



CATERHAM
SCHOOL

caterhamschool.co.uk

A LEVEL

SUBJECT CHOICES 2027

FOR ALL CANDIDATES



Inspiring Education for Life

Welcome to the Sixth Form at Caterham School.

Caterham is a highly successful and ambitious school which balances outstanding pupil outcomes with an exciting breadth of opportunity beyond the classroom. The success of our pupils is underpinned by a culture that promotes high expectations but also enjoyment and participation. Lessons are exciting and fizzy, taught by teachers who are experts in their fields and who seek to inspire intellectual curiosity and scholarship. Above all else, Caterham is a warm and welcoming community where pupils are nurtured and encouraged to flourish. We are committed to providing an environment in which all pupils are challenged to be the best they can be, and one in which pastoral care and wellbeing underpin academic and co-curricular excellence and achievement.

We believe in providing an inspiring education for life for all Caterhamians, and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities presented by new technologies. We know that future success is based on strong academic outcomes and also the development of character – our Sixth Form experience has a focus on both. Embracing innovation and learning how to learn are key facets of a Caterham education. Our pupils gain the academic grades which open doors of opportunity, whilst developing the skills to succeed in whatever path they choose. In 2025, over two thirds of all A Level grades were A* or A, and 92% were A* to B. 82% of pupils achieved their first-choice university and course. 12 pupils won entry to Oxford or Cambridge, and 12 of the 2025 leavers continue their studies abroad at a range of prestigious universities in the US, Canada and Hong Kong.

We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning; a capacity for independent and critical thinking; self-awareness and resilience; self-confidence without arrogance; and genuine interests that extend beyond the confines of the classroom.

We intentionally develop the whole person, aiming to ensure that each pupil leaves here prepared for the challenges and opportunities of life beyond school, understanding their responsibilities towards others, and having developed character and values that help them engage with their futures in a fulfilling and meaningful way. We want our pupils to be well equipped to engage positively with a rapidly changing world as accomplished problem solvers, innovators, and optimists, confident in their ability to lead with integrity and with a clear appreciation of and respect for the views and potential of others.

The Sixth Form at Caterham

Introduction

As a pupil in the Sixth Form you will play a central part in the life of Caterham School as a senior member of the School community and as a role model for the next generation. These two years are likely to be the most challenging, and therefore the most exciting, you have experienced.

In the Sixth Form at Caterham, we believe that education extends far beyond the classroom. Our ethos is rooted in nurturing each individual as a whole person, equipping you not only for success at university and beyond, but for a life of purpose, initiative, and service.

We will challenge and support you to grow in confidence, take the initiative, and embrace leadership opportunities. This is a time to take ownership of your journey, to stretch yourself both academically and personally, and to cultivate the mindset of an innovator: curious, creative, and courageous.

At Caterham, success is measured not only by achievement but also by the impact you have on others. We value kindness, integrity, and community. Through service, collaboration, and empathy, we expect our pupils to play an active role in shaping a more inclusive and compassionate world.

We want every pupil to leave Caterham not only with outstanding academic results, but also as confident, compassionate change-makers, ready to shape the future.

As such, we ask our Sixth Form pupils to:

- Be curious: Ask questions, challenge assumptions, and pursue knowledge for its own sake
- Be ambitious: Set your goals high and work with determination to achieve them
- Take initiative: Don't wait to be told to do something. Seek out opportunities, lead with confidence, and stay ahead of the curve
- Embrace challenge: Be bold, be brave, and view obstacles as opportunities to grow
- Learn through experience: Mistakes are part of success. Build resilience, and bounce back stronger
- Be open: Welcome new experiences, ideas, and perspectives
- Be kind: Act with empathy, generosity, and respect
- Serve others: Contribute positively to the School and wider community
- Lead with integrity: Inspire others by your example and be a force for good

Sixth Form Entry Criteria

The School applies a range of academic and behavioural criteria to ensure that those who progress into, or join, the Sixth Form will be able to thrive. **Pupils need to achieve a minimum of 44 points from their best six GCSEs (excluding native language GCSEs) in order to qualify for entry into the Sixth Form.** The School will enter into a consultation with parents before the end of the Spring Term in the Fifth Year if there appears to be any reason why a pupil may be unlikely to meet our thresholds for entry into the Sixth Form. Parents of pupils in the Fifth Year must in every case give a term's notice if it is not the pupil's and their intention to progress from the Fifth Year into the Sixth Form at Caterham.

