mathematics: Minimum Grade 8 in IGCSE or GCSE Mathematics.

COURSE CONTENT

- Pure Mathematics – Proof, Algebra and Functions, Trigonometry and Calculus
- Statistics – Collecting and analysing data and probability
- 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.
- Further Mathematics – the course extends many of the topics that are covered in A Level and also introduces brand new concepts, such as complex numbers. Further Mathematics pupils study the course separately from those who take single Mathematics and so will have a greater number of lessons for these two subjects.

ASSESSMENT

Mathematics
Three examinations:

- Paper 1 – Pure Mathematics 1 (33.3%)
- Paper 2 – Pure Mathematics 2 (33.3%)
- Paper 3 – Statistics and Mechanics (33.3%)

Further Mathematics
Four examinations:

- Paper 1 – Core Pure Mathematics 1 (25%)
- Paper 2 – Core Pure Mathematics 2 (25%)
- Paper 3 – Further Statistics (25%)
- Paper 4 – Further Mechanics (25%)

FUTURE PATHWAYS

• Science • Physics • Engineering • Accounting • Medicine • Politics • Surveying • Business Management

A LEVEL

MUSIC

KEY INFORMATION

Head of Department: Mrs M. Wolfe (mwolfe@greshams.com)
Exam Board: AQA

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Music or equivalent and ideally at least Grade 5 Theory Skills.
Performing skills equivalent to Grade 6.

COURSE CONTENT

- Study of a wide range of pieces of music from across the world and from different time periods, developing listening and analysing skills.
- 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.
- With an instrumental teacher, preparing a solo or ensemble performance of 10-12 minutes in length to perform in front of an audience.
- Composing two pieces of music of 2½-4 minutes in length.

ASSESSMENT

One examination:

- Listening & appraising (40%)

One performance:

- Recital concert (35%)

One piece of coursework:

- Composition (25%)

FUTURE PATHWAYS

• Conservatoire • Music Technology • Musical Theatre • Performing Arts • Media and Communications

A LEVEL

PHOTOGRAPHY

KEY INFORMATION

Head of Department: Ms R. Macdougall (rmacdougall@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Art or equivalent.

COURSE CONTENT

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, chemigrams, cyanotypes, photograms, photomontage.
- Manipulation of the image through computers, scanners and computer software.

Digital photography

- The principles of digital photography, including pixels 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.

Film and video

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

ASSESSMENT

- Examination (40%): Preparatory work and a final outcome produced during a timed period (15 hours).
- Coursework (60%): Includes a Personal Study that comprises 12% of the total qualification.

FUTURE PATHWAYS

• Art Foundation Courses • Film • Graphics • Architecture • Illustration • Marketing

A LEVEL

PHYSICAL EDUCATION

KEY INFORMATION

Head of Department: Mrs S. Knightbridge (sknightbridge@greshams.com)
Exam Board: OCR

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE P.E. and 6 in GCSE Biology, or 6:6 in Combined Science, and the potential to play at 1st team level in at least one sport.

COURSE CONTENT

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

ASSESSMENT

- Written examination (70%)
- Oral examination (15%)
- Practical assessment (15%)

FUTURE PATHWAYS

• Coaching • Sports Science • Sports Technology • Sports Management and Media • Physiotherapy

A LEVEL

PHYSICS

KEY INFORMATION

Head of Department: Mr D. Saker (dsaker@greshams.com)
Exam Board: OCR

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Physics or 6:6 in Combined Sciences.

COURSE CONTENT

- Development of practical skills
- Quantities, units, measuring, analysing data
- Newton's Laws of motion and momentum; motion and forces in action
- Work, energy and power
- Materials
- Energy, resistance, electrical circuits, waves, electrical fields, electromagnetism
- Quantum, thermal, and nuclear physics
- Circular motion, oscillation, gravitational fields, astrophysics, cosmology
- Medical imaging

ASSESSMENT

Three examinations:

- Modelling and Physics - 2 hours 15min (37%)
- Exploring Physics - 2 hours 15min (37%)
- Unified Physics - 1 hour 30min (26%)

FUTURE PATHWAYS

• Medicine • Law • Engineering • Computer Science • Digital Technologies • Scientific Research

A LEVEL

PSYCHOLOGY

KEY INFORMATION

Head of Department: Miss A. Cann (acann@greshams.com)
Exam Board: AQA

ENTRY REQUIREMENTS

A Grade 6 or higher in IGCSE or GCSE English and Science is preferred.
A Grade 5 or higher in IGCSE or GCSE Maths would be beneficial.

