

Subject Listing

Asdan

Art, Textiles and Photography

Biology

Business Studies

Chemistry

Classical Civilisation (OCR H041 / H441)

Design and Technology

Drama and Theatre Studies

Economics

English

Geography

History

Latin

Maths and Further Maths

Modern Foreign Languages (French, German, Spanish)

Music

Physics

Psychology

RS and Philosophy

Physical Education

ASDAN INTERNATIONAL AWARD

Incorporating Wider Key Skills

Why Study the International Award?

It is a fact that young people today need to be educated as global citizens. In order to have a competitive edge in the employment market, our students need to be internationally aware, culturally intelligent and competent in at least two and preferably more Modern Foreign Languages.

The Times recently published an article lamenting the lack of just these skills, explaining that international companies in Britain are forced to recruit staff from Germany, Holland and Scandinavia. The article states that 'Employers view the pool of those with high-level languages skills as a global one, with the UK a relatively weak player....Indeed, some employers feel our young people are at a disadvantage in comparison to those from other countries.'

The Asdan International Award offers you the opportunity to enrich your academic curriculum with a challenging and motivating course which will broaden your horizons and give you the international perspective lacking amongst so many UK graduates. You will also be able to expand your language skills from GCSE or learn a completely new language.

It is also possible to combine the International Award with 'Wider Key Skills' at Level 3, which, if successfully completed, can contribute to the UCAS points tally. More importantly, the development of these skills demonstrates your ability to 'Work with Others' and 'Improve your own Learning' through a series of activities which form the backbone of the International Award.

You will be expected to think independently, analyse your own learning styles and needs and reflect on the progress you make.

GCSE Requirements

There is no minimum requirement – just enthusiasm and determination to succeed!

Course Outline

The course is taught over 5 periods a fortnight. Currently three of these are project-based and the remaining two are devoted to language learning.

The International Award and Wider Key Skills are run in parallel, so that the activities completed as part of the International Award contribute to the development of your

Wider Key Skills. To successfully complete the International Award, students must accumulate 6 credits over the course of the Lower Sixth. Examples of activities completed this year are:

- preparing and delivering a presentation to younger pupils on the significance of international awareness (1 credit);
- organising an internationally themed event (1 credit);
- improving your own knowledge in a foreign language (this year's students are studying Italian, French, Spanish, Italian, German and Japanese – we hope to offer Mandarin, Russian and Arabic next year (2 credits));
- organising a residential trip for younger pupils (2 credits);
- conducting a survey into language ability in school (1 credit).

Higher Education Opportunities

Whatever your chosen Higher Education course, the International Award offers an additional dimension to your programme of study. It proves that you have an international outlook and that you are committed to the importance of international awareness. The language component underlines your willingness both to listen and to communicate in a tongue other than your own, which in turn demonstrates your intelligence and openness. The Wider Key Skills will prepare you for Higher Education by helping you with study skills, organisation and planning and self-evaluation. Key Skills are an everyday part of adult life; every job needs all or some of them. Key Skills are considered to be central to successful learning and performance in both Higher Education and future employment.

In summary: if you wish to give yourself the edge this is a course you simply cannot miss out on. Why not give it a try?

ART, TEXTILES AND PHOTOGRAPHY

Why Study Art, Textiles or Photography?

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, responding to ideas in a personal and creative way. You will develop many and varied skills while stretching your imagination and creative powers. The aims of these courses are to develop an understanding of the nature of visual thinking and its appropriate language, to develop the capacity for creative thought and action, and to develop skills in drawing, painting, ceramics, and other media.

GCSE Requirements

The best foundation for success in AS/A2 Art /Textiles / Photography is a good grade at GCSE, grade B minimum. However this does not preclude interested students, either internal or external applying for the courses provided they are willing to sit an intensive drawing test, interview and, if possible, provide a portfolio of recent work.

Course Outline

AS Specification

Unit 1 (60% AS/ 30% A2 level)

From a given theme you will develop ideas as you head towards one or more considered conclusions. You will set up and use a work journal in which you will develop your understanding of the formal elements of art : colour, form, line, pattern, shape, texture and tone.

Unit 2: Externally Set Assignment (40% AS/ 20% A2 level)

This is an 8 hour examination, spread over two days, and following a 6 week preparatory period of study.

A2 Specification

Unit 3: Includes a Personal Study (30% A2 level)

From a given problem in art or society you will investigate sources, presenting your thoughts and solutions in both a practical and written assignment. You will be required to research, evaluate, analyse and establish links between your own art and design skills and those of established artists past and present.

Unit 4: Externally Set Assignment (20% A2 level)

This is a timed test of 12 hours duration, carried out over 2 days following a research period of at least 6 weeks.

Higher Education Opportunities

During your course you will be advised on how to build a portfolio of artwork suitable for entry to University or a one year Foundation course at a College of Art. Students will be given advice about the best Foundation Courses and will be helped by the art staff to prepare their applications and portfolios ready for interview.

Traditionally, the Foundation Course allowed an extra year of creative development so that students could make an informed decision as to which area of Art they wish to study in depth to degree level, however, many of our students feel that they are given such a thorough grounding in art and design at Ashford School, that they choose to miss out the foundation year and apply straight to the degree course of their choice. All the art staff provide advice about the most suitable pathway for individual students.

A career in art and design is highly competitive but there are a multitude of jobs out there for committed and talented young people. Ashford School has regular news about the successes of past art and design students and many of them are involved in high profile and responsible jobs. Every car that you see, every item of clothing, every household item, every magazine, in fact, virtually everything around you, has been design by someone who has completed a degree in art which has then led on to a career in fashion, journalism, media, graphics, illustration or other aspect of design.

BIOLOGY

Why Study Biology?

A-level Biology is equally suitable for those who intend to pursue it in some form beyond school, and for those who simply enjoy the subject and wish to continue with it as far as A-level.

GCSE Requirements

Past experience shows that to complete the A level course successfully you will need at least a B in Biology or a double B in Combined Science GCSE. It makes no difference which GCSE course you followed, as long as you are prepared to work hard and with interest in the Sixth Form.

Course Outline

AS Specification

Unit 1: Biology and Disease (33% AS, 15% A level)

Cell structure, transport in and out of cells, biochemistry of carbohydrates, lipids, and proteins including enzymes and how they work, digestion, exchange of gases, transport in the blood, nature and causes of disease, defence against disease.

