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# A-Level Options 2012-2013 External Candidates



CATERHAM SCHOOL

**An Education for Life**

We believe that a truly excellent education is about more than academic achievement alone. We are a forward thinking school that focuses on developing the whole person, aiming to ensure that each pupil leaves here ready for life at university and beyond. We do not simply prepare pupils to do their best in exams. We help each pupil to understand how to think independently and creatively. We train pupils in information skills so that they understand how to make best use of reading skills and research techniques. As a family school with Christian values we provide a caring and stimulating environment.

# **The Sixth Form at Caterham**

## *Introduction*

Caterham offers an education for life and a preparation for the challenges it poses, whether intellectual, physical, technological or social. The following pages set out to present the academic and wider educational objectives of the Sixth Form. The Sixth Form plays a central part in the life of the School, as senior members of the school community and as role models for the next generation. The Sixth Form also represents the culmination of your school career as well as a preparation for university. These two years are likely to be the most challenging and exciting that you have experienced. During this time, you will develop the maturity and focused ambition to succeed and perhaps even go beyond your own expectations. Our Sixth Form students involve themselves fully in a wide and stimulating range of activities and we set high standards to enable you to develop the academic, artistic, sporting and personal strengths needed for the 21st century.

### **Sixth Form Entry Criteria**

The qualification for Sixth Form entry is six GCSE subjects (or equivalent) passed at grade A. Additionally, there are specific entry requirements for each A level subject. These have been set because our experience is that those who do not achieve these grades in GCSE will not succeed at A level. In some subjects A2 is more difficult than AS, therefore separate criteria have been established for admission to AS and A2. A summary of the entry requirements are listed on the next page. All pupils must qualify to study four subjects.

The AS (Lower Sixth) and A2 (Upper Sixth) courses are separate, although together they constitute a full A Level. Graduation from Lower to Upper Sixth will not be automatic. Candidates who perform poorly in AS Level examinations may need to repeat the Lower Sixth year, and those who wish to continue a subject to A2 Level in the Upper Sixth will need to achieve at least a 'C' grade in that subject at AS. Decisions are made on which subjects should be continued to A2 Level when the results of AS examinations are known.

### **Success in the Sixth Form**

As a major part of a responsible attitude towards your work, you will be making a deliberate commitment to two further years of academic study with the objective of gaining a university place. This commitment brings greater freedom but also greater responsibilities. We will help you to organise your work and your free time to achieve a sound balance between the demands of academic work and your social life.

To complete your A Levels successfully with good grades, you will probably need to spend up to three hours per night on work which increases the depth of your understanding of your subjects. This time may be spent on specific tasks that have been set for particular deadlines but it will also have to be spent on additional independent reading, note-taking or problem solving, using class notes, texts or reference books. You may also need to complete holiday work to review significant topics from the previous term.

### **The Sixth Form Programme**

The School offers an extensive and varied curriculum in the Sixth Form. However, the availability of subjects will, of course, be subject to demand.

Every student in the Lower Sixth will follow a full academic programme of four or five AS Level subjects. At the end of the first year in the Sixth Form students will sit AS examinations in each of their subjects. Each AS Level (three study units) will be worth half of the full A Level (six units). AS results will be declared on UCAS forms, and will form an important part of the university entrance procedure. The Lower Sixth curriculum will also include Games and Religious, Personal & Social Education. In the Upper Sixth most students will take three subjects to A Level, although many continue with all four of their AS subjects. Some students may begin a new AS Level subject. Students will also participate in Games and Community Service. Details of your Advanced Level courses are outlined fully later in this booklet. Your satisfaction with your choice of A Levels and your motivation towards the target of university are key elements in ensuring your success in examinations. AS levels are graded A to E, plus U (unclassified). At A2 level, there is an additional A\* grade, which in all subjects except Mathematics is achieved by gaining an

average of 90% on the A2 Units. In Mathematics, 90% must be gained in both Units C3 and C4. The A\* grade will be increasingly important in offers from the top universities.

You will be allocated to a House Tutor who will monitor your academic work and involvement in co-curricular activities, in consultation with the Director of Sixth Form, your Head of Year and your House Head.

You will have many opportunities to help in the day to day management of the school and will have your own recreational and study area as a member of the Lower or Upper Sixth.

### **Subject Choice**

Whilst we endeavour to accommodate every student's combination of subjects, a small minority of combinations cannot be met due to timetabling constraints. Subjects where demand is very small may be withdrawn.

All students initially have a free choice of any four A level subjects. If Further Maths is one of the subjects chosen, it is generally possible for a student to choose five subjects, should they so wish. Once initial choices for subjects have been made after GCSE Mocks in January, subjects are placed into option blocks. Students may continue to amend their choices until the start of the academic year in September, however after January there is no longer a free choice; changes will be possible as long as there is space in the requested subject and the new combination fits into the option blocks.

### **Private Study**

All Sixth Form students have some free periods, which will normally be spent doing Private Study. Sixth Form students will either be 'licensed' (i.e. free to manage their 'free' periods) or supervised during Private Study. This 'licence' is given when, and if, students have met their 'grade' requirements in our half-termly reporting system. This licence is reviewed at every reporting cycle.

The library is equipped with a wide range of reference materials and provides an environment in which students can work easily. Your Tutor will help you to plan your time to carry out this independent work.

### **Enrichment**

All students will attend Sixth Form Forum Lectures/sessions as part of the curriculum.

### **Games and Activities**

Wednesday afternoon is the senior games afternoon for all Sixth Form students and a full programme of team games is available for both boys and girls. For those not playing a team sport, a range of other activities is offered so that there is an activity to challenge and engage everyone. This is carefully planned to meet the overall objective of contributing to individual fitness and the development of leisure interests.

If you are selected to play in a school team, you will be expected to participate both during the week and at weekend matches, unless prevented by illness.

A wide programme of other activities is listed in the school calendar. Clubs and societies include: Art, Amnesty International, Badminton, Chess, Debating, Drama, ICT, Taekwondo, Music (Orchestra, Choirs, Chamber, Jazz, etc), Textiles, Young Enterprise, etc. Sixth Form students are encouraged to take major roles in the organisation of clubs and societies as well as the running of other aspects of school life.

### **The Pastoral System**

The pastoral supervision of each student is primarily the responsibility of his or her Tutor. The Tutor works with the Heads of Year and the Director of Sixth Form, Mr Lesser, to provide continuity of academic and pastoral care throughout a student's time at Caterham.

The House system is the backbone of intramural competition. The various Houses compete against each other in most sporting and some non-sporting activities. It is hoped that every student will support his or her House and participate in as many activities as possible.

### **Enquiries**

If you have any enquiries about entry to the Sixth Form, please do not hesitate to contact the Registrar, Miss Rosemary Fisher.

## SUBJECT REQUIREMENTS

A minimum of 6 Grade A's plus individual subject qualifications as follows:

<b>Subject</b>	<b>Minimum Requirement for AS</b>
Art	B in Art
Biological Sciences	A in Biology Paper
Business Studies	B in GCSE Economics & Business Studies or B in Maths & English Language or Literature
Chemistry	A in Chemistry Paper
Drama/Theatre Studies	B in Drama & English Language or Literature
Economics	B in Maths & English Language or Literature
English Literature	B in English Literature and English Language
French	A in French
Geography	B in Geography & English Language or Literature
German	A in German
History	B in History & English Language or Literature
Latin & Greek	A in relevant Language
Mathematics	A in Maths
Further Mathematics	A* in Maths
Music	A in Music & Grade 5 instrument
Philosophy & Ethics	B in Religious Studies & English Language or Literature
Photography	Portfolio and B in Art**
Physical Education	B in PE**
Physics	A in Physics Paper and Maths
Psychology	B in Biology, Maths & English Language or Literature
Politics	B in English Language or Literature & in History
Spanish	A in Spanish
Textiles	Portfolio and B in Art**
3D Design	B in 3D

\*\*see subject section for further explanation.

**Progress to A2 is not automatic. B grade or better at AS is normally required in the subjects to be taken at A2**

# Art

## Advanced Level

Exam Board: Edexcel

### Entrance requirements:

We would normally expect all students to have completed Art at GCSE and to have achieved at least a grade B.

### Career opportunities:

It is an essential qualification for University courses in Architecture, Design and Fine Art and other related areas as well as for entry to a Foundation Course in Art & Design (a diagnostic course and a prerequisite of most B.A. degree courses in Art & Design subjects). There is a wealth of possible careers available through this subject, including all aspects of design, film, animation, photography, fashion, illustration, fine art and many others.