COURSE CONTENT

Psychology is the scientific study of human behaviour, and the course provides students with a broad experience covering key areas of the subject:

- Social Influence including: conformity, obedience, minority influence and social change
- Memory including: models of memory, forgetting, and factors affecting eyewitness testimony
- Attachment including: types of, and explanations for, attachment
- Clinical Psychology and Mental Health including: explanations and treatments of phobias, depression and OCD
- Approaches to Psychology
- Biopsychology including nervous and endocrine systems and the functions of the brain
- Research Methods including how to analyse and conduct Psychological research
- Schizophrenia including explanations for, and treatments of, schizophrenia
- Forensic Psychology including offender profiling and explanations for criminal behaviour
- Issues and Debates in Psychology including: Nature - Nurture; Gender and Culture Bias; Freewill vs Determinism

ASSESSMENT

Three examinations:

- Introductory Topics in Psychology - 2 hours (33.3%)
- Psychology in Context - 2 hours (33.3%)
- Issues and Opinions in Psychology - 2 hours (33.3%)

FUTURE PATHWAYS

• Psychology – Clinical, Educational, Occupational, Health, Sports, Forensic - Sociology • Criminology • Politics • Business Studies • Economics • Education • Law •

A LEVEL

RELIGIOUS STUDIES

KEY INFORMATION

Head of Department: Mr S. Gates (sgates@greshams.com)
Exam Board: OCR

ENTRY REQUIREMENTS

None.

COURSE CONTENT

- 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.

- Different ethical systems, medical and business ethics, ethical language, conscience, and developments in ethical thought.

- The philosophy and practices of Buddhism as a contrast to the western thought studied in the other two modules, including the life & ideas of the Buddha, the noble truths & eightfold path, meditative practice, different schools of Buddhist thought and Buddhist responses to modern ethical and social issues.

ASSESSMENT

Three examinations:

- Philosophy of Religion - 2 hours (33.3%)
- Religion and Ethics - 2 hours (33.3%)
- Developments in Religious Thought - 2 hours (33.3%)

FUTURE PATHWAYS

• Law • Medicine • Politics • Business • Marketing • Education • Civil Service • Theology

A LEVEL

SPANISH

KEY INFORMATION

Head of Department: Mrs J. Challis (jchallis@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Spanish.

COURSE CONTENT

- The Evolution of Spanish Society
- Political and Artistic Culture in the Spanish Speaking World
- Immigration & Multiculturalism
- Dictatorship and the transition to Democracy

ASSESSMENT

Three examinations:

- Component 1 – Listening, Reading and Translation (40%)
  Comprehension questions and translation from Spanish to English.

- Component 2 – Written Response to Works and Translation (30%)
  Translation from English to Spanish and an essay on literature and film.

- Component 3 - Speaking (30%)
  Task 1: Pupils discuss one theme from the specification based on a stimulus containing two different statements.
  Task 2, Part 1: Independent research project.
  Task 2, Part 2: Discussion about the project.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

A LEVEL

THREE-DIMENSIONAL DESIGN

KEY INFORMATION

Head of Department: Mr A. Gray (agray@greshams.com)
Exam Board: Edexcel

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Art or equivalent.

COURSE CONTENT

- Techniques used within contemporary design to generate ideas and then bring these ideas to fruition as fully functioning objects
- Developing skills across a wide range of 2D and 3D processes
- Reflecting 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

ASSESSMENT

Examination (40%)

- Preparatory work and a final outcome produced during a timed period (15 hours).

Coursework (60%)

- A combination of preparatory work and sustained outcomes.

FUTURE PATHWAYS

• Industrial Design • Fine Arts • Graphics • Architecture • Photography • Film • Illustration

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

EXTENDED ESSAY

Head of Department: Mrs K. Mousley (kmousley@greshams.com)

ENTRY REQUIREMENTS

None – this is a compulsory part of the IB Diploma.

COURSE CONTENT

- 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 on 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.

ASSESSMENT

- 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.

SKILLS DEVELOPED

• Academic Research • Academic Writing • Specific Topic Expertise • Interview Techniques

THEORY OF KNOWLEDGE (TOK)

Head of Department: Miss A. Cann (acann@greshams.com)

ENTRY REQUIREMENTS

None - this is a compulsory part of the IB Diploma.

COURSE CONTENT

- 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.

ASSESSMENT

- ToK exhibition:

  This 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.

- ToK Essay:

  Write an essay on a choice of titles set by the IBO which focus on a knowledge question and require pupils 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.

SKILLS DEVELOPED

• Exploring Knowledge • Critical Thinking • Evaluation • Analysis • Reasoning • Cogent Arguments

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

ENGLISH A: LANGUAGE & LITERATURE

Higher and **Standard Level**
Head of Department: Mr F. Hardy (fhardy@greshams.com)

ENTRY REQUIREMENTS
Minimum Grade 6 in IGCSE English Language and IGCSE English Literature or equivalent.