Assessment 1¼ hour paper

Unit 2: Variety of Organisms (47% AS, 25% A level)

Variation and its causes, DNA and RNA structure, the genetic code and mutation, the cell cycle and cell division, cell specialization and tissues, transport within organisms, classification, adaptation, selection and evolution, and biodiversity.

Assessment 1¼ hour paper

Unit 3: Investigative and practical skills (20% AS, 10% A level)

Replacing the AS coursework investigation in the previous specification, this unit tests skills in investigation design, experimental competence, data analysis, and evaluation of procedures. Practical skills are assessed during the year's experimental work, and there is at least one written investigative skills assessment set by AQA, carried out during the year and marked in school.

A2 Specification

Unit 4: Populations and Environment (17% A level)

ATP, photosynthesis and respiration, energy flow and material cycling in ecosystems, studying ecosystems, ecosystem dynamics and population genetics, selection and the origin of species. Fieldwork is an essential part of Unit 4 and A2 students will spend several days at a field centre carrying out studies of seashore, salt marsh, and sand dune ecology.

Assessment 1½ hour paper

Unit 5: Control in Cells and Organisms (23% A level)

Stimulus and response, simple behaviours, receptors, nervous and hormonal communication, feedback control and aspects of homeostasis, DNA and protein synthesis, control of gene expression, techniques in genetic engineering including gene therapy, ethical issues, DNA mapping and sequencing, DNA fingerprinting.

Unit 6: Investigative and Practical Skills (10% A level)

Replacing the A2 coursework investigation in the previous specification, this Unit and its assessment are similar to Unit 3 at AS, but at A2 it includes simple statistical analysis.

Higher Education Opportunities

Biology as an A level subject can provide a useful background for many industrial and commercial careers. A level Biology can be used as a qualification for biologically based courses such as medicine, dentistry, veterinary surgery, agriculture and forestry. There are also many "pure" Biology courses including biochemistry, genetics and biological sciences. The rapidly expanding field of biotechnology offers many opportunities in "applied" Biology, including industrial microbiology, bacteriology and genetic engineering.

BUSINESS STUDIES

Why Study Business Studies?

Business Studies is a subject grounded in the real world. The type of issue and problem that you would face on the course would be very similar to the practical problems faced each day by those running businesses. To understand how these businesses operate, we need to study the problems faced by managers when taking decisions about production, marketing, finance and staffing issues. In addition, it is necessary to take a wider account of the constraints placed on businesses by the economy, Government and social matters.

Business Studies is suited to students who are interested in the workings of business enterprises and the behaviour of people within them. Since the syllabus covers a wide range of different topics, both theoretical and practical, it should appeal to a broad spectrum of different interests. It focuses on practical business situations so we would routinely use real business material based on specific industries such as games consoles, mobile phones and supermarkets. The emphasis is on using the skills developed to deal with the problems presented.

GCSE Requirements

Assessment is via written external exams containing structured questions relating to a business case study which may contain numerical data for you to interpret. It is therefore important that you are well qualified in both English Language and Mathematics.

Course Outline

AS Specification

Business Studies is concerned with all aspects of how a business operates, how decisions are made and how external factors affect the success of any given business. The AS consists of 2 units which form 40% and 60% of the AS and 20% and 30% of the full A level.

Unit 1 BUSS1: Planning and Financing a Business

Identifying and responding to business opportunities; market research; finance, costs, revenue and profit; legal structure; location decisions. Assessment: One 1 hour examination

Unit 2 BUSS2: Managing a Business

Human resource issues (dealing with people); Operations management (How production works); Finance (The use of finance to monitor and plan); Marketing (Pricing, promotions, products and placement). Assessment: One 1.5 hour examination

A2 Specification

The A2 specification builds on the AS work and widens the scope of how businesses work and are influenced by external factors. It consists of 2 units each of which form 50% of the A2 and 25% of the full A level.

Unit 3 BUSS3: Strategies for Success

Financial strategies and accounting; Marketing strategies; Operational strategies; Location, R&D, Efficiency); Human Resource strategies (Workforce planning).

Assessment: One 1 hour 45 minutes examination.

Unit 4 BUSS4: The Business Environment and Managing Change

The impact on business of external factors (economy, government, social, competition); Managing change (planning, leadership, culture, decision making). Assessment: One 1 hour 45 minutes examination.

Higher Education Opportunities

There are a large number of Business Studies courses available at universities. The UCAS Handbook lists Business Studies courses linked with Accountancy, Computing, Product Design, Languages, Mathematics, Sports Facility Management, Tourism and Psychology amongst many other topics, and a similar diversity can be found linked to Management Studies and Marketing degrees.

In terms of career options, whilst the subject seems at first glance to presuppose a choice of career in business, its wide ranging nature and the intellectual challenge it presents make it an ideal choice for a student who is as yet uncertain as to his or her career choice.

The skills learnt are both life skills and skills with a particular relevance to anyone participating in the modern market based environment. It has been useful to students wanting to enter private practice in Dentistry, Pharmacy, Veterinary Science and Architecture as well as the more obvious careers in management, marketing and retail. Business Studies offers itself, therefore, as an extremely useful fourth subject to those specialising in Sciences.

CHEMISTRY

Why Study Chemistry?

Chemistry is one of the key sciences and is a well respected A-level. As well as the obvious chemical content, the subject requires many important skills i.e. understanding abstract concepts, analysing data, problem solving, manipulating mathematical figures, learning content and expressing answers in a logical manner. Chemistry AS-level could be taken with any combination of subjects but A-level Chemistry is usually, but not exclusively, taken with any two from Mathematics, Physics and Biology

GCSE Requirements

You are expected to have passed either GCSE Chemistry or GCSE Science and Additional Science with at least a grade B.

Course Outline

AS Specification

Unit 1: Chemistry for Life (15%)

Atomic structure; radioactivity; chemical equations and amount of substance; the Periodic Table and Group 2 Chemistry; bonding and shapes of molecules; thermochemistry; organic chemistry (alkanes, structural isomers); entropy; dealing with polluting emissions.

Unit 2: Chemistry of Natural Resources (25%)

Halogen chemistry; redox chemistry; periodicity; intermolecular forces of attraction; halogenoalkane chemistry; industrial chemistry; giant covalent structures; rates of reaction; chemical equilibrium, radical reactions; electromagnetic spectrum and interaction of radiation with matter; alkene reactions; addition polymerisation; geometric isomerism; alcohol reactions; infrared spectra.