Although some students choose this subject because of career decisions, many opt through a desire to further their achievements following successful GCSE courses and through sheer enjoyment of the subject. Other students have chosen Art & Design as a third or fourth subject for entry to degree courses in other areas (and good grades in Art have helped many to achieve this). Whatever your reasons, the experience of thinking and working creatively will stand you in good stead within many walks of life, and is very welcome by many top businesses.

### Structure of course:

The Advanced GCE course involves both practical work and critical and historical studies. Students of Art work regularly in and outside the studios, developing their personal ideas through a variety of media and processes. A lively and dynamic environment is created, for and by students, through this approach. Students also look at related works of artists, designers, architects and craftworkers, both contemporary and historical as well as from any culture.

This continuous research and study fulfils the exam requirements for the practical coursework (60% of the marks) as well as the critical and historical studies element. A life drawing evening class, which students should consider attending for at least a term, is available throughout the year. Other opportunities such as trips to galleries and artist led workshops occur during the course.

The exams follow a similar format to that experienced by candidates at GCSE. The question paper is available well in advance of the exam to allow time for research and preparation to be undertaken. Eight hours are allowed for the Externally Set Assignment for AS at the end of the first year. A2 includes an Independent study which allows the student to research artists, art movements, art processes etc in support of their practical work. Once again the externally set assignment (exam -40% of the marks) will have been thought about and prepared well in advance of the 12 hours of supervised unaided work.

The Art & Design studios offer opportunities for students to work in a range of 2D and 3D media including:

- drawing and painting (a wide range of media and easels);
- sculpture (wire, metal, wood, withies, plaster etc)
- ceramics (including wheels, slab roller, electric kilns and raku kiln);
- textiles (including felt-making, batik, sewing machines, screen and block printing)
- print making (with etching and relief printing presses);
- photographic darkroom (equipped for b & w chemical photography);
- digital art (including digital stills and video camera, scanners, drawing pad, colour printers, PhotoShop & Adobe Premier)
- Facilities in 3D Design, including the laser cutter, are also available for use by art students

Caterham Artists and Designers are increasingly successful, achieving some outstanding results, producing exciting work and going to some excellent colleges and universities. We are very proud of these achievements!

# Biology

## *Advanced Level*

*Exam Board: AQA*

### **Entrance requirements:**

For any pupil wishing to study Biology at A level, it is essential that the subject has been studied at GCSE level with an attainment of a grade A\* or A in the Biology component paper of the Double Certificate Higher Award Level in Science, or in single certificate Biology. In addition Mathematics should have been passed and a sound knowledge of Chemistry and Physics is important.

### **Career opportunities:**

For Degree courses in Biology, Biochemistry, Biotechnology, Forensics, Microbiology, Agriculture, Horticulture, Medicine and Veterinary Science a combination with Chemistry, Physics or Mathematics is usually taken. Prospective medical students are expected to have studied Biology. Those intending to study a Biological Science in Higher Education should ideally include Chemistry in their choice of subjects.

An A level in Biology can lead to a variety of biological careers as well as providing a means of entry to almost any Higher Education. Its use for entry to some specific course has already been mentioned but there are also many paramedical careers such as Nursing, Physiotherapy, Speech Therapy, Occupational Therapy, Chiropody, Osteopathy, Radiography and Pharmacy for which an A level in Biology is needed.

**Field Course:** Biology is a very hands-on practical subject. Several field trips are planned as part of the course. **The week long course in August, prior to starting the U6th is compulsory for all those taking Biology to A2 level.**

**Structure of course (specifications etc):** The AS syllabus content involves a study of cells at the molecular level and many aspects of physiology and disease. The A2 level syllabus content involves further study of physiology and the key life processes and allows some specialisation in some of the modern aspects of the subject.

Module Examinations are taken in June of the Lower Sixth and in January and June of the Upper Sixth.

Biology is concerned with the origins, structure, physiology and behaviour of the living world, both plants and animals, including man. Many important aspects of modern life such as disease, pollution, conservation, world food supplies and public health are considered to relate the subject to the needs of mankind.

Although the study of either of these A levels can lead to Higher Education and a career in related sciences, they are also a means of gaining an understanding and appreciation of living organisms and their environments.

# Business Studies

## Advanced Level

Exam Board: AQA

### Entrance requirements

In order to study Business Studies at A level, candidates should have reasonable levels of numeracy and literacy and so B grades are necessary in Mathematics and English Language or Literature at GCSE level

### Career Opportunities

Business Studies has immediate relevance to everyday life. It is a practical study of the institutions and patterns of behaviour that are so important to the society in which we live. Despite its' practical nature, Business Studies requires candidates to develop the academic skill of analysis and evaluation. Our Business students have gained entry to a very wide range of University courses. In the right combination of subjects, Business Studies is well respected qualification for entry into Higher Education.

For those who already have careers in mind, Business Studies with Mathematics is a useful combination for Banking, Insurance, Accountancy, etc., while Business Studies with languages is a good start for those considering Sales and Marketing. Combined with sciences it provides a useful background for a scientific career in industry.

### Did you know?

According to a 2010 survey conducted by gradfutures:

- Business Studies and Marketing graduates had a higher post graduation employment rate (72%) than any other subject discipline.
- Management Studies students earn, on average, more upon graduation than virtually any other discipline.

### Structure of the course

There is a story running through the AQA A-level Business Studies specification.

#### AS

Unit 1 of the AS course covers the issues involved in planning and financing a business and takes the story to the point where the business is ready to start trading.

Unit 2 continues by looking at small and medium sized businesses and considers how managers might use tactical decisions to improve the performance of the business.

The story continues with the A2 specification.

#### A2

Unit 3 is based on large businesses, most of which will be Plc's. It looks at the strategic decisions that managers can take to improve the performance of the business. These strategic decisions are functional, representing marketing strategies, financial strategies, operational strategies and human resource strategies. The businesses that we look at will be trading in national and international markets.

The story is completed with Unit 4. The first part of Unit 4 assesses the external factors that can promote change in the business environment and the ways in which different types of businesses may respond. The causes of change include economic, social and political factors. The second element of the unit looks in detail at the ways that businesses can manage change and evaluates the importance of key determinates such as leadership and project management.

The Business Studies syllabus encourages candidates to acquire a range of important and transferable skills including:

- data skills – candidates will be expected to manipulate data in a variety of forms and to interpret their results
- presenting arguments and making judgments and justified recommendations on the basis of the available evidence

- recognising the nature of problems, solving problems and making decisions using appropriate business tools and methods
- planning work, taking into account the demands of the task and the time available to complete it
- conducting research into a specific theme in preparation for one or more tasks
- challenging their own assumptions using evidence that has become available.

# **Chemistry**

## *Advanced Level*

*Exam Board: OCR*

### **Entrance requirements:**

For any pupil wishing to study Chemistry at A level, it is essential that the subject has been studied at GCSE with an attainment equivalent to a grade A\* or A in the Chemistry component of the Double Certificate Higher Award Level in Science, or a grade A or A\* in Single Certificate Chemistry. A sound and working understanding of Mathematics, Physics and Biology are also important.

### **Career Opportunities:**

A good pass in A2 level Chemistry is an essential requirement for entry to university departments involving Medical, Dental, Veterinary and Biological Sciences, Material Sciences, Chemical Engineering and Pharmacy, and it is a useful supporting subject for entry to courses in Physics, Engineering, Earth Sciences and Agriculture. Those with degrees in Chemistry or Chemistry/other subject combinations may find careers in industrial research, development and production or in analytical work. The ready acceptance of Chemistry as an entry qualification to less obviously related spheres such as Marketing, Management, Accountancy and Law is evidence enough of the excellent opportunity Chemistry offers for the development of certain styles of thinking.

### **Structure of course:**

Before embarking on a Sixth Form Chemistry course you should try to gain some idea of the historical background of the subject. The threads can be traced back to the extraction of metals from rocks by our early ancestors; through the attempts of the alchemists in the Middle Ages to discover the 'elixir of life' – the philosopher's stone; and into the great period of experimental discovery in the eighteenth and nineteenth centuries, which has led towards our present theories describing, explaining and predicting the behaviour of substances in terms of particles and the forces between them.