COURSE CONTENT
- **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.

Three areas of exploration:
- 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.

ASSESSMENT
Higher Level
- Paper 1 (30%): 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%): 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%): 1,200 to 1,500 words on one non-literary body of work, or a literary work studied during the course.

Standard Level
- Paper 1 (35%): 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%): Four general questions. In response to one question, pupils write a comparative essay based on two literary works studied in the course.

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.

FUTURE PATHWAYS
• Further study of English Language, English Literature or combined courses • Law • Education • Journalism

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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.

COURSE CONTENT

- How texts establish communication between readers and writers and in what ways different genres influence the portrayal of global issues.
- Pupils study 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.
- Pupils explore the power of language through fiction and literary non-fiction.
- Pupils will read at least seven works for **Standard Level** and ten for **Higher Level**.
- The reading list covers both famous 'classics' and more current works.

ASSESSMENT

Higher Level

- Paper 1 (35%): 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%): 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%): 1,200 to 1,500 words on one non-literary body of work, or a literary work studied during the course.

Standard Level

- Paper 1 (35%): 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%): Four general questions. In response to one question, pupils write a comparative essay based on two literary works studied in the course.

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.

FUTURE PATHWAYS

• Politics • Law • Education • Journalism • History • Philosophy • Translation

SPANISH A: LANGUAGE AND LITERATURE

Higher and **Standard Level**
Head of Department: Mrs V. Seldon (vseldon@greshams.com)

ENTRY REQUIREMENTS

Spanish as a first language.

COURSE CONTENT

- Readers, Writers, and Texts: Investigating the nature of texts and the relationships formed between them.
- Time and Space: Exploring the contexts of literary, linguistic, and media production and reception.
- Intertextuality (Connecting Texts): Connecting diverse texts, traditions, creators, and ideas.
- Analyse and Evaluate: Developing skills in interpreting how language creates meaning and how texts offer diverse perspectives on human concerns.
- Communicate and Collaborate: Expressing ideas in clear, logical, and persuasive ways across a range of styles and registers.
- Engagement: Fostering a lifelong interest in language and literature through the study of texts from different periods, styles, and cultures.

ASSESSMENT

Higher Level

- Paper 1 (35%): Guided Textual Analysis (2 hours 15 mins).
- Paper 2 (25%): Comparative Essay (I hour 45 mins).
- Higher Level Essay (20%).
- Individual Oral (20%).

Standard Level

- Paper 1 (35%): Guided Textual Analysis (1 hour 15 mins).
- Paper 2 (35%): Comparative Essay (I hour 45 mins).
- Individual Oral (30%).

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

GROUP 2 – LANGUAGE ACQUISITION

ENGLISH B

Higher Level

ENTRY REQUIREMENTS

None.

COURSE CONTENT

- 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.
- The focus will be on receptive, productive and interactive skills, developing knowledge of vocabulary and grammar, and 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.

ASSESSMENT

- Paper 1: Writing (1hr 30mins, 25%).
- Paper 2: Listening comprehension (1hr) and reading comprehension (1hr) (50%).
- Individual Oral (25%).

INTERNATIONAL BACCALAUREATE DIPLOMA
GROUP 2

FRENCH B

Higher and **Standard Level**
Head of Department: Mrs A. Brighton-Watt (awatt@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE French, or equivalent.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Productive Skills (25%)
  1hr 15mins Standard Level, 1hr 30mins Higher Level.

- Paper 2: Receptive Skills (50%)
  1hr 45mins Standard Level, 2 hrs Higher Level.

- Individual Oral (25%)
  12-15 mins, plus 15 mins formal preparation time at Standard Level and 20 mins at Higher, based on a visual stimulus at Standard Level and an extract from a literary work at Higher Level.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

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.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Productive Skills, Writing (25%)
  1hr.
- Paper 2: Receptive Skills (50%)
  1hr (Reading) and 45mins (listening).
- Individual Oral (25%)
  7-10 minutes plus 15 mins of formal preparation time.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

GERMAN B

Higher and **Standard Level**
Head of Department: Mr G. McMurray (gmcmurray@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE German or equivalent.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Composition (25%)
- Paper 2: Reading and Listening (50%)
- Individual Oral (12-15 minutes, 25%)

FUTURE PATHWAYS

• Politics • Law • Education • Journalism • History • Philosophy • Translation • Civil Service • Tourism

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.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Composition (25%)
- Paper 2: Reading and Listening (50%)
- Individual Oral (12-15 minutes, 25%)

FUTURE PATHWAYS

• Politics • Law • Education • Journalism • History • Philosophy • Translation • Civil Service • Tourism

LATIN B

Higher and **Standard Level**
Head of Department: Mr J. Brettell (jbrettell@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Latin or equivalent.