Unit 3: Chemistry in Practice (10%)

Competence; measurement; analysis and evaluation; observation; interpretation. Internal assessment.

A2 Specification

Unit 4: Chemistry of Materials (15%)

Phenols; carboxylic acids; esters; carbonyl compounds; acid-base reactions; medicine manufacture and testing; IR spectroscopy and mass spectroscopy; condensation polymers; amines and amides; factors affecting the properties of polymers; disposal of polymers; rates of reaction; enzyme catalysis; optical isomerism; amino acid and protein

chemistry; the structure and function of DNA; redox chemistry; electrode potentials; d-block chemistry; colorimetry.

Unit 5: Chemistry by Design (20%)

Overview of structure, bonding and shapes of molecules; equilibrium and equilibrium constants; overview of the effects of factors on the rate and equilibrium yields of reactions, leading to a consideration of the best conditions for an industrial process; aspects of nitrogen chemistry, including the nitrogen cycle; an overview of redox reactions; costs of industrial processes (their hazards and their effect on society); chemical origins of colour in transition metal compounds and organic compounds; aromatic compounds; analysing pigments and oils; restoring paintings; dyes and dyeing; dissolving; acid-base equilibria and pH; more entropy; disposing of carbon dioxide; molecular recognition; computer modelling and design of drugs; synthesis of organic molecules; NMR spectroscopy; using spectroscopic techniques to elucidate structure

Unit 6: Chemistry Individual Investigation (15%)

Chemical ideas; methods; communication; observations and measurements; analysis and interpretation; evaluation; manipulation; demand. Individual assessment.

Higher Education Opportunities

A-level Chemistry is a necessary qualification for a number of higher education courses. The most noteworthy are Medicine and medically related subjects. It is an essential qualification for Natural Science at Cambridge and for some Engineering courses. It is highly desirable for biological courses.

There are many joint degrees which involve Chemistry. Chemistry would be the best qualification for the chemical industry, pharmaceuticals and many manufacturing industries. Graduates with a Chemistry degree are held in high esteem due to the wide range of skills acquired and many go into areas such as business and finance.

DESIGN AND TECHNOLOGY

Why study Design and Technology?

From the moment we are born we interact with products that have been designed - furniture, MP3 players, computer games, clothing, accommodation, the list is endless. Good design allied with successful technology creates commercially successful products. Life in the modern world revolves around such products. The A-level involves coursework assessments as well as written examinations. The coursework module includes the construction of a prototype product and the completion of a design folio; as a consequence the course provides considerable opportunity for students to use their own creative initiative.

GCSE Requirements

Students embarking on AS and A2 level in Design and Technology are expected to have achieved at least Grade B at GCSE. Other students would be considered, and anyone interested should consult the department.

Course Outline

AS Specification

Unit 1: Materials, Components and Application

Materials and components / Design and Market Influences / Processes and Manufacture.

2 Hour Written Paper - 50% of the total AS marks / 25% of the total A level marks

Unit 2: Learning through designing and making

This is a 'design and make' coursework activity which will take approximately 50 hours.

Students will produce a design folio and a manufacture outcome.

Coursework - 50% of the total AS marks / 25% of the total A level marks

A2 Specification

Unit 3: Design and Manufacture

Materials and components / Design and Market Influences / Processes and Manufacture.

2 hour written paper - 25% of the total A level marks

Unit 4: Design and making practice

This is a design and make unit where knowledge of the AS and A2 subject content is applied to the design and manufacture of candidates' own projects.

Coursework: 25% of the total A level marks

HIGHER EDUCATION OPPORTUNITIES

Design and Technology is designed to be a complimentary study to subjects such as Mathematics, Physics, Art and Design or to be a contrasting subject with English, History, Geography and Modern Languages.

Having studied Design and Technology, students can choose from a wealth of University courses, the following are just a few of the courses available: Product Design, Industrial Design, Broadcast Media, Web Design, Digital Games, Sports Technology, Medical and Surgical Engineering, Furniture Design, Interior Design and Architecture. Future employers may therefore include Apple, BT, Lego, Nokia, Ikea, and Mercedes.

Why Study Drama and Theatre Studies?

The study of Drama and Theatre is an exploration of our artistic heritage and the culture of other societies. You will master many skills that you began to develop at GCSE, such as problem solving and co-operative learning. Your communication skills as a performer, director and critic will be challenged and enhanced, through an exploration of the work of famous playwrights both in performance and as a script, which you must bring to life.

GCSE Requirements

Each candidate will be expected to have achieved a B in English Literature and if Drama GCSE has been taken an A grade is required. This subject calls for a commitment to teamwork, group participation and a lively interest in all aspects of theatre. It should be remembered that the grading works on a banding system, which means that the group is graded first, and therefore each member of the group's performance has a direct effect on their classmates' marks.

Course Outline

AS Specification

Unit 1: externally examined.

This unit is divided into two sections. Each section is taken as a separate paper with a time allowance of 45 minutes.

Section A requires candidates personal response to various aspects of live theatre seen during the course. Candidates must answer one question on a live production seen from a choice of four questions.

Section B requires candidates to answer one question on a set play from a choice of two questions. Candidates are asked to answer from the viewpoint of an actor, director or designer.

Unit 2 Internally assessed and externally moderated.

Candidates will explore a text in a practical and active way, in preparation for a performance in front of a moderator. This performance is entirely the responsibility of the group and will be performed using the influence of a recognised practitioner. To accompany the performance each candidate will prepare a set of supporting notes that document the process of development of their chosen performance and the specific influence of the practitioner.

ECONOMICS

Why Study Economics?

In Economics you will study some of the essential elements of how a society works; the creation of wealth and its subsequent distribution, both within an economy and on a global scale. The subject will offer insights into individual psychology, group reactions to certain economic situations, and the responses of organisations.

The skills you should acquire will be transferable to all aspects of learning. In particular, you will be encouraged to take a questioning approach and develop problem-solving skills. The subject offers many opportunities for discussion, and your views will always form a valued basis for gaining a clearer understanding of the issues involved. You will deal with issues as far ranging as extreme poverty in the world and the possible consequences of extending the range of the Congestion Charge.

The subject has appealed to a wide range of student interests and has increasingly attracted Science students including those aspiring to study Medicine, Dentistry, etc. It is of value to students looking to broaden their curriculum, and to any student wishing to further their understanding of the world.