Chemistry is traditionally divided into physical, organic and inorganic areas. All inter-relate and the current specification aims to consider the subject as a whole, whilst breaking it up into manageable modular chunks. The AS course tends to be more qualitative, with an emphasis on factual recall, although there is an essential element of calculation. The A2 course is more quantitative and builds upon AS to create an understanding of Chemistry as a whole and the emphasis turns towards understanding and application.

Across the whole specification there are references made to contemporary issues of the environment and 'green' chemistry.

Both AS and A2 assessment have a practical component which is completed during the course and then moderated by the exam board.

# Drama and Theatre Studies

## *Advanced Level*

*Exam Board: Edexcel*

### **Entrance requirements:**

This course demands previous experience of drama, a G.C.S.E grade B or above or comparable experience of work in the theatre. All students are required to demonstrate their understanding of playwrights and practitioners, such as Stanislavski and Brecht, through acting, in two units of the course. Technical candidates must also possess significant acting skills. Given the theoretical and analytical elements of the AS and A2 Level in Theatre Studies, all candidates should have attained grade B or above in English Language or Literature at G.C.S.E.

### **Career Opportunities:**

This subject is fully accepted and recognised by all universities. Students have proceeded onto a wide variety of Higher Education courses at a range of higher educational establishments including specialist drama schools.

### **Structure of course:**

Sixth form Drama and Theatre Studies (at AS and A2 Level) is a demanding, challenging course, offering students the opportunity to study the history of modern theatre and explore influential practitioners through practical work. A heavy emphasis is placed on applying theoretical ideas to performance and devising work showing the influence of key playwrights. This demands a high level of commitment and maturity and a positive attitude to teamwork and problem solving.

An important element of the course is to experience theatre at first hand, working with theatre professionals in workshops and visiting live performances.

Students will need to keep detailed notebooks of all aspects of the course, whether it is recording the response to a live production or the reflecting on the learning experienced in a practical exploration. This is an essential feature of the course and is central to students' development and success.

The Advanced Level course is divided into four units; there is a fairly equal weighting between written and practical elements. The AS and A2 courses are each divided into two units.

### **AS**

- Unit 1: Exploration of Drama and Theatre. The study of two texts, one of which must be explored in the light of a recognised theatre practitioner. This unit also requires students to experience a theatre performance and submit an evaluation of it. Internally assessed, externally moderated, via written coursework and practical assessment.
- Unit 2: Theatre Text in performance. In the first section students offer either a monologue or duologue. The second section requires students to contribute as either a performer or designer to a performance of a professionally published play. Externally assessed via live performance to an audience.

### **A2**

- Unit 3: Exploration of Dramatic Performance. This unit requires the creation of an original and unique piece of theatre. Students are assessed on both the process of creation and the finished product in the form of a performance to an invited audience. Internally assessed, externally moderated via written portfolio and DVD recording of process and performance to an audience.
- Unit 4: Theatre Text in Context. This unit requires the detailed study of one set play text and one prescribed historical period of theatrical development. Externally assessed via two and a half-hour written examination.

Learning on the course is through practical exploration, lectures and seminars. The course requires a high degree of analysis and articulate expression.

# Economics

## Advanced Level

Exam Board: AQA

### Entrance requirements:

We would expect all students to have achieved GCSE English Lang. or Lit. and Maths at a minimum of grade B.

### Career opportunities:

Economics is highly regarded by both universities and employers. They like to recruit people who can think for themselves, be critical and develop logical arguments. Studying economics will help you develop these skills and is valuable to anyone thinking of any sort of career in the business world, dealing with finance, or tackling major issues such as global warming and world poverty. The subject neatly partners Arts, Humanities, Science and Maths subjects.

One of the best things about economics is that it will help you have a better understanding of the things that shape your life. You will be able to make better sense of the news, current affairs and politics.

### Structure of course:

The course aims to encourage students to:

1. develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life;
2. apply economic concepts and theories in a range of contexts and appreciate their value and limitations in explaining real-world phenomena;
3. analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of the government within it;
4. participate effectively in society as citizens, producers and consumers.

### The AS Units

Unit 1: Markets and Market failure.

Unit 2: The National Economy

### The A2 Units

Unit 3: Business Economics and the Distribution of Income.

Unit 4: the National and International Economy

The syllabus leads to the investigation of Economics on all levels from the individual consumer to the actions of national governments, international trade and development of global regions.

Successful students will gain an understanding of current issues. They will acquire the knowledge and skills necessary to enable them to evaluate the decisions of governments and businesses, the words of the press and politicians, and comment on any aspect of human behaviour that affects the allocation of resources and the welfare society.

The study of Economics is divided into two parts:

**Microeconomics** deals with the economic behaviour of individual decision-making units such as consumers, workers, and firms. **Macroeconomics** deals with the behaviour of aggregates or collections of decision-making units such as the total expenditure of all consumers, the total amount of income earned by all workers, and the total output of all firms. These aggregates are considered in terms of their effects on inflation, unemployment, growth, and the balance of payments.

Tuition takes a variety of forms including lectures, discussions, group and individual research et cetera. We attend conferences every year to hear distinguished speakers from public life, and where possible invite outside speakers into the classroom. Students must read newspapers and relevant journals. Time will be spent developing an interest in current issues, improving the student's skills as economists, and their understanding of the world in which they live.

# English Literature

## *Advanced Level*

*Exam Board: Edexcel*

### **Entrance requirements:**

You need to have a B grade in both English Language and English Literature at GCSE level.

### **Career opportunities:**

English Literature complements other humanities, particularly Modern Languages and History, but is also taken with Classics, Geography or Economics. A level English is a preparation for university and higher education degree courses in English, Media Studies, Linguistics, Drama, Philosophy and Sociology. Less closely related areas are History, Politics, Languages, Law, American Studies, Theology and Economics.

An English degree may lead into a wide variety of careers, notably advertising, the media, management and the Civil Service, and students enjoy the privilege of not being limited by virtue of their subject in their final career decision.

### **Structure of course:**

The Sixth Form English Literature course is divided into two parts: A/S taken at the end of the Lower 6<sup>th</sup> and A2 taken at the end of the Upper 6<sup>th</sup>. The marking of the examination will be more rigorous for A2 than for A/S. and students will therefore have time to become accustomed to the demands of 6<sup>th</sup> Form work.

The AS course will be assessed by both examination and internal assessment. The examination (Unit 1) is 2 hours 15 minutes long and deals with 'Explorations in prose and poetry'. The coursework (Unit 2) deals with 'Explorations in drama' and involves the writing of two responses following the study of two Shakespeare plays. The coursework folder will be 2000-2500 words long.

It is easiest to look at the course term by term.

### Term One

You will study two groups of texts for Units 1 and 2.

Unit 1: You will study, as your core text, 'Jane Eyre' by Charlotte Bronte. In addition, you will study the related subsidiary text 'Wide Sargasso Sea' by Jean Rhys.

Unit 2: You will study Shakespeare's 'Othello' as your core text and 'Macbeth' as your subsidiary text. The aim is to produce an 'explorative study' of the two texts which, in the case of Caterham School, is likely to be an examination of the nature of Shakespearean tragedy. You will also need to write a short 'Creative critical response' which simply means a critical response to the texts in the form of, for example, a review or a director's talk to his cast before rehearsals begin.

### Term Two

You will complete the work begun in the previous term. You will then study a selection of 16 poems from the anthology 'The Rattle Bag' focusing on a prescribed set of technical aspects of the poetry as well as writing comparisons between individual poems.

### Term Three

Revision. You will sit the examinations for Unit 1 and the Shakespeare coursework will be submitted.

Your A level English Literature Studies will, we hope, help you to embark on what should be a lifetime's pleasure.

There will be many opportunities in the Sixth Form for you to enjoy English-related activities outside the limitations of an examination. Apart from theatre visits, there is a very successful Sixth Form creative writing workshop run by a member of the English Department. There is also an arts magazine, 'Mind's Eye', (produced jointly by the English and Art Departments) which will enable Sixth Formers to exploit their potential as great writers of the future!

## A2

The A2 course consists of one coursework assignment of 2500-3000 words and ONE examination of 2 hours 45 minutes.

The coursework assignment is based on a free choice of poetry, prose or drama texts for independent study. At present, candidates are studying a range of texts which contain dystopian visions. At least THREE texts must be studied for this unit.