COURSE CONTENT

- Translation and comprehension.
- Prose and verse.
- Syntax and accidence
- Prescribed authors from two different genres.

ASSESSMENT

- Paper 1: Short unseen passages to translate from two authors (45%)
- Paper 2: Prose (history) and verse (epic poetry) literature (45%)
- IA Research Dossier: a collection of annotated source material on a topic of the pupil's choice from the classical world/Latin language (10%)

FUTURE PATHWAYS

• Classics • Civil Service • Law • Accountancy • Computer Programming • Education • Translation

SPANISH B

Higher and **Standard Level**
Head of Department: Mrs J. Challis (jchallis@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Spanish, or equivalent.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Productive Skills (25%)
  1hr 15mins Standard Level, 1hr 30mins Higher Level.

- Paper 2: Receptive Skills (50%)
  1hr 45mins Standard Level, 2 hrs Higher Level.

- Individual Oral (25%)
  12-15mins, plus 15 mins formal preparation time at Standard Level and 20 mins at Higher, based on a visual stimulus at Standard Level and an extract from a literary work at Higher Level.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

INTERNATIONAL BACCALAUREATE DIPLOMA
GROUP 2

SPANISH *AB INITIO*

Standard Level
Head of Department: Mrs J. Challis (jchallis@greshams.com)

ENTRY REQUIREMENTS

No previous knowledge of the language is required but you must have studied another language at GCSE.

COURSE CONTENT

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

ASSESSMENT

- Paper 1: Productive Skills, Writing (25%)
  1hr.
- Paper 2: Receptive Skills (50%)
  1hr (Reading) and 45mins (listening).
- Individual Oral (25%)
  7-10 minutes plus 15 mins of formal preparation time.

FUTURE PATHWAYS

• Financial Services • Travel and Tourism • Hospitality • Journalism • Public Relations • Education

GROUP 3 – INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

Higher and **Standard Level**
Head of Department: Mr A. Coventry (acoventry@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 5 in IGCSE/GCSE English and IGCSE/GCSE Mathematics, or equivalent.

COURSE CONTENT

- Unit 1: Business organisation and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management
- Unit 6: Business Strategy (**Higher Level only**)

ASSESSMENT

Examinations:

- Paper 1: Based on a pre-seen case study released before the exam, requiring pupils to analyse an unseen stimulus or scenario relating to the case organisation (35% SL, 25% HL).
- Paper 2: Based on unseen stimulus material with quantitative and qualitative data, featuring extended-response and data-response questions covering all units (35% SL, 30% HL).
- Paper 3 (**Higher Level only**): A 1hour 15minute exam focused specifically on a social enterprise scenario, requiring pupils to answer questions on an unseen case study. (25%)

Coursework:

- Research Project / Written Commentary: based on a real-world business issue or decision for a single organisation. It must integrate one of the core concepts (change, creativity, ethics, or sustainability) and apply relevant syllabus business tools. (1800 words, 30% SL, 20% HL).

FUTURE PATHWAYS

• Business Management • Accounting • Banking • Utilities • Retail • Construction • Entrepreneurship

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

ECONOMICS

Higher and **Standard Level**
Head of Department: Mr P. Detnon (pdetnon@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in IGCSE/GCSE English Language and Grade 6 IGCSE/GCSE Mathematics or equivalent.

COURSE CONTENT

- Introduction to Economics.
- Microeconomics.
- Macroeconomics.
- Global Economics.

ASSESSMENT

Examinations:

- Paper 1: Essay (30% SL, 20% HL).
- Paper 2: Data Response (40% SL, 30% HL).
- Paper 3 (**Higher Level only**): Policy/quantitative calculations (30%).

Coursework:

- Portfolio of three real-world news commentaries (30% SL, 20% HL).

FUTURE PATHWAYS

• Accountancy • Actuary • Civil Service • Consulting • Economist • Financial Analyst • Statistician

GEOGRAPHY

Higher and **Standard Level**
Head of Department: Ms E. Churchill (echurchill@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 5 in GCSE Geography, or a related discipline.

COURSE CONTENT

- Paper 1 (SL 2 of 3, HL 3 of 4)
  Freshwater and drainage basins, oceans and coastal margins, geographical hazards.

- Paper 2 (SL and HL)
  Changing population, global climate vulnerability and resilience, global resource consumption and security.