GCSE Requirements

Assessment is largely via essays and structured questions relating to stimulus material which can contain text and/or numerical data. It is therefore essential that you are well qualified in both English and Mathematics.

Course Outline

AS Specification

Economics is a study of the operation of national and global markets and the importance of measuring the performance of the national economy. The AS is divided into two units each of which forms 50% of the AS marks and 25% of the full A level marks.

Unit 1 ECON 1: Markets and Market Failure

The economic problem: Scarcity and Choice and opportunity cost; Markets: Allocation of resources and price setting; Production and Efficiency: Division of Labour and Production; Market Failure: Public and Merit goods; Monopoly; Government Intervention: Understanding how and why governments enter the market. Assessment: one 1 hr 15 minutes examination.

Unit 2 ECON 2: The National Economy

Measuring performance: GDP, Economic cycle; The macro economy; Economic performance: Growth, Inflation, Unemployment, Balance of Payments; Macro-Economic

policy: Fiscal, Monetary and Supply side. Assessment: One 1 hr 15 minutes examination.

A2 SPECIFICATION

The A2 builds from the AS course introducing new markets and the International economy. It consists of 2 units each of which form 50% of the A2 and 25% of the full A level.

Unit 3 ECON 3: Business Economics and the Distribution of Income

Theory of the firm; Competitive markets; Monopoly; The Labour market; Government intervention in the market. Assessment: one 2 hour examination.

Unit 4 ECON 4: The National and International Economy

Macroeconomic indicators; Managing the national economy; The International economy. Assessment: one 2 hour examination.

Higher Education Opportunities

Economics is a long established degree subject at all universities. It can be taken as a single honours subject or combined with other subjects in a joint honours course.

Courses range from the highly mathematical Econometrics, to courses, which incorporate more of a social science approach. It is a subject often taught as an element of other social science courses; it may also be part of an Engineering degree.

Economics is not always specified as a requirement for a degree course, but, we highly recommend that students study the subject at A-level before studying at degree level. Career opportunities for students with an Economics degree are many and varied within business, the Civil Service, journalism, education and other areas. Economists hold high profile jobs in the City and in major corporations, where their planning and analyses go highly rewarded. A recent review of graduate salaries indicated high earnings potential for graduates with an Economics degree.

ENGLISH

Why Study English?

English at AS/A Level is not just about reading books, although we aim to inspire a love of literature. It is an opportunity to think and be challenged by your reading and the ideas of others. You will learn how to put your thoughts into words, both orally and in writing, and to defend your opinions. You will learn how to develop a case and draw upon evidence to support it (it is a subject much valued by lawyers) but also consider how amazing it is that writers have created something from nothing!

We aim to increase students' understanding of human nature and the ability to empathise with others. It is a subject which provides windows into new worlds and one which provides enormous satisfaction as your understanding of more challenging texts grows, along with your ability to analyse the intricacies of language. It is a disciplined but lively subject and tremendous fun!

GCSE Requirements

B grades in English and English Literature required at GCSE. Most important for success in this subject is a love of reading, interest in ideas and willingness to debate and discuss. The exam board encourages students to work independently and pursue their own interests; the students who do best are those who are willing to read and think for themselves.

Course Outline

AQA Syllabus A

The study of English at A Level is based around developing the following skills and abilities:

AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression

AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts

AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers

AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AS Specification

The AS focuses on literature by and about the Victorians.

Unit 1: Exam, worth 60% of AS grade.

One question involving an unprepared text and links with wider reading

One question on the set poet

Unit 2: Coursework, worth 40% of AS grade.

One essay on a novel (1100 words)

One essay making comparisons between two plays or comparing a play with a novel (1400 words)

In both pieces, students negotiate a title with their teacher so they can pursue their own interests to a degree

A2 Specification

The A2 focuses on one of the great themes of literature through the ages: Love. Students study writers from Chaucer to the present day and consider the many approaches to the subject, such as forbidden love, possessive love, the madness of love, disillusionment with love, self-sacrificing love, loveless marriage and so on.

Unit 3: Exam, worth 60% of A2 grade

Two questions involving unprepared extracts and wider reading on Love Through the Ages.

Unit 4: Coursework, worth 40% of A2 grade.

A 3000 word essay making comparisons between three texts, including one play by Shakespeare. Students have considerable freedom to follow their own interests in the themes they choose to explore.

Higher Education Opportunities

English Literature is a long-standing and highly regarded A level. It can fit with any combination of subjects at both A level and in higher education. As a single discipline at university it can lead the way into careers such as Journalism, Publishing, Arts Administration, the Media and Management.

The academic study of English is highly regarded by both universities and employers, thus preparing students for a variety of careers.

GEOGRAPHY

Why Study Geography?

Geography is a fascinating subject in its own right or as part of a combined Humanities selection. As our awareness of the world around us grows and our environment changes, Geography is able to supply the information, enthusiasm and challenge to students looking to discover a real subject tackling real issues. As a Humanity, Geography provides key skills of analysis of data, investigation and comprehensive writing.

GCSE Requirements

To do AS you do not need to have done Geography at GCSE. You should have a good standard of written English and a genuine interest in the environment and current affairs. GCSE Geographers should have achieved at least a B grade.

Course Outline

Unit 1: Combining Physical and Human geography. (70% of the AS assessment)

Physical core: Rivers, floods and management for human welfare

Physical options: Cold Environments; Coastal Environments; Desert Environments

Human Core: Population Change

Human Options: Food Supply issues; Energy Issues; Health Issues

Assessed by a 2 hour exam.

Unit 2: Techniques (30% of AS)

Taught through the content of Unit 1, Unit 2 concerns investigative techniques and analysis and will be assessed by a one hour exam, using structured questions.

Unit 3: Contemporary Geographical Issues (30% of A2 level assessment)

Includes both Physical and Human Geography. Interestingly, it concentrates upon Contemporary Geographical Issues (CGIs, with 'Contemporary' being defined as the last 30 years). The CGI's are as follows:

Physical: Tectonics and hazards at a range of scales, weather and climate at a range of scales, ecosystems: change and challenge at a range of scales.

Human: World Cities, development and globalisation, contemporary conflicts and challenges. In the 90 minute examination, candidates will answer 3 questions but must cover both sections.