The examination ('Interpretations of Prose and Poetry') consists of two questions:

- Unprepared prose or poetry
- Analytical essay

The analytical essay is based on at least two texts from a list set by the examining board. Currently, we have chosen three texts from the 'Identifying Self' list. They are: *Great Expectations* by Charles Dickens, *Life of Pi* by Yann Martel and *The Wife of Bath's Prologue and Tale* by Chaucer. At least one of the texts discussed in the analytical essay must have been written after 1990. Wherever possible, we take advantage of opportunities offered to enhance the teaching of our chosen texts with, for example, a workshop presented by a theatre company on 'Great Expectations' and a seminar on 'The Wife of Bath's Prologue and Tale' led by a London University lecturer.

# Modern Languages - French

## Advanced Level

Exam Board: OCR

### Entrance qualifications:

Candidates for AS level French should have taken Higher papers at GCSE and achieved an A or A\*. Progress to A2 will depend on grade obtained at AS.

### Career opportunities:

Where Higher Education is concerned, as well as the more traditional university language courses, there is a wide selection, including those in which a language is linked, Law, Drama, or Business Studies for example. For those not intending to study languages at university, a modern language is still of immense practical use in the future of course. Modern European languages at A-level are also a sound base for anyone contemplating a non-European language at university; they are also, a useful asset in a vast range of careers including accountancy, banking, insurance, publishing, management, law, telecommunications and the civil service.

More and more professional people nowadays find it vital to be able to deal with their European counterparts in a foreign language. France, Germany and Spain are near neighbours of ours in Europe and are successful and prosperous EU countries and trading partners.

### Structure of course:

Starting with principles familiar to a good GCSE candidate, the A-level course aims to:

- Develop in candidates a range of practical skills which will enable them to understand and communicate in the written and spoken language, for a variety of purposes in the worlds of work and leisure;
- Foster an awareness and understanding of the background (cultural, social, commercial, historical, geographical and political) of countries in which the language is spoken;
- Offer the enjoyment, intellectual stimulation and challenge appropriate to an advanced course at this level;
- Establish appropriate study skills, so that candidates are equipped to pursue further their learning of the language and/or to undertake the acquisition of other foreign languages;
- Allow candidates to complement their other studies by pursuing selected areas of interest in greater depth and to develop a personal and independent response to them.

Therefore, you need to enjoy the subject already and have a genuine desire to study it to a higher level.

### What will the lessons be like?

Pupils start the course on topics which are familiar to them from the GCSE course and quickly develop their ability to speak, understand and write the foreign language using material from modern textbooks and authentic sources such as internet, newspapers, magazines and films. The course deals with subjects of genuine interest and importance to young people. The syllabus is divided as follows:

### AS (Lower Sixth)

#### Aspects of daily life sub-topics

- The family: different structures and relationships; living conditions (housing, shopping and patterns of daily life)
- Food, drink, health, obsessions and addictions
- Transport: trends and patterns in usage (for the individual and at local and national levels).

#### Leisure and entertainment sub-topics

- Sport (including national sporting concerns and traditions)
- Tourism and related themes: tourism as a changing phenomenon; tourism and the environment
- Leisure activities: aspects of cultural life, e.g. film, theatre; the arts as part of leisure time.

### **Communication and media sub-topics**

- Communication technology: patterns and changes to communication in daily life
- Media, e.g. written press; radio; television (roles and influences).

### **Education and training sub-topics**

- School and school life: individual experiences; local and national concerns
- Work and training: individual experiences; school to work preparation, transition and aspirations.

## **A2 (Upper Sixth)**

### **Society sub-topics**

- Integration and exclusion: age; gender; race; religion; equality of opportunity
- Law and order: trends of crime and punishment; civil unrest; policing
- Unemployment: causes and consequences (local, national or global).

### **The environment sub-topics**

- The individual and the environment: recycling; reducing individual energy usage and impact; local conservation
- Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands
- Pollution: causes; consequences; solutions
- Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives.

### **Science and technology: impact and issues sub-topics**

- Medical progress: development and change – impacts on health care, lifestyles, ethics and beliefs
- Scientific advances: change and innovation – impacts and issues on society, knowledge, education
- Technological developments: change and development – impacts on lifestyles, habits, work and education.

### **Culture sub-topics**

- Literature and the arts: trends, changes, influences and impacts on individuals and society
- Political issues: changes at local and national level; impacts on the individual and society
- Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society.

Literature is optional at both levels.

Lessons will be conducted predominantly in French and students will have the opportunity for a weekly lesson with our native French assistant.

### **Am I expected to go to France as part of the course?**

Yes. It is assumed that those taking A-level French will be willing to spend a useful period of time (at least a week) in France in order to put their classroom knowledge into practice. The students are encouraged to take part in work experience placements in France during their holidays. Staff will help them contact relevant companies who organise work experience in France. Some parents have links with companies in France and may wish to make their own arrangements.

# Geography

## Advanced Level

Exam Board: Edexcel

### Entrance requirements:

A GCSE grade of at least 'B' in Geography is required as it signifies a broadly acceptable foundation from which to embark on A-level Geography. A need for effective communication requires a grade B or better in English Language or Literature.

### Career opportunities:

Geography is concerned with the interaction between Humans and their Environment. It seeks to draw together aspects of the humanities and sciences, within a spatial context, in order to address both current and long term issues which influence the human environment. Geographers are therefore synthesisers – people who draw together relevant concepts and disciplines and seek to provide an overview. These qualities, together with ICT-based research skills, mean that Geographers are often involved in decision-making processes. In addition to the academic environment, they are to be found working as planners, environmentalists, and in many areas of the business world.

Degree Studies in Geography require a good grade at A-level. Courses such as Economics, History, Politics, Town Planning, Surveying, Geology and Environmental Sciences may also require or recommend Geography at A-level.

Well-qualified geographers have little difficulty finding employment but many utilise the wide range of appropriate skills developed in a variety of consultancy roles.

### Structure of course:

The full A Level Course consists of 4 modules – 2 at AS level and 2 at A2 level. There is a balance of physical and human geography in the course, but the emphasis is on the impacts of people on the environment, and vice-versa. There is very little 'pure' physical geography, so the course aims to be as relevant as possible to students' lives. Contemporary themes and issues are covered in detail throughout. The 2 AS courses are:

**UNIT 1** Global Challenges - students will study global hazards, climate change, globalisation and dynamic populations.

**UNIT 2** Geographical Investigations – students will research and carry out fieldwork on either crowded coasts or extreme weather (issues in physical geography), and either unequal spaces or rebranding places (issues in human geography).

These modules will be examined with both short answer and essay style questions.

At A2, the emphasis is very much on independent learning, involving:

**UNIT 3** Contested Planet – students will cover contemporary issues in geography, including biodiversity under threat, superpower geographies, energy security, water conflicts, bridging the development gap and the technological fix.

**UNIT 4** Geographical Research – students will study ONE of tectonic activity and hazards, cold environments, food supply, cultural diversity, pollution and health risks, rural leisure and tourism.

These modules will be examined via long answer questions, resource-based synoptic assessment, and one extended examined essay.

Although a coursework element is no longer a part of the A level, there is still a requirement for fieldwork. To this end there is a compulsory residential field trip to South Wales at the start of the Easter holiday, and a day trip which varies from year to year. However, there are also other trips available to geographers, most notably in the summers of 2009 and 2011, a trip to Iceland.

Geography is an academic subject with strong application skills. It combines well with a number of other A-level subjects and can be viewed as a link between the observational sciences and the critical humanities. It aims to prepare students for the global future.

# Modern Languages – German

## Advanced Level

Exam Board: OCR

### Entrance qualifications:

Candidates for AS level German need at least an A grade at GCSE. Progress to A2 will depend on grade obtained at AS

### Higher Education and Career:

There are a large number of degree courses which involve the study of German. The subject can be studied on its own or in conjunction with another language and it is often linked to courses in Law, European Studies or Business Affairs. Since language-learning is a skill in itself, the study of German at AS and A2 level is also a good springboard to studying more exotic languages at university such as Mandarin, Russian or Arabic.

Even if your chosen degree course is not languages-based, having a language at AS or A2 level can open up opportunities for spending some of your studies abroad. Similarly, languages are, of course, also a useful asset in a vast range of careers and professions. There are many interesting and well-paid careers available to fluent Germanists, including Banking, Accountancy, Law, Insurance, Publishing, Translation and the Civil Service.

There are a number of career opportunities in Europe for German students, notably in the finance centre of Frankfurt, the German Parliament in Berlin and the European Commission in Strasbourg and Brussels. Having a foreign language at your disposal can bring you into the frame for jobs abroad, thus considerably widening your eligibility for employment.