- Paper 3 (**Higher Level only)**
  Geographic perspectives - global interactions. Power, places and networks; human development and diversity; global risks and resilience.

- Pupils also take part in a series of day trips throughout their studies, plus a Field Trip to Dorset.

ASSESSMENT

Examinations:

- Paper 1: SL pupils complete two options, 45 minutes per option question (35% SL, 35% HL).

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

- Paper 3 (**Higher Level only**) Choice of three extended answer questions, with two parts, based on each HL core unit (20%).

Coursework:

- Internal Assessment: Fieldwork, leading to one written report of 2,500 words based on a fieldwork question, information collection and analysis with evaluation (SL 25%, HL 20%).

FUTURE PATHWAYS

• Geology • Travel and Tourism • International Development • Social or Physical Sciences • Planning

HISTORY

Higher Level and **Standard Level**
Head of Department: Mr S. Kinder (skinder@greshams.com)

ENTRY REQUIREMENTS

A Grade 5 or better in GCSE History is preferred. What is essential is enthusiasm, commitment, and enjoyment of reading and a genuine interest in the subject.

COURSE CONTENT

- 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 (**Higher Level only**) - Regional Studies – Europe:
  European totalitarianism 1918-1941
  The Russian Revolution 1855-1924

- All pupils undertake a piece of coursework on an enquiry of their choosing.

ASSESSMENT

Standard Level

- Paper 1 (30%): Source-based focused study.
- Paper 2 (40%): Thematic analysis and conceptual essays.
- Internal Assessment (30%): Individual historical investigation.

Higher Level

- Paper 1 (20%): Source analysis.
- Paper 2 (25%): Conceptual and thematic evaluation.
- Paper 3 (35%): Two regional essays.
- Internal Assessment (20%): Extended inquiry project.

FUTURE PATHWAYS

• Law • Politics, Government and Civil Service • Journalism, Media and Publishing • Heritage, Museums and Archives • Business, Finance and Management

PHILOSOPHY

Higher Level and **Standard Level**
Head of Department: Mr S. Gates (sgates@greshams.com)

ENTRY REQUIREMENTS

None.

COURSE CONTENT

- **Part 1: Themes**
  Core Theme: Being Human
  Exploring the nature of the human condition, concepts of freedom, individuality and meaning.

  Optional Themes (**Standard Level** ONE Theme; **Higher Level** TWO themes):
- **Theories & Problems of Ethics**
  Exploring the principles which underpin moral action as well as the application of morality in areas of medical technology, business and wealth.
- **Political Philosophy**
  Examining 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**
  Study of one text from the list of prescribed philosophical texts.

- **Part 3: Internal Assessment**
  Pupils 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 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 in exploration of the crucial modern issues of environment and technological innovations.

ASSESSMENT

Examinations:
- Paper 1: essay answers which cover each of the themes studied (SL 1hr 45mins 50%, HL 2hrs 30mins 40%).
- Paper 2: focused on the prescribed text (1hr, SL 25%, HL 20%).
- Paper 3 (**Higher Level only**): unseen text (1hr 15mins, 20%).

Coursework: See 'Part 3' above (SL 25%, HL 20%).

FUTURE PATHWAYS

• Law • Medicine • Politics • Business • Marketing • Education • Civil Service • Theology

PSYCHOLOGY

Higher Level and **Standard Level**
Head of Department: Miss A. Cann (acann@greshams.com)

ENTRY REQUIREMENTS

A Grade 5 or higher in IGCSE or GCSE English and Science is preferred.
A Grade 5 or higher in IGCSE or GCSE Maths would be beneficial.

COURSE CONTENT

1. **Learning and Cognition**
   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**
   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**
   Pupils will study factors influencing group behaviour; they will also explore the development of, and factors affecting, interpersonal relationships.
4. **Human Development**
   Pupils will study models of human development and factors involved in the development of self.

Pupils will also study **Research Methods** throughout the course**,** so they develop an in-depth understanding of how to conduct, analyse and critique psychological research.

ASSESSMENT

Examinations:
- Paper 1 (SL 35%, HL 25%): Integration of concepts, content and context.
- Paper 2 (SL 35%, HL 25%): Research Methodology - applying concepts and content to research contexts.
- Paper 3 (**Higher Level only**, 30%): Source-based questions - data analysis and interpretation of research data.

Coursework (SL 30%, HL 20%):
- A Psychology research proposal to investigate a topic in relation to a specified population of interest.