Unit 4: Geographical fieldwork and/or research. (20% of A2 level assessment)

Assessment: one 90 minute examination involving either 4A - Questions on candidate's own fieldwork or 4B - Questions on analysis, synthesis and evaluation of issues from a pre-release booklet.

Higher Education Opportunities

Geography is a useful A-level when applying for a wide range of university courses as it acts as a natural bridge between humanities and sciences, and a Geography degree can lead to a variety of occupations in industry, business and law and in applied disciplines such as urban planning or meteorology.

HISTORY

Why Study History?

History is as much about the present as the past. What makes us the way we are? Where do our beliefs, prejudices, political systems come from? A good historian, therefore, needs a healthy interest in and awareness of current affairs and classes will often involve drawing parallels with contemporary situations.

Studying History in the Sixth Form will allow you, and expect you, to explore your own ideas and reach your own conclusions. We will teach you how to think, rather than tell you what to think and, where possible, classes will take the form of seminar style discussions in which you will be expected to participate.

To do this effectively, you will need to learn how to analyse and evaluate, and how to construct clear and rational arguments to defend your point of view. Successful students will be those who can read critically and write convincingly.

GCSE Requirements

It is not a requirement to have taken history at GCSE especially if you liked the subject at KS3 level. Speak to a history teacher if you are considering it without GCSE. If you took GCSE you should have a grade B or above

Course Outline

The course consists of four units. Units will be chosen based on the interests of the teachers teaching each unit. However we have tried to offer a broad range from Mediaeval to the Tudors as well as Modern History which is viewed favourably by many universities.

Unit 1: Historical Themes in Breadth

In this unit you will study two broad topics which are linked by a period or theme. You will look at broad developments and changes in the periods studied through a range of perspectives such as social, political or cultural. Examples include The Collapse of the Liberal State and the Triumph of Fascism in Italy 1896-1943 and From Second Reich to Third Reich: Germany 1918-45 or Russia in Revolution 1881-1924: From Autocracy to Dictatorship and Stalin's Russia 1924-53. We are studying Russia from 1881 – 1953.

Unit 2: British History Depth Studies

In Unit 2 you will study carry out a depth study of one period of British history. You will explore source material to develop an in-depth understanding of the attitudes, beliefs and structures of the societies studied. Options in this unit include: Henry VIII: Authority, Nation and Religion 1509-40; The Experience of Warfare in Britain: Crimea, Boer and

World War I 1854-19, and Britain and the Nationalist Challenge in India, 1900-47 and the Suffragettes, Mass Media, Popular Culture and Social Change in Britain since 1945.

The present year 12 are studying Henry VIII

Unit 3: Depth Studies and Associated Historical Controversies

In Unit 3 you will study carry out a depth study of a period, and will gain a firm understanding of key issues, problems and debates associated with it. Options in this unit include:

Revolution, Republic and Restoration: England, 1629-67; Challenging Authority: Protest, Reform and Response in Britain, c1760-1830; The United States, 1820-77: A Disunited Nation?; From Kaiser to Fuhrer: Germany 1900-45. The present Year 13 are studying Germany 1900-1945

Unit 4: Historical Enquiry

In this unit you will carry out an historical enquiry. This enquiry will be based on a period of at least 100 years. While your teacher will teach a broad overview of the chosen period, you will be able to choose an aspect within this period which particularly interests you, upon which to base your enquiry. For example you could choose to base your enquiry on the significance of a particular individual or event. You will need to examine significance of the chosen factor; both in the short term (about 20 years) and across the whole period studied. The present Year 13 are studying the Crusades.

Higher Education Opportunities

History quite rightly retains its high status among universities and employers as a rigorous intellectual discipline that trains the mind. Well educated Historians can think clearly, can prioritise, and can argue concisely and convincingly about complex problems - sought after qualities in most fields. A good grade in History will be taken as a mark of an applicant's general intellectual ability, and a capacity for hard work.

In the wider world lawyers, journalists, writers, management consultants, politicians - indeed anyone who needs to be able to present a point of view - will benefit from the skills learnt through studying History.

LATIN (OCR H039 / H439)

Why Study Latin?

Latin will deepen and develop your ability to think and argue clearly; it will open the door to elegantly written and vividly relevant literature and history and it will increase your appreciation of modern culture.

Latin mixes well with Modern Languages, English, History and RS and Philosophy but also provides a challenge for students seeking a broader curriculum, whatever their other choices.

Students are encouraged to pursue their interests in the Classics outside the classroom, through the school's extensive Classical library and trips to lectures and productions.

GCSE Requirements

GCSE Latin at grade A or above. The course is a steady progression from GCSE and is well within the capabilities of the vast majority of our GCSE pupils. It is recommended that those wishing to consider Latin in the Sixth Form should consult the Head of Classics for advice, but it is essential that they have gained at least an A grade at Latin GCSE before embarking upon this A-level.

Course Outline

AS Specification

Literature: 50%

We study two authors, prescribed by the board, one prose and one verse, which are currently Cicero, *In Catilinam I*, an exciting and powerful speech attacking the revolutionary leader, Catiline, and Ovid, *Metamorphoses VIII*, a witty and whimsical version of myth stories. These units involve the detailed study of the language, literary style and content of the texts. Passages are set for translation, commentary and literary appreciation

Language: 50%

A passage is set for translation to test knowledge of the prescribed grammar, syntax and vocabulary, followed by the choice between an additional harder passage for translation or sentences for composition into Latin.

Each component is assessed via a 90-minute exam paper.

A2 Specification

Similar skills are tested as for AS but in substantially greater depth and detail. Each component is assessed via a 2 hour exam paper.

Verse Language and Literature: 50%

Two passages of prescribed verse text are set for literary appreciation followed by a single piece of unprepared verse for translation and comprehension. The text for summer 2011 is parts of Virgil's *Aeneid*, book 1, a beautifully written and moving story of Aeneas' arrival in Carthage.

Prose Literature and Composition: 50%

Two passages of prescribed prose text are set for literary appreciation followed by a passage for prose composition. There is an alternative comprehension option in this paper but pupils are prepared for the composition option, to translate a single passage of English into Latin, relying on knowledge of the prescribed grammar, syntax and AS vocabulary into Latin. The prose text is from Book 14 of Tacitus' *Annals*, a racy account of moral degeneracy in the imperial family during the principate of Nero, or part of Livy's account of Roman history.