As with all Modern European Languages, the advanced study of German is evidence to future employers that you are an individual that is willing to look beyond cultural boundaries and interact with different kinds of people.

### The Exam

Pupils sit two papers at AS level and another two at A2 level. In each year there is an oral paper and a Listening, Reading and Writing paper. There is no coursework.

### What will the lessons be like?

Pupils quickly start to move away from familiar GCSE territory and into topic areas which are of genuine interest and importance to them. There is an emphasis on using the target language so that pupils gain in confidence in their spoken German. Pupils will need to strive for grammatical accuracy as well as get to grips with a range of new syntax and idiom.

The course is covered through the use of a modern textbook, in conjunction with authentic materials from the radio, television, internet, newspapers and magazines. There will also be the chance to study a little German literature, as well as some of the most famous German films.

The topics covered are as follows.

#### AS level (Lower Sixth):

1. Aspects of Daily Life
2. Leisure and Entertainment
3. Communication and Media
4. Education and Training

#### A2 level (Upper Sixth)

1. Society
2. The Environment
3. Science and Technology
4. Culture

### Am I expected to go to Germany as part of the course?

Yes. It is assumed that those taking A-level German will be willing to spend a useful period of time in a country where the language is spoken. Typically this takes place during the Lower Sixth Year and comprises a week of work experience in Germany.

# History

## *Advanced Level*

*Exam Board: Edexcel*

### **Entrance requirements:**

A minimum of a B grade at History GCSE is required and we would expect a similar result in English Language or Literature.

### **Career opportunities:**

History is for you if you are interested in people, if you have an enquiring mind, and if you want to equip yourself with the analytical skills that are so valued at university and in the work place. The skills developed by Sixth Form historians are a good foundation for university courses in a variety of subjects and for careers in many fields, especially politics, the law, journalism, the Civil Service and related fields, as well as less obvious fields like banking and accountancy. Career-minded students might like to reflect on a comment of the principal careers officer for the former Inner London Education Authority, George Wombell: "Some employers have said to me that a Mathematics graduate may well know the solution to a given problem, but an historian will be able to analyse what the problem is."

### **Structure of the course:**

The History Department at Caterham School offers two different periods of study in the Sixth Form: a Modern and an Early Modern course.

The Early Modern course focuses on 16th-18th century British and European history.

#### **AS:**

Unit 1: Luther, Lutheranism and the German Reformation, 1517-55 and The European Witchcraze, c.1580-1650

Unit 2: Henry VIII: Authority, Nation and Religion, 1509-40

#### **A2:**

Unit 3: From Kaiser to Führer: Germany, 1900-45

Unit 4 (coursework): The USA: From Reconstruction to Civil Rights, c.1877-1981

The Modern course examines British, European and American history in the 18th-20th centuries.

#### **AS:**

Unit 1: Russia in Revolution 1881-1924 and Stalin's Russia 1924-53

Unit 2: Britain and the Nationalist Challenge in India, 1900-47

#### **A2:**

Unit 3: Revolution, Republic and Restoration: England 1629-67

Unit 4 (coursework): The Golden Age of Spain, 1474-1598

The coursework unit is 40% of the A2 (20% of the A Level) and will be completed by the end of the autumn term. The methods of assessment at AS and A2 mean that students taking History in the sixth form will experience a wide range of teaching approaches. The department has an interactive whiteboard in each of its main classrooms which students make excellent use of in group and PowerPoint presentations.

We endeavour to take students out of the classroom, with trips to the theatre and cinema, to the National Archives to examine original documents from the periods they are studying, and further afield (in the last few years we have been to France, Germany, Poland, Russia and Italy). We run a thriving enrichment programme and there is also a superbly resourced library and a very healthy History Society, which has attracted leading academics over the last few years.

# Latin & Greek

## *Advanced Level*

*Exam Board: OCR*

### **Entrance Qualifications:**

To ensure success, candidates for Classics A Level should have an A grade in GCSE Latin or Greek but do not need to have done previously any English to Latin or Greek translation.

### **Combinations with other A level subjects:**

Because the study of Classical languages develops skills in the close analysis of data and the systematic application of grammatical rules, and the study of literature promotes artistic sensitivity, Latin or Greek are often combined with languages such as English, French, German or Spanish, with humanities such as History, and with sciences such as Mathematics or Economics.

### **Career Opportunities:**

Greek and Latin go naturally together, but each of them also combines well with other subjects. They should not be seen as possible choices only for brilliant linguists. High grades are attainable by any candidate who has done well at GCSE, is interested and is prepared to work.

Both Greek and Latin are highly respected subjects in the eyes of universities and employers. There is wide scope for pursuing them in higher education, either on their own or with other subjects. They are of particular benefit for linguists and students of English literature, but also provide a good background for more vocational degree courses such as Law. Students who study Classical subjects at A level enjoy success in a huge variety of careers from journalism to politics, and from publishing to business.

The study of the history, languages and culture of the ancient world makes a superb foundation for the world of work, and pupils whose interests lie in the ancient world will find A Level Latin or Greek an academically stimulating and rewarding experience.

### **Structure of Course:**

The programme over the two sixth-form years and the format of the AS and A2 examination are similar in both languages. In the Lower Sixth we read widely in Greek and Latin literature. This concentration enables students to attain a fluency and speed in reading original texts which is hard to imagine at the start of the course. And these texts represent some of the greatest literature ever produced; it is an incomparable experience to read them in the language in which they were written. In the process, pupils acquire much historical knowledge of periods both interesting in themselves and hugely influential in forming our own world and outlook. Students also reinforce their understanding of grammar by seeing how its rules are applied (and broken) by ancient authors.

The AS Level examination tests knowledge of two set texts, one verse and one prose. There are also two translation questions based around previously unseen, adapted passages of Latin or Greek. In the Upper Sixth, we study two more set texts, in slightly fuller detail; at A2 Level there are again, in addition, two previously unseen passages of Latin or Greek, on which a mixture of translation and comprehension questions are set. During the whole course, pupils will thus have tackled four contrasting set texts in prose and verse, drawn from epic, history, drama, philosophy and lyric poetry, which taken together provide a wide and representative experience of ancient literature.

# Mathematics

## Advanced Level

Exam Board: Edexcel

### Entrance Qualifications:

To study the single subject Mathematics you should have obtained at least grade A at GCSE. For Further mathematics it is essential to have a grade A\* at GCSE.

### Career Opportunities:

An A level in Mathematics is essential if you are going to read degree courses in Mathematics, Physics, Engineering, and for almost all Computer Science and Operational Research. An A level is useful for Higher Education courses in Accountancy, Architecture, Statistics, Meteorology, Optics and for some courses in Management Science and Economics.

### Structure of Course:

There are two ways of taking Mathematics at Advanced Level:

1. A single subject, Mathematics. This is a course of four units of Pure Mathematics with either two units of Mechanics or one unit of Mechanics and one unit of Statistics, or two units of Statistics.
2. A double subject Mathematics and Further Mathematics, which count as two A levels. In addition to the units studied for Mathematics as a single subject, usually seven more units are taken; four of Pure Mathematics, and either one of Mechanics and two of Statistics, or two of Mechanics and one of Statistics (depending what the majority of pupils in this group wish to study). The units D1 and D2 (Decision Mathematics) are also sometimes offered, though these would involve an element of self study.

### AS Mathematics

This involves studying two units of Pure Mathematics and one unit of Mechanics, or one unit of Statistics with external examinations being taken in these units at the end of the Lower Sixth year.

### AS Further Mathematics

There is also an opportunity for some students to study an additional three units alongside A level Mathematics to obtain this qualification.

### What are AS and A Level Mathematics about?

There are three main areas:

1. Pure Mathematics, where the study of Algebra, Geometry, Trigonometry and Calculus is continued.
2. Applied Mathematics (or Mechanics), which involves the study of forces and the way in which forces combine to make things move (Dynamics) or stay still (Statics). (Describing the motion of a garden roller is a problem of Dynamics. Calculating the forces exerted on a ladder leaning against a wall is a problem of Statics).
3. Probability and Statistics. The laws of probability are studied and applied to examples, together with some problems. Statistics looks at how to handle, and analyse, quantities of data.

# Music

## Advanced Level

Exam Board: AQA

### Entrance Requirements:

Candidates will normally have achieved an A or A\* in GCSE music. They must be having tuition on at least one musical instrument and they will normally have attained grade 5 standard.