FUTURE PATHWAYS

• Psychology – Clinical, Educational, Occupational, Health, Sports, Forensic - Sociology • Criminology • Politics • Business Studies • Economics • Education • Law •

GROUP 4 – THE SCIENCES

BIOLOGY

Higher Level and **Standard Level**
Head of Department: Miss A. Horton (ahorton@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Biology or 6:6 in Combined Sciences.

COURSE CONTENT

- **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 compartmentalisation • Cell specialisation • 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

ASSESSMENT

Examinations:

- Paper 1 (36%): Multiple-choice questions and data-based questions.
- Paper 2 (44%): Data-based and short-answer questions and extended-response questions.

Scientific investigation (20%):
- Pupils gather and analyse data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed in the form of a written report.

FUTURE PATHWAYS

• Medicine • Zoology • Conservation • Genetic Research • Veterinary Medicine • Dentistry • Forestry • Physiotherapy • Ecotourism • Biomechanical Engineering • Biomedical Engineering • Nutrition and Food Science • Pharmacy • Pharmacology and Forensic Science

CHEMISTRY

Higher Level and **Standard Level**
Head of Department: Mr C. Oates (coates@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Chemistry or 6:6 in Combined Sciences, and minimum Grade 6 in Mathematics

COURSE CONTENT

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
   • Entropy and spontaneity (**Higher Level only**)
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 • Electron transfer reactions • Electron sharing reactions
   • Electron-pair sharing reactions.

ASSESSMENT

Examinations:

- Paper 1 (36%): Multiple-choice questions and data-based questions.
- Paper 2 (44%): Data-based and short-answer questions and extended-response questions.

Scientific investigation (20%):

- Pupils gather and analyse 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.

FUTURE PATHWAYS

• Medicine • Veterinary Medicine • Dentistry • Biochemical and Biomedical Sciences • Pharmacology

COMPUTER SCIENCE

Higher Level and **Standard Level**
Head of Department: Mr A. Davies (adavies@greshams.com)

ENTRY REQUIREMENTS

Standard Level: No previous knowledge is assumed, although previous programming experience would be advantageous.
Higher Level: GCSE Computer Science or previous programming experience of a similar level is required.

COURSE CONTENT

Standard Level

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

Higher Level
Standard Level topics plus:

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

ASSESSMENT

Examinations:

- Paper 1 (SL 35%, HL 40%): Covers core conceptual themes in computer science (computer fundamentals, networks, databases, and machine learning).
- Paper 2 (SL 35%, HL 40%): Focuses on computational thinking, problem-solving, and programming structures.

Coursework:

- **Standard Level** (30%): A real-world computational software solution and accompanying report built for a client.
- **Higher Level** (20%): Individual software development project.

FUTURE PATHWAYS

• Computational Technology • Artificial Intelligence • Robotics • Engineering • Financial Technology

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

Standard Level
Head of Department: Mrs F. Gathercole (fgathercole@greshams.com)

ENTRY REQUIREMENTS

No specific subject requirements, just an interest in the world around you.

COURSE CONTENT

- **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.

ASSESSMENT

Examinations:

- Paper 1 (25%): Questions will be based on the analysis and evaluation of data provided in a previously unseen case study.

- Paper 2 (50%): Section A (40 marks) short-answer and data-based questions.
  Section B (20 marks) answer one structured essay question from a choice of two.

Coursework (25%):

- An individual research investigation, presented as a written report.

FUTURE PATHWAYS

• Conservation • Geology • Travel and Tourism • International Development • Social or Physical Sciences

PHYSICS

Higher Level and **Standard Level**
Head of Department: Mr D. Saker (dsaker@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Physics or 6:6 in Combined Sciences

COURSE CONTENT

- Space, time and motion
- The particulate nature of matter
- Wave behaviour
- Fields
- Nuclear and quantum physics

ASSESSMENT

Examinations:

- Paper 1A (SL 20%, HL 24%): Multiple-choice questions testing core and HL-specific syllabus content.
- Paper 1B (SL 16%, HL 12%): Data-based questions analysing experimental contexts.
- Paper 2 (44% for both SL and HL): Short-answer and extended-response questions covering the main thematic syllabus areas.

Coursework (20%):

- An individual research investigation, presented as a written lab report.

FUTURE PATHWAYS

• Medicine • Law • Engineering • Computer Science • Digital Technologies • Scientific Research

SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS)

Higher Level and **Standard Level**
Head of Department: Mrs S. Knightbridge (sknightbridge@greshams.com)

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Physics / Biology / Chemistry, or 6:6 in Combined Science; minimum Grade 6 in Mathematics; minimum Grade 6 in GCSE P.E. (if taken at GCSE, though this is not essential).