Higher Education Opportunities

The Latin degree courses at our top universities, including Oxford and Cambridge, can lead to a wide range of professions including Law, Journalism and the Civil Service. An AS or A2 in Latin is also an impressive qualification which will win you respect for your intellectual capability should you apply for other degree courses.

MATHS AND FURTHER MATHS

Why Study Maths and Further Maths?

First and foremost; because you enjoy it and are good at it. You may have had an interest in mathematical ideas from an early age; your curiosity and interest may have been sparked by your reading, what you have seen on television, in the newspapers or in the world about you.

Mathematics is one of the oldest subjects studied by mankind, yet there are more mathematicians alive today than in the rest of history put together. It is a challenging, beautiful and practical subject, which plays an essential part in our society. You may be considering a career for which mathematics is needed or for which it may be useful. The good news is that even if you do not know what you wish to do at the moment, mathematics fits well with both arts and science subjects and is well regarded by higher education institutions and employers.

GCSE Requirements

A level Maths is quite a step up from GCSE and it is unusual to find anyone taking it who does not have an A or A* at GCSE. To take Further Maths in the Upper Sixth, we would expect you to have done well in your Lower Sixth modules.

Course Outline

AS Specification

Three units are taken for AS. Two of them are Pure Maths (C1 and C2) and eight of the twelve lessons a week will be spent with your Pure Maths teacher. Pure Maths is where skills are learned and Mathematics is developed for its own sake and the pleasure we get from it. You will study algebra, trigonometry, co-ordinate geometry and calculus. The third unit is where the skills and mathematics are applied to solve problems that occur in real life and is either Mechanics or Statistics.

Mechanics (M1) is a sort of mathematical Physics, where we look at velocity, acceleration, force, momentum and kinetic and potential energy. This goes well with A or A/S level Physics and is a must for anyone wanting to do engineering.

Statistics (S1) looks at means to describe numerical information and studies ways to check the significance of results. Can we be 95% certain that there is a difference between two samples? Probability plays a big part. Statistics is useful for Geographers, Economists and Biologists.

There is no coursework for any A2 or A/S Maths module.

A2 Specification

There are six units in an A level, so after AS you have three more to take. Two of these are Pure Maths (C3 and C4) and the other one is Mechanics (M2) or Statistics (S2).
Assessment: three 1½ hour unit exams (16.66% A level).

FURTHER MATHS

AS Specification

Further Maths AS consists of three more units, which are in addition to the six you are doing for A level. You take one more Pure Maths unit and two more Applied.
Assessment: each unit exam is 1½ hours (33.33% AS, 16.66% A level)

A2 Specification

Doing two Maths A levels is usually called Double Maths and consists of seven Pure Maths units, C1-C4 and FP1-FP3; two Mechanics units, M1 and M2; two Statistics units, S1 and S2 and one Decision Maths unit, D1.

It is not an option for the faint hearted but for those who are good at Maths it is much easier than two unrelated A-levels. It is definitely a great advantage for someone going to University to read Maths or Engineering.

You will take all the six A level modules at the end of the Lower Sixth. Assessment: each unit exam is 1½ hours (16.66% A level).

Higher Education Opportunities

At university you can study Mathematics alone, beginning with a broad range of mathematical areas and specialising later on, or you can combine Mathematics with a remarkable diversity of other subjects, for example Physics, a Modern Language, Classical Civilisation, Economics, English and Psychology. Alternatively you may wish to study a mathematics-related subject such as Astronomy, Computing, Engineering, or Operational Research.

MODERN FOREIGN LANGUAGES

Why Study MFL?

According to the Centre for Languages, Linguistics and Area Studies: "Globalisation and other socio-economic developments in Europe and beyond make communication across national and cultural borders more important than ever. In order to achieve this, we need foreign language communication skills."

Why is it that so many - even highly-educated - Brits continue to claim that there is no need to learn foreign languages because everyone speaks English? There is some truth in the old chestnut that 'everyone speaks English', but it is also true that in the UK business is all too often lost due to a lack of language skills and cultural understanding. It is widely accepted that our European counterparts are happy to sell in our language, but they are more likely to buy in their own.

With foreign language skills you will have a marked advantage in an increasingly competitive jobs market – at all levels and in all professions. Students entering the world of work with language skills are understood to be intelligent, committed, well-organised and interesting – in order to properly get to grips with a different culture, you have to travel and immerse yourself in that environment, thus proving yourself to be independent, adaptable and adventurous. Your ability to communicate in another language will be admired!

The Modern Languages Department is lively and exciting, running AS and A2 courses in German, French and Spanish. In addition we offer additional courses for students wishing to continue a language alongside their other subjects. Working with native speakers as assistants, the ML teachers are passionate about their subject and committed to transferring this enthusiasm to their pupils. We make no claims that a ML will be easy, but we know exactly what is needed to maximise the potential of all our pupils and have the determination and expertise to ensure you achieve this.

Just think: how exciting would it be to speak a language without having to think about every single word? This is our goal! If you are prepared to work steadily throughout the course you will be surprised and delighted by what you can achieve – a practical and life-long skill.

GCSE Requirements

A minimum of a B grade GCSE in the language you wish to study.

Course Outline

Lessons include a weekly individual conversation class with the language assistant, and you will be encouraged to spend time in the target language country. The Department organises a variety of trips and activities throughout the year, from exchanges to shorter

study trips. At A2 level there is the opportunity to further develop your language skills and explore a specialist cultural topic in more depth.

AS Specification – German and French (AQA)

Topics covered: Media / Popular culture / Healthy living and lifestyle / Family and relationships.

Assessment: Unit 1 – Listening/Reading/Writing: (70% of AS, 35% of total A level)
Unit 2 – Speaking: 15 min (30% of AS, 15% of total A level)

A2 Specification – German and French (AQA)

Topics covered: The environment / The multicultural society / Contemporary social issues / Cultural topic (the study of a region, historical period, novelist, artist, poet, architect, musician or director).

Assessment: Unit 3 – Listening/Reading/Writing (35% of total A level)
Unit 4 – Speaking (15% of total A level)

AS Specification – Spanish (Edexcel)

Topics covered: Youth culture / Lifestyle (health) / The world around us / Education and employment.

Assessment: Unit 1 – Speaking (30% of AS, 15% of total A level).
Unit 2 – Listening /Reading/ Writing /Transfer of meaning (70% of AS, 35% of A level)

A2 Specification – Spanish (Edexcel)

Topics covered: Customs, traditions, beliefs, religion / National and international events (past, present and future) / Literature and the arts.