### Career opportunities:

Some who take A level Music do so with the intention of going on to Higher Education in Music either at University or one of the specialised music colleges. The A level is, however an acceptable one for almost all humanities based on courses such as English, Law, History and Modern Languages and in a combination with Maths and Physics provides entry into Engineering Studio Music, Recording or Acoustics. A student interested in Music and Science may pursue Music at degree level in combination with Physics, Mathematics, Computer Science, Electronics, or Acoustics. It forms an ideal combination with other Arts based subjects, i.e. English and History.

### Structure of course:

This new Advanced Level Music course recognises that we live in an age of cultural diversity and offers training on a wide spectrum of musical genres. It allows candidates to study music as a practical, intellectual, and creative subject. It has more individual choices and options available to candidates and is therefore suitable for students of all musical interests and disciplines.

### UNITS

There are 6 units: Units 1, 2 & 3 taken at **AS level**.

Units 4, 5 & 6 are taken at **A2 level** in the final year.

Unit 1: MUSC1-Influences on Music

- 1 Hour 45 Min written exam – 30% (AS) 15% (A2)
- Two areas of study (Western classical & choice of three options)

Unit 2: MUSC2-Creating Musical Ideas

- Externally assessed coursework – 30% (AS) 15% (A)
- (Compositional techniques or Free Composition or Arranging)

Unit 3: MUSC3-Performing: Interpreting musical ideas

- 10-16 Minutes Internally assessed/externally moderated - 40% (AS) 20% (A)
- two performances from Solo on instrument, Solo on voice, Solo on 2<sup>nd</sup> instrument, ensemble, sequencing, multi-track recording.

Unit 4: MUSC4-Music in Context

- 2 Hours 15 Min written exam – 20% (A2)
- Two areas of study (Western classical & choice of three options)

Unit 5: MUSC5 Developing Musical Ideas

- Externally assessed coursework – 15% (A)
- (Compositional techniques or Free Composition or Arranging)

Unit 6: MUSC6 A Musical Performance

- 10-15 Minutes Externally assessed - 15% (A)
- 2 or more contrasting pieces to perform. Either solo acoustic, technology-based or one solo and one technology based.

# Philosophy and Ethics

## Advanced Level

Exam Board Edexcel

### Examination Requirements:

B grade or better in Religious Studies GCSE (if taken) and English Language.

### Career Opportunities:

Philosophy and Ethics is one of the fastest growing academic subjects in the UK. In the past students have found that it can be a positive advantage to have the subject for some courses, such as Law, Politics, Philosophy, Economics, Psychology, Sociology, Theology, Medicine, Ethics, and Business Studies. Increasingly, it is understood that what a wide range of companies are looking for in recruiting is not so much skills in computing or any fixed body of knowledge but rather flexibility, people who can think on their feet, people who can present their ideas in a clear fashion and people who can assimilate a large amount of information and pick out and evaluate critical points. Philosophy and Ethics AS and A level, along with other similar subjects, teach just that.

### Structure of Course:

Advanced Level Philosophy and Ethics is a demanding and thought-provoking academic subject that is appropriate for those of any faith or of none. It has been found that among the best students are committed atheists who find the philosophical and ethical questions that the subject raises fascinating and intellectually stimulating.

### The Syllabus

#### Advanced Supplementary Level

UNIT 1 – FOUNDATIONS – assessed by an external examination of 1 hour and 45 minutes.

#### Philosophy of Religion

- A study of the philosophical arguments about the existence of God as they relate to the design and cosmological argument.
- A study of selected problems in the philosophy of religion in relation to the problem of evil and suffering.
- A study of philosophical debates about miracles: concepts of miracles; reasons to believe in miracles; philosophical problems with reference to Hume.

#### Ethics

- A study of the relationship between religion and morality.
- A study ethical theories: utilitarianism and situation ethics.
- A study of ethical dilemmas with relation to sexual ethics and issues of war and peace.

UNIT 2 – INVESTIGATIONS – assessed by an external examination of 1 hour and 15 minutes.

This unit provides for a balance of teacher-directed and more independent student enquiry. Students will make an in-depth study of the controversy in the Church over the issue of homosexuality. The study will include an examination of relevant Biblical text, views on causes of homosexuality, issues of civil rights and the views of various denominations. This will enable the students to study independently and to use, and evaluate, a wide range of source material.

#### Advanced Level (A2).

UNIT 3 – DEVELOPMENTS – assessed by an external examination of 1 hour and 45 minutes.

#### Philosophy of Religion

- A study of the philosophical arguments about the existence of God as they relate to religious experience, the ontological argument, the non-existence of God and critiques of religious belief.

- A study of selected problems in the philosophy of religion regarding beliefs about life after death: reincarnation; rebirth; resurrection; immortality of the soul.
- A study of religious language: analogy; language games; myth and symbol; verification and falsification debates.

### Ethics

- A study of ethical of ethical concepts related to the critique of the relationship between religion and morality
- A study of ethical theories: deontology, natural moral law and virtue ethics
- A study of selected problems in ethics related to the meaning and definition of ethical terms with reference to 'is/ought' and debates about 'good', emotivism – objectivity, relativism, subjectivism, justice, law and punishment.

UNIT 4 – IMPLICATIONS – assessed by an external examination of 1 hour and 15 minutes.

This unit has been designed to build on the knowledge, understanding and skills developed in Units 1, 2 and 3.

Students will consider, examine and discuss:

- The consequences of holding certain opinions, views and beliefs, including their own
- How a particular belief or value could affect other people, either for good or ill
- How other people's lives might be affected if a certain belief were widely held or a certain value widely applied.

Students will study articles from an anthology of writings selecting by the examination board. Readings will focus on the historic development of Christian philosophy and ethics.

# Photography

## Advanced Level

Exam Board: Edexcel

### Entrance requirements:

Students are required to present a portfolio of work (further information on this is available from the teacher i/c Photography). Those who have studied Art & Design GCSE should have achieved at least a B grade.

### Career opportunities:

Although some students choose this subject because of career decisions, others may opt through a desire to further or broaden their GCSE experience or to supplement their other Art based A levels. Other students choose Photography as a third or fourth subject for entry to degree courses in other areas. Science students may find it an interesting adjunct to their other studies. Some students wishing to pursue Photography, as an AS/A2 GCE option may already have a commitment to a future within Art & Design. If they wish to apply to Art School students should also follow Art & Design Advanced GCE. Students will find a great richness from the study of these two subjects and will gain a strong foundation for their future within Art & Design.

This subject is a desirable qualification for University courses in Photography, Video, Film or Animation. It is also useful for courses in Design and Fine Art and other related areas as well as for entry to a Foundation Course in Art & Design Art. There is a range of possible careers available through this subject.

Whatever your reasons, the experience of thinking and working creatively, through a technical process, will stand you in good stead within many walks of life.

### Structure of course:

The Advanced Supplementary course involves both practical work and critical and historical studies. Students of Photography are expected to be taking photos regularly, working in their sketchbooks developing their personal work and involving related works of other photographers, artists, designers and filmmakers, both contemporary and historical as well as from any culture.

The first term is very much led by the staff but as students gain more confidence they develop their own projects and work independently.

This continuous research and study provides the background for the required practical coursework and the basis of the critical and historical studies element.

The exams follow a similar format to that experienced by candidates at GCSE. The question paper is available well in advance of the exam to allow time for research and preparation to be undertaken. Eight hours are allowed for the Externally Set Assignment for AS at the end of the course.

The A2 course builds on the experience of the previous year but students are given more freedom to develop their own projects in their own way with the support of the teacher. There is a written unit of the course that is born out of the students own concerns or interest. The year ends with an Externally Set Assignment (12 hours) and Exhibition.

### Facilities:

The photography provision within the Art & Design studios offers opportunities for students to work with both wet and dry photographic processes. These studios are fully equipped with:

- Photographic darkroom (equipped for black and white chemical photography);
- Digital photography (including digital camera, colour scanners, drawing pad, A3 & A4 colour printers and Adobe PhotoShop).
- The studios are also equipped with backdrops, lighting and other Photographic studio equipment
- Apple Mac computers are used to edit student films and animations.

# Physical Education

## *Advanced Level*

*Examining Board: Edexcel*

### **Entrance Requirements:**

A grade B in GCSE Physical Education is required for A level, as long as a B grade has been achieved on the theory paper (i.e. at least 100 out of 150 marks). It may be possible to accept pupils who have not studied the subject for GCSE, particularly if they have a strong Science background.