COURSE CONTENT

- **Exercise Physiology and Nutrition**

  Including the nervous system, the endocrine system, maintaining homeostasis, short term and long term effects (HL), the cardiovascular system, the respiratory system, recovery, training design, an active lifestyle and its effects on well-being, exercise prescription (HL), fatigue and recovery (HL).

- **Biomechanics**

  Including 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).

- **Sports Psychology and Motor Learning**

  Including 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).

ASSESSMENT

Examinations:

- Paper 1A (36%): Multiple-choice questions.
- Paper 1B (40%): Data-based questions and questions on experimental work.
- Paper 2 (24%): Short answer and extended response questions.

Coursework (20%):

- Scientific Investigation – an open-ended task where pupils gather and analyse data in order to answer their own formulated research question. This is assessed through the form of a written report.

FUTURE PATHWAYS

• Coaching • Sports Science • Sports Technology • Sports Management and Media • Physiotherapy

GROUP 5 – MATHEMATICS

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS

Higher Level and **Standard Level**
Head of Department: Mr J. Thomson (jthomson@greshams.com)

ENTRY REQUIREMENTS

Standard Level: Minimum Grade 4 in IGCSE or GCSE Mathematics.
Higher Level: Minimum Grade 8 in IGCSE or GCSE Mathematics.

COURSE CONTENT

- This course focuses on real-world modelling, statistics, and technology use to solve practical problems.
- A supplementary course on Vectors will also be followed for all Standard Level pupils.

ASSESSMENT

Examinations:

- Paper 1 (SL 40%, HL 30%): Short and extended-response questions covering the whole syllabus.
- Paper 2 (SL 40%, HL 30%): Extended-response questions emphasising data interpretation and application.
- Paper 3 (**Higher Level only**, 20%): Two compulsory extended-response problem-solving questions.

Coursework (SL and HL, 20%):

- An individual exploration applying mathematics to a real-world context or problem of personal interest.

FUTURE PATHWAYS

• Accountancy • Finance • Marketing • Medicine • Politics • Surveying • Psychology • Business Management

MATHEMATICS: ANALYSIS AND APPROACHES

Higher Level and **Standard Level**
Head of Department: Mr J. Thomson (jthomson@greshams.com)

ENTRY REQUIREMENTS

Standard Level: Minimum Grade 4 in IGCSE or GCSE Mathematics.
Higher Level: Minimum Grade 9 in IGCSE or GCSE Mathematics.

Note: The Analysis and Approaches course is more difficult than the Application and Interpretation course equivalent at both Standard and Higher Levels.

COURSE CONTENT

- This option is appropriate for pupils who enjoy developing their mathematics to become fluent in the construction of mathematical arguments, and who want to develop strong skills in mathematical thinking.
- Pupils taking this course will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology, and will enjoy the thrill of mathematical problem solving and generalisation.

ASSESSMENT

Examinations:

- Paper 1 (SL 40%, HL 30%): Short and extended-response questions covering the whole syllabus.
- Paper 2 (SL 40%, HL 30%): Graphing Display Calculator (GDC) required. Mix of short and extended-response questions.
- Paper 3 (**Higher Level only**, 20%): Two compulsory extended-response investigative / modelling questions.

Coursework (SL and HL, 20%):

- An individual written exploration of a topic of interest.

FUTURE PATHWAYS

• Science • Physics • Engineering • Accounting • Medicine • Politics • Surveying • Business Management

GROUP 6 – THE ARTS

FILM STUDIES

Higher Level and **Standard Level**
Head of Department: Mr D. Chart-Boyles (dchartboyles@greshams.com)

ENTRY REQUIREMENTS

None, apart from a passion for all aspects of film analysis, comparison and production.

COURSE CONTENT

- **Film Portfolio:** Pupils undertake a variety of filmmaking exercises in a range of film production roles such as director, cinematographer, editor and writer. Pupils produce a film reel to evidence the film production roles they have held, and a portfolio reflecting on their successes.
- **Textual Analysis:** Pupils demonstrate their knowledge and understanding of how meaning is constructed in film through a written analysis of an extract from a prescribed film text.
- **Comparative Study:** Pupils 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 their chosen area of film. Pupils submit a recorded multimedia comparative study (10 minutes maximum) and a list of the sources they have used for their research.
- **Collaborative Film Project (HL only):** Pupils work collaboratively to plan and create an original completed film. Pupils work in core production teams, with each individual taking a different role, and write a project report reflecting on their collaborative contribution to the project.

ASSESSMENT

100% coursework, no final exams.

- Film Portfolio (SL 40%, HL 25%): A film reel and written portfolio showcasing experimentation with three filmmaker roles.
- Textual Analysis (SL 30%, HL 20%): A written analysis of an extract from a prescribed film text.
- Comparative Study (SL 30%, HL 20%): A recorded multimedia comparison of two films.
- Collaborative Project (**Higher Level only,** 35%): A completed film and project report.