Assessment: Unit 3 – Speaking (17.5% of total A level).
Unit 4 – Translation/ Essay/ Reading/Research-based task (32.5% of A level)

Higher Education Opportunities

Whether you want to use languages for work, further study, training or leisure, this course will equip you with the necessary skills and knowledge. Some students go on to do degree courses in languages, often using the skills they have learnt at school to take up a new language like Arabic, Russian or Mandarin. Others pursue Higher Education courses in a vast range of subjects with a language option alongside their main specialism. Even if you choose not to continue with your language after school, having an AS or A2 qualification will certainly improve your employability, in particular with international companies. After medicine, graduates with languages as part of their degree have the highest rate of employment. With the increasing possibilities of global job mobility, an advanced knowledge of German, French or Spanish will be an asset to students of all subjects. If your future plans involve living, working or travelling abroad, a language course in the Sixth Form is an excellent step to achieving your future goals.

MUSIC

Why Study Music?

Taking the Music A-level course is an obvious necessity for those hoping to continue with music into higher education and/or as a career. It is equally appropriate and fulfilling for those who simply enjoy music and have some aptitude for it.

From composing, performing, musicology and research, to keen amateur participation, intelligent listening and ardent concert-going, the Music A/AS level courses provide a choice flexible enough to suit any kind of music involvement and broadens musical experience in different directions. Composers will learn creative techniques and stylistic awareness; the performer, (solo, ensemble or orchestral), whilst given every opportunity to exploit that particular skill, will be taken far beyond his own instrument(s), and acquire knowledge of style and period to enhance his own innate interpretative understanding.

The aspiring musicologist will be introduced to a large amount of music in historical context, studying stylistic development and change. The keen amateur will have the chance to cultivate a more profound appreciation of the art. The course recognises that we live in an age of cultural diversity and the areas of study cover a wide range of music: classical, world, popular and jazz, each seen within a broader cultural and historical context.

GCSE Requirements

A good grade at GCSE Music is helpful, as is a Grade 5 Theory qualification, but these should not be regarded as compulsory. Good performance skills are desirable, but AS, in particular, provides plenty of options to use each student's strengths.

Course Outline

AS Specification

Unit 1: One performance lasting 5 minutes.

Unit 2: one original composition at least three minutes long following a given brief.

Unit 3: one written paper including listening, history and a harmony exercise paper.

A2 Specification

Unit 4: a 12 minute recital.

Unit 5: two original compositions or and two technical composition exercises or one of each.

Unit 6: one listening paper and one written history and analysis paper.

Higher Education Opportunities

There is an enormous variety of possible careers in the music profession - composing and arranging, performing (solo, ensemble, orchestral etc.), musicology and research, lecturing and teaching, recording and record production, radio, television and film music etc. Additionally, music is very much valued by university entrance panels as a vocational A/S or A2 choice, as it indicates both artistic breadth and important social skills.

PHYSICS

Why Study Physics?

Applications of physics can be found in most of the inventions of our society. The concepts, laws and models of physics help us to describe and understand ourselves. They are also fundamental to an understanding of how every physical system works. They extend to every scale; from the infinitesimal particle zoo of the subatomic, through nanotechnology to the very universe itself. This is reflected in the content of the course.

GCSE Requirements

The main requirement is a fascination for the world around you, from the very large such as galaxies to the very small such as molecules. A GCSE grade B or above in separate Physics or Combined Science is expected along with a reasonable ability in Mathematics.

Course Outline

AS Specification

Unit 1: Particles, Quantum Phenomena and Electricity

Assessment: 1¼ hours (40% AS, 20% A level).

Unit 2: Mechanics, Materials and Waves

Assessment: 1¼ hours (40% AS, 20% A level).

Unit 3: Investigative and Practical Skills

Centre assessed Unit (20% AS, 10% A level).

A2 Specification

Unit 4: Fields and Further Mechanics

Assessment: 1¾ hours (20% A level).

Unit 5: Nuclear and Thermal Physics + Optional Topic

Assessment: 1¾ hours (20% A level).

Unit 6 Investigative and Practical Skills

Centre assessed Unit (10% A level).

HIGHER EDUCATION OPPORTUNITIES

Physics is usually studied with Mathematics A level and these two are a requirement for all university Physics and Engineering courses. Physics at A level is also useful for those planning to read Chemistry, Mathematics, Geography, Architecture and Medicine, as well as certain degrees in the Life Sciences and the Environmental Sciences.

There is a multitude of careers that can be followed based on a background in Physics. These include those in the physical and other sciences, the scientific civil service, engineering, geophysics, meteorology, material science, environmental physics as well as careers in communications, computing and industry. However it is important to note that Physics is not only a vocational subject. Many graduates find their skills are valued in a range of other careers, including city jobs in the financial sector such as banking, accountancy and investment.

PSYCHOLOGY

Why Study Psychology?

Psychology, the study of human experience, is an exciting and popular option. The AS course looks in depth at fifteen Core Studies which illustrate the scope of psychology and the range of methods used to gather evidence. The content includes a great variety of areas of interest such as the diagnosis of mental illness, the teaching of sign language to chimps, group behaviour, autism and split brains. The A2 course focuses on the applied psychology of health and crime. As well as being academically challenging, this course has been so designed to help students see the implications of psychology for everyday life and hopefully to reflect on their own behaviour and experiences.

GCSE Requirements

Although Psychology is classified as a science, students who take up this course always come from a wide range of different disciplines and anyone is welcome if they have an interest in human behaviour and at least a B in English Language at GCSE. There are substantial links with Philosophy, English Literature, History and Politics as well as with Science in terms of the research methods involved. It is important that students are able to express themselves fluently in writing and are willing to engage in both critical and creative thinking.

Course Outline

AS Specification

G541: Psychological investigations

In this module students must demonstrate their understanding of research methods, which will have been enhanced by the requirement that they carry out four investigations of their own choice during the year, namely a questionnaire, an observation, an experiment and a correlation. Assessment: 1 hour exam paper (30% AS level, 15% A level).

G542: Core Studies

In this module students must be able to describe and evaluate the fifteen Core Studies which form the main body of the course, and relate them to various themes and perspectives in Psychology. Apart from those mentioned above, other topics range from the study of Freud to the more recent concerns of gambling addiction and the accuracy of eye witness testimony. Assessment: 2 hour exam paper (70% AS level, 35% A level).