### **Career Opportunities:**

A Level PE is a subject widely respected by universities and many of our pupils have been accepted into the very best universities, whether to study sports science, or mechanical engineering, or anything in-between! It is obviously an excellent stepping-stone towards any sport-related degree course, such as Sports Science and Sports Management. There is an ever-increasing demand for sports scientists, as in recent years athletes and coaches have realised the serious impact science has on sports performance. Careers in sport can therefore range from physiotherapy, to strength and conditioning coaching, to performance analysis, to the technological development of sports equipment. London 2012 has also led to an increase in the demand for event management and sports marketing graduates with a specialism in sport.

The varied content of the subject makes it an interesting and challenging option at 'A' Level. Sports-minded students find it an enjoyable option, which may well offer them a good contrast within their combination of subjects. Its cross-curricular content can also complement subjects like Human Biology and Psychology.

### **Structure of Course:**

Advanced Level Physical Education is a continuation and extension of work introduced at GCSE Level, with both theoretical and practical elements. Pupils build on their understanding of the anatomical and physiological basis of performance in sport, which is further applied to the study of principles and methods of training, ensuring an appreciation of the relationship between theory and practice. There is also an introduction to socio-cultural factors, focussing on opportunities and pathways in sport from the grass roots level to the elite performer. On the practical side, pupils continue with one of the four sports studied at GCSE, offering 2 of 3 possible roles – performer, coach or official (eg referee / umpire).

# Physics

## *Advanced Level*

*Exam Board: OCR*

### **Entrance Requirements:**

For a pupil wishing to study Physics at Advanced Level it is essential that the subject has been studied at GCSE with an attainment of A or A\* in the Physics component of the Double Certificate, or in a single certificate. An A or A\* in Mathematics at GCSE is also expected. It is strongly recommended that students opting to study Physics should also study Advanced Level Mathematics in the Sixth Form.

### **Career opportunities:**

A good grade in Advanced Level Physics is a gateway to an enormous range of University courses. Many jobs involve some knowledge of Physics. Modern medicine makes extensive use of Physics in the prevention, diagnosis and treatment of disease. A great deal of high-tech equipment is used and therefore knowledge of Physics is highly desirable. University courses in all types of Engineering (Electrical/Electronic, Civil, Mechanical, and Aeronautical) require Physics and Mathematics at Advanced Level. Often Physicists find employment in industry, however many also choose to go directly into alternative careers such as banking, finance, marketing, accountancy and law. Some use their technical skills directly in Research and Development, Design or Manufacturing, others are involved in marketing or general management in technological industries.

**Structure of Course:** Physics, at the most fundamental level, is the study of how matter and energy interact. At Advanced Level concepts and laws are used to explain and predict observable physical phenomena. The course aims to develop a full understanding of concepts rather than just the ability to learn facts. Successful students gain a comprehensive grasp of the fundamental principles of Physics and develop the ability to apply these principles.

The Advanced Level course takes knowledge of Physics at GCSE as a starting point and it develops many of the topics covered, going into greater depth and using more advanced problem solving skills. Pupils learn something of the evidence on which laws and theories are based and they use models and practical investigations to explain them.

The AS specifications cover work on motion, energy, waves, electricity, the nature of light and an introduction to quantum Physics. The A2 course studies more detailed work on motion, many different aspects of fields electric and magnetic, nuclear physics, medical imaging, thermal physics, and astrophysics. Practical work plays a key role throughout both years of the course.

### **Assessment**

The AS course is assessed by 2 examinations that produce 80% of the total AS marks and internally assessed experimental work, completed within school time under supervised conditions, that makes up the remaining 20%. The A2 course is assessed in the same way as the AS course.

**Module Examinations are taken in June of the Lower Sixth and in January and June of the Upper Sixth.**

# Politics

## *Advanced Level*

*Exam Board: Edexcel*

### **Examination Requirements:**

B grades in English Language or English Literature and History (if done at GCSE) are needed, as is a genuine interest in current affairs.

### **Career Opportunities:**

AS and A2 level politics is highly regarded by the universities and the professions. A good grasp of political issues will be valuable to you throughout your student and working lives.

### **Structure of course:**

The AS course, which runs in the lower sixth, concentrates on British Government and Politics only. At A2 level (in the Upper Sixth), the focus switches to the political system of the USA.

Overall, the course provides a fascinating insight into the political systems and cultures operating on both sides of the Atlantic. If you are interested in current affairs or if you would like to know more about the political world and international relations then you should aim to join this exciting course. An intriguing array of topics will be introduced and, in time, you will gain a detailed understanding of the major political dramas and controversies of the day.

The outline of the course in the Lower Sixth is given below:

### **Unit 1**

#### **People and Politics:**

- UK parliamentary elections: general, local, Scottish, Welsh & European.
- Referendums.
- Political participation and democracy.
- Political parties.
- Pressure groups.

### **Unit 2**

#### **Governing the UK:**

- The nature of the UK constitution.
- The UK Parliament: Commons & Lords.
- The UK Executive: the roles of the Prime Minister and Cabinet.
- The UK Judiciary: the power, neutrality and appointment of judges.

The course demands wide reading and an appetite for current affairs. We will expect all participants to read a broadsheet newspaper on a regular basis and to keep informed of relevant political developments. Students will be encouraged to participate in class discussions and debates and to make termly presentations to the whole group. Many local schools follow a similar syllabus and it is likely that combined seminars or workshops will be organised. Trips to the Houses of Parliament, the Law Courts, BBC Question Time and a variety of political conferences will complement classroom study. For the more ambitious, there is the opportunity to write for and / or edit the department's in-house political journal *Preview* and to take part in a range of challenging work experience placements.

For more information about the course and the department please request a copy of the departmental handbook.

# Psychology

## *Advanced Level*

*Exam Board: AQA (A)*

### **Entrance requirements:**

B grades in Mathematics, English Language or Literature and Biology.

### **Career Opportunities:**

This is a well-recognised qualification. It is an extremely popular subject and is accepted by universities both as a useful but not essential A level for a Psychology degree, and as an A level Science subject.

### **Structure of course:**

The AS course which runs in the Lower Sixth focuses on the core areas which include:

- Cognitive Psychology: Human memory
- Developmental Psychology: Attachment
- Biological Psychology: Stress
- Individual Differences: Abnormality
- Social Psychology: Social Influence
- Research Methods: Quantitative and qualitative research methods

The course is designed to give you an understanding and appreciation of the methodologies used in the subject. The relationship between the content of key studies and research methodology is vital. Many contemporary and classical studies will be examined including (as examples) studies on eyewitness testimony and obedience to authority.

The range of studies is balanced to show how psychological theory and practice develop, how the past informs the present and the present is used to reevaluate the past. The areas have been chosen to give the widest possible range of methods used in psychology.

The A2 course focuses on how psychological theory can be applied. This involves the student in integrating the various areas of the subject and seeing the connections and contrasts between them. The specific areas for study are likely to include the following:

- Relationships
- Aggression
- Biological Rhythms and Sleep
- Psychopathology (with particular focus on Major Depressive Disorder)
- The Psychology of Addictive Behaviour
- Issues within Psychology

Candidates will be encouraged to study sufficient psychological research to be able to illustrate the issues and evaluate them. This academic subject requires an inquisitive mind, as well as a diligent approach to one's studies. Reading around the subject is highly recommended.

# Modern Languages – Spanish

## Advanced Level

Exam Board: OCR

### Entrance qualifications:

Candidates for AS level Spanish need at least an A grade at GCSE. Progression to A2 will depend on attainment throughout the AS course.

### Career opportunities:

Spanish is a global language and it is growing fast. Of course we know that it is spoken by the 40 million people who live in Spain. You were probably aware that most Central and South American countries are also Spanish speaking. You may not have been aware that there are nearly 23 million Spanish speakers in the United States – a figure that is growing – and that many parts of America have Spanish as a first language. Being able to speak Spanish opens up a wealth of opportunities in this globalised economy we now live in. Employers in sectors such as Banking, Accountancy, the Armed Forces, the Law, Insurance, Publishing and Civil Service are always looking for people with language skills. Indeed, it is becoming increasingly common to find that a second language is pre-requisite for a job.