FUTURE PATHWAYS

• Film Directing and Producing • Visual and Special Effects • Screenwriting • Advertising • Cinematographer

MUSIC

Higher Level and **Standard Level**
Head of Department: Mrs M. Wolfe (mwolfe@greshams.com)

ENTRY REQUIREMENTS

The music course focuses on creativity, discovery and pupil-led learning, and at both SL and HL requires no formal prior training in music. It is designed to allow pupils to engage with music on a personal level while expanding their musical identity. An individual pupil's prior experiences will help shape their pathway through, and engagement with, the course.

It is, however, essential to have a strong interest in music, intellectual curiosity, and a willingness to explore music in personal, local and global contexts. While not a formal entry requirement, performing ability in any genre, style or instrument, broadly equivalent to Grade 6 GCSE standard, would be beneficial in supporting pupils to successfully meet the practical demands of the course.

COURSE CONTENT

- **Exploring music in context:**
  Researching and analysing music across different styles, and responding to what pupils find creatively through performing and composing.

- **Experimenting with music:**
  Taking musical ideas, changing and transforming them, and presenting pupils' ideas and findings through practical discovery.

- **Presenting music:**
  Responding to pupils' favourite piece and performing, composing and creating in their chosen styles.

- **Contemporary music maker (Higher Level only):** Working on a new project with other art forms and creating a multimedia presentation to share pupils' work and outcomes, using real life skills and collaborative approaches.

ASSESSMENT

100% coursework, no final exams.

- Exploring music in context (SL 30%, HL 20%).
- Experimenting with music (SL 30%, HL 20%).
- Presenting music (SL 40%, HL 30%).
- Contemporary music maker (**Higher Level only,** 40%).

FUTURE PATHWAYS

• Conservatoire • Music Technology • Musical Theatre • Performing Arts • Media and Communications

VISUAL ARTS

Higher Level and **Standard Level**
Head of Department: Miss S. Pink (spink@greshams.com)

ENTRY REQUIREMENTS
Minimum Grade 6 in GCSE Art or equivalent.

COURSE CONTENT

- Theoretical practice (the critic)
- Art-making practice (the maker)
- Curatorial practice (the curator)

ASSESSMENT

100% coursework, no final exams.

Standard Level
- Art-making inquiries portfolio (40%): 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 (SL 20%): 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%): 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 (40%): 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.
- Artist Project (30%): Pupils will create and contextualize an artwork for a choice-based standalone project. Within their project development, they will connect their ideas to at least two artworks by different artists.
- Selected resolved artworks (40%): Pupils will create 8 art pieces. From this, they will choose 5 resolved pieces to form a coherent body of work, which they will contextualise and articulate through a written rationale and individual artwork texts.

FUTURE PATHWAYS

• Art Foundation Course • Fine Arts Degree • Sculpture • Graphics • Architecture • Textiles • Illustration
• Animation • Photography • Film

Sixth Form Subjects and University

Note: The information provided below can change and therefore pupils should always consult university websites for admissions criteria.

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 (probably Biology) – subjects which involve cultural elements in study will be advantageous (e.g. Geography, Psychology, Philosophy, History).
Archaeology	Some programmes require a science (probably Biology) – it depends on the emphasis within 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.
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 is 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. *Grade 6 GCSE Maths*.
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. *GCSE Maths Grade 6.*
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 academic profiles, along with an engaging personal statement. Some universities do not accept Economics and Business A Levels together.

Degree Programme	Subjects
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 will a modern foreign language or classical language.
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 and portfolio.
Geography	Geography required. Science / Maths vs. other humanities / languages might be preferred depending on the route if there is 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.
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 though high grades are expected. '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.
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 and portfolio.
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 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. *6 GCSEs at Grade 7 or above, including Maths and two Sciences, English Language Grade 6.*
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 at Standard Level – depends on the course chosen.
Law	A Level English is highly regarded alongside humanities and languages. *GCSE English Language Grade 5 minimum, 6 for some top universities.*

Degree Programme	Subjects
Music	Music. Other subjects may by useful 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.
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 minimum requirement. In IB, the Maths Standard Level is perfectly acceptable for Biological Natural Sciences; Physical Natural Sciences will require 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. *Minimum Grade 6 in Maths, English Language and a Science.*
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 strongly advisable. In IB, Maths Standard Level or 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. *GCSE Maths grade 7, English 6 at top universities.*
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. *Minimum Grade 6 in Maths, English Language and a Science.*
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.