A2 Specification

G543: Options in Applied Psychology

This module is concerned with the application of psychology to real life settings and looks specifically at Health and Clinical Psychology and Forensic Psychology. Aspects such as stress and dysfunctional behaviour will be considered, as well as the causes of criminal behaviour. Assessment: 90 minute exam paper (A level 25%).

G544: Approaches and Research Methods in Psychology

In Section A students will need to demonstrate their knowledge of research methods and be able to design a psychological investigation. Section B focuses on the different approaches, perspectives and debates within Psychology. Assessment: 90 minute exam paper (A level 25%).

Higher Education Opportunities

Studying Psychology is very stimulating and many students go on to study this subject at degree and postgraduate levels. Psychologists are currently working in such diverse fields as education, personnel selection, the prison service, the police force, marketing and advertising and social work. Any students thinking about entering the “caring professions” and working with people would find that embarking on A level Psychology would be an interesting and appropriate start to their journey.

RS AND PHILOSOPHY

Why Study RS and Philosophy?

This is an exciting, liberal course in philosophy and critical thinking which is open to all students in the Sixth Form. It appeals to a wide range of students with a variety of interests and subject combinations. The essence of the course lies in the development of philosophical reasoning and broad, creative mind - skills which are attractive in university and career plans. To study RS is to ask searching questions about people's theories and philosophical ideas, whether ethical, religious, scientific or political - and to be equipped to deal with a rapidly changing world. Students choose the course to:

- Broaden horizons and ask challenging questions
- Maintain a broad and academic career outlook
- Think critically about the forces that are shaping society
- Enjoy a multi-disciplinary subject

GCSE Requirements

A GCSE in Religious Studies is not required. You need to be able to write a reasonable English essay, so an A or B grade in English language is a good indicator, plus a liking for debate, deep thought and an open mind. You do not need to be religious in the conventional sense.

Course Outline

The RS/Philosophy A-Level (OCR) focuses on elements of Ethical Study and Philosophy of Religion.

AS Specification

Ethics:

Ethical theories including; Kant, Utilitarianism & Natural Law; Religious Ethics, Moral Relativism and Moral Absolutism.

Philosophy of Religion:

Plato: The Forms, Analogy of the Cave; Aristotle: Ideas of Cause and Purpose in relation to God; Judeo-Christian influences on Philosophy: Concept of god as creator, Goodness of God; Traditional arguments for existence of God: Ontological, Cosmological, Teleological, Moral argument; Challenges to Religious Belief: Problem of Evil, Religion and Science.

A2 Specification

Ethics:

Meta- Ethics; Free-will and Determinism; Role and Nature of conscience; Virtue Theory; Environmental / Business Ethics; Sexual Ethics.

Philosophy of Religion:

Religious Language; Experience and Religion; Nature of God; Life and Death and the Soul.

Higher Education Opportunities

Religious Studies/Philosophy is valued by universities and by employers particularly for the critical thinking skills, empathy, debating skills and skills of analysis. RS/Philosophy is ideal preparation for Law, Philosophy, PPE, Psychology, RS and Theology. Many combinations of these subjects are possible, for example with English (Literature is closely connected with the existential questions at the heart of religious philosophy) Maths, Psychology, History, Science and Modern Languages. RS/Philosophy is a multi-disciplinary subject with far reaching content and impact beyond the classroom. Many students therefore use RS/Philosophy to aid their enjoyment of a wide range of degree courses

PHYSICAL EDUCATION

Why Study PE?

The course covers the elements that contribute to sports performance - both physical and psychological - as well as investigating the moral and sociological issues presented by the massive growth of the sports industry. Personal sporting expertise is not an essential requirement. The course will suit anyone who takes part in sport in any capacity. The leisure industry is one of the fastest growing in the country. A-level PE will be useful to those wishing to make a career in sport and recreation and will be a stimulating and testing experience for those who have no desire to take it any further.

GCSE Requirements

Preferably, candidates have taken GCSE Physical Education and achieved Grade B and above, however, B in Separate or Combined Sciences would be acceptable. A competent level in one Sport is necessary. For advice talk to members of the Physical Education Department.

Course Outline

AS Specification

Unit 1: Opportunities for and the effects of leading a healthy and active lifestyle

Written examination, 2 hour paper – 84 marks 60% of AS marks, 30% of A level marks. Candidates are required to answer six structured questions in section A and one question in section B on a practical scenario. Section A will require candidates to answer two questions on each of applied exercise physiology, skill acquisition and opportunities for participation. Section B will examine the application of theoretical knowledge to a practical situation.

Unit 2: Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

Internal assessment – 100 marks 40% of AS marks, external moderation 20% of A level marks. Candidates are assessed on their ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer in an adopted role or in two adopted roles. Section A requires candidates to be assessed on their ability in two from a choice of three roles. Section B will look at the theoretical factors that improve performance. Candidates are assessed on this element through the section B question in Unit 1.

A2 Specification

Unit 3: Optimising performance and evaluating contemporary issues within sport

Written examination, 2 hour paper – 84 marks 30% of A level marks. Candidates are required to answer three questions, one from Section A, one from Section B and one from Section C. Section A assesses how exercise physiology can optimise performance. Section B assesses how the application of psychological knowledge can optimise performance. Section C evaluates contemporary influences in sport and their impact on the performer.

Unit 4: Optimising practical performance in a competitive situation

Internal assessment with 120 marks 20% of A level marks external moderation. Candidates are assessed on their ability to perform, analyse and evaluate their own performance in a competitive/performance situation as either a player/ performer or in an adopted role. Then using their knowledge and understanding candidates identify their weaknesses; suggest the causes of these weaknesses and the appropriate corrective measures.

Higher Education Opportunities

University courses in sports science, sports studies, leisure management, and physiotherapy. Careers include teaching, coaching, the leisure industry, and sports medicine

English for International Pupils

Academic IELTS

IELTS is the International English Language Testing System which tests English proficiency. IELTS respects international diversity and is fair to anyone who sits the test, regardless of nationality. IELTS tests all four language skills – listening, reading, writing and speaking. Research shows that IELTS motivates pupils to develop real and well-rounded academic English and language skills rather than learning by rote. This means your understanding of English is improved and very useful for studying in an English-speaking country. For pupils who have not obtained an English language qualification before, admission to university courses is based on the results of the Academic IELTS test.