### Structure of course:

Starting with principles familiar to a good GCSE candidate, the A-level course in Spanish aims to develop knowledge of the language to the point where the pupil can do the following things:

- Understand and communicate in the written and spoken language, for a variety of purposes in the worlds of work and leisure;
- Foster an awareness and understanding of the background (cultural, social, commercial, historical, geographical and political) of countries in which the Spanish is spoken; Offer the enjoyment, intellectual stimulation and challenge appropriate to an advanced course at this level;
- pursue further learning of the languages and/or to undertake the acquisition of other foreign languages;
- complement their other studies by pursuing selected areas of interest in greater depth and to develop a personal and independent response to them;

You need, therefore to enjoy the subject already and have a genuine desire to study it to a higher level.

### What will the lessons be like?

Students start the course on topics which are familiar to them from the GCSE course and develop quickly their ability to speak, understand and write the foreign language using material from modern textbooks and authentic sources such as newspapers, websites, magazines, radio and television programmes, films and plays.

Most students say that they cannot believe how quickly their Spanish progresses from the GCSE level language they were using. This is partly because the scope of the course is so much wider and therefore there is an extensive range.

### The syllabus is divided as follows:

#### Advanced Subsidiary Level, AS (Lower Sixth)

1. Aspects of daily life
  - a. the family
  - b. living conditions (housing, shopping and patterns of daily life)
  - c. Food, drink, health, obsessions and addictions
  - d. Transport: trends and patterns in usage (for the individual and at local and national levels)

2. Leisure and entertainment
  - a. Sport (including national sporting concerns and traditions)
  - b. Tourism and related themes: tourism as a changing phenomenon; tourism and the environment)
  - c. Leisure activities: aspects of cultural life, eg film, theatre; the arts as part of leisure time.
3. Communication and media
  - a. Communication technology: patterns and changes to communication in daily life
  - b. Media, eg written press; radio; television (roles and influences)
4. Education training
  - a. School and school life: individual experience; local and national concerns
  - b. Work and training: individual experiences; school to work preparation; transition and aspirations

Advanced Level, A2 (Upper Sixth)

1. Society
  - a. Integration and exclusion: age, gender, race, religion, equality of opportunity
  - b. Law and order
  - c. Unemployment: causes and consequences (local, national or global)
2. The environment
  - a. The individual and the environment: recycling; reducing individual energy usage and impact; local conservation
  - b. Energy management; alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands
  - c. Pollution: causes; consequences; solutions
  - d. Conservation of the natural world: changing habitats; impact of man and pollution' local. national or global initiatives
3. Science and technology
  - a. Medical progress: development and change – impacts on health care, lifestyles, ethics and beliefs
  - b. Scientific advances: change and innovation – impacts on lifestyle, habits, work and education
  - c. Technological developments: change and development – impacts on lifestyles, habits, work and education
4. Culture
  - a. Literature and the arts: trends, changes, influences on individuals and society
  - b. Political issues: changes at local and national level; impacts on the individual and society
  - c. Heritage and history: influence and impacts if heritage (including colonial heritage) and historical events (national and international) on contemporary society.

# **Textile Design**

## *Advanced Level*

*Exam Board: Edexcel*

### **Entrance requirements:**

Students are required to present a portfolio of work (further information on this is available from the teacher i/c Textiles). Those who have studied Art or 3D Design GCSE should have achieved at least a B grade.

### **Careers Opportunities:**

Students wishing to pursue Textiles, as an Advanced GCE option may already have a commitment to a future within Art & Design. Possible careers include- Fashion Designer, Fashion Buyer, Textile Designer, and Interior Designer. Students may also opt to study AS Textiles as part of a balanced curriculum.

### **Structure of Course:**

At Caterham, students will follow the Edexcel GCE Textiles specification. Textiles involves the creation, selection and manipulation of textile materials and techniques. Work in textiles falls broadly into three categories: constructed textiles, dyed textiles and printed textiles. Students will also learn about artists and designers as inspiration their own ideas.

Students will be encouraged to work with a wide range of natural and manufactured materials including paper, silk, wool, cotton, polyester, plastics and wire in order to develop textiles in fashion, sculpture, fine art and/or interior design.

#### Constructed textiles:

- Embroidery (hand and free machine embroidery)
- Appliqué
- Quilt making
- Manipulation of fabrics
- Weaving
- Felt Making
- Paper Making
- Hand – Knitting

#### Dyed textiles:

- Batik
- Silk-painting
- Hand painting
- Resist dyeing

#### Printed Textiles:

- silk screen (including photo silk screen)
- Mono-print
- Relief-print

Students will have access to all of the Art & Design Faculty facilities as well as the Textiles Studio. Educational visits to exhibitions; museums and galleries are part of the course. E.g. The Stitch and Knit Show in London, The Victoria and Albert Museum, and The Fashion and Textiles Museum.

At the end of the first year, AS students will be given eight hours to work, unaided, on an Externally Set Assignment. Students will be given several weeks to prepare for this. During the A2, students will identify their own specialist area within Textiles. This will lead to their own choice

of research-based study, which will strongly influence their own textiles work. The A2 is concluded with an Independent Study, within which there will be 12 hours of unaided work time, this will then be assessed as part of the exam.

A Level Textiles students go on to study Fashion, Textiles, Architecture and Art and Design at top Universities such as Central St. Martins and Chelsea College of Art, as well as academic courses at university.

# 3D Design

## *Advanced Level*

*Exam Board: AQA*

### **Entrance requirements:**

We would expect all students to have achieved at least a B grade in GCSE 3D or DT. It may be possible for some Art and Design GCSE students to take up 3D Design; in these instances students will need to present a portfolio of work (further information on this is available from Mr Wilkinson, Head of 3D Design).

### **Career opportunities:**

3D Design is a fantastic subject if you are interested in University courses in Architecture, Product Design, 3D Design, Automobile design, Jewellery and other related areas, as well as for entry to a Foundation Course in Art & Design (a diagnostic course and a prerequisite of most B.A. degree courses in Art & Design subjects). There is a wealth of possible careers available through this subject.

The emphasis of the course will be on developing and exploring various personal design projects. The end results being full size products or scale models with working prototypes produced wherever possible. Engineering degree courses are still favouring Maths and physics over Design Technology. The 3D design course will open up the world of design to its students in a way that is rarely seen in the school environment. The experience of exploring ideas, working creatively, thinking laterally and producing 3D outcomes will stand you in good stead within many walks of life.

### **Structure of course:**

The Advanced GCE course involves both practical work and critical and historical studies. 3D Design is primarily concerned with designing to meet a need in a functional and aesthetic manner. Students of 3D Design work regularly in the studios and workshops, developing their personal ideas through a variety of media and processes. Students also look at related work by artists, designers, architects and craftspeople, both contemporary and historical as well as from any culture.

This continuous research and design development fulfils the exam requirements for the practical coursework, as well as the critical and historical studies element. Opportunities to visit galleries, design shows and workshops occur during the course.

The 3D Design studios and workshops offer opportunities for students to create products and designs in a range of media including:

- Technical and artistic based drawing (a wide range of media and equipment);
- CAD/CAM
- Resistant Materials (including woods, metals and plastics)
- High quality model making and presentation skills
- Digital photography with Photoshop.
- Computer modelling with Pro-desktop and Google Sketch-Up.

At the end of the Spring term, AS students will be given five hours to work unaided, on an Externally Set Assignment. Students will be given several weeks to prepare for this. This work is then used to develop the project further before final submission.

Following on from the AS, the A2 is concluded with an Independent Study. Within this piece there will be 15 hours of unaided work time, which will then be assessed as part of the exam. During A2, students will identify their own specialist area in 3D Design. This will lead to their own choice of research-based study, which will in turn strongly influence their own design practice.

## **EAL**

### *International Students*

For students whose first language is not English, courses are provided in the Sixth Form to enhance their English language skills and communicative ability. New students are required to sit a placement test upon entering the Lower Sixth to assess their English level and determine which course they should follow.

The EAL department (English as an Additional Language) runs IELTS preparation courses to develop students' reading, writing, speaking and listening skills. This course prepares students to take the Cambridge IELTS exam (International English Language Testing System) which is essential for entering the UK university system. With a focus on academic writing, this course also supports our international students with their main A Level subjects.

General English lessons are also available. These classes aim to build students' confidence to use English more accurately and fluently with a focus on grammar, vocabulary and skills development.

In addition, students have the opportunity to have individual tutorials, the content of which is needs driven. The focus in the upper sixth is primarily preparation for university interviews enhancing spoken fluency and range of vocabulary. In the lower sixth, one-to-one lessons are available for lower level students to increase ability dependant on language needs.



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