The Sixth Form Curriculum

A Levels are two-year linear courses, with the exception of:

- Geography, which follows the Cambridge International A Level syllabus, and has AS examinations
- Fine Art, Fashion Textiles and Photography, where pupils can submit their work and gain an AS qualification if they do not wish to pursue the subject into the Upper Sixth

All pupils will start the Lower Sixth studying four subjects (pupils opting for Mathematics with Further Mathematics will study three other subjects). Whilst the majority of pupils will complete three A Levels, it is our experience that pupils often develop a clearer understanding of themselves and their future plans as they are exposed to the freedom, depth, and breadth of A Level study, and having some flexibility at the start of their Sixth Form career is valuable. Some pupils may decide to continue studying four subjects for part or all of the Sixth Form if they feel well served by doing so.

By October half term of the Lower Sixth, the majority of pupils will narrow their focus to three subjects (four if studying Mathematics with Further Mathematics). Subject teachers, Tutors, and the Sixth Form team will help pupils to make sensible and informed decisions.

Subject Choice

Initially, we offer pupils a free choice of subjects for Sixth Form study, around which the blocking system and then timetable are carefully designed. Whilst we endeavour to accommodate all combinations of subjects, timetable constraints mean that this is not always possible. **Subjects where demand is very small may be withdrawn, and in such cases, pupils affected will be advised and supported in opting for other subjects.**

Pupils may continue to revisit and amend choices up until the start of the Lower Sixth, but from March of the Fifth Year, once subjects have been placed in fixed option blocks and sets allocated amongst teachers, changes will only be possible if there is space. Requests for subject changes should be made to: pupil.progress@caterhamschool.co.uk

Making Good Subject Choices

Choosing the right subjects for Sixth Form is an important decision that should be guided by thoughtful consideration of your interests, strengths, and future aspirations. It is essential to choose subjects you enjoy and are good at, as you are more likely to stay motivated and succeed. You should also consider how your choices align with possible university courses or career paths, particularly if you have a specific goal in mind. However, avoid selecting subjects based solely on what your friends are doing or who is teaching the course: teachers may change, and your interests may not align with your peers'. Ultimately, this is a personal decision that should reflect your ambitions and academic profile. You are encouraged to speak to your teachers and your Tutor, who will always be happy to help guide you in making decisions about subject choices.

Complementary Subjects

Some subjects appear to complement each other naturally – for example, combining Mathematics with Physics, or History with Politics – and this can strengthen your understanding across related areas. Equally, you might find that choosing a combination that offers breadth, such as pairing analytical subjects with those that foster creativity, expression, or problem solving, allows you to develop a wider range of skills and showcase different aspects of your ability. It is also the case that some university courses require you to have studied particular subjects, and you should check carefully any requirements that may affect courses you might be interested in. However, the most powerful combination is one that matches your individual interests and abilities. Enjoyment and aptitude are the strongest predictors of success, far outweighing any rigid notion of 'ideal' subject pairings. If you are curious, engaged, and confident in your chosen subjects, you are far more likely to thrive, regardless of how conventionally they fit together. Trust your instincts, know your strengths, and make sure your subject choices reflect who you are and where you want to go.

EDGE & Futures Programme

EDGE is Caterham's bespoke programme that runs alongside A Level study, designed to prepare pupils for life beyond the classroom. It develops the skills that universities, employers, and professional bodies consistently value, such as critical thinking, independent research, creativity, collaboration, communication, AI literacy and the ability to adapt in a rapidly changing world.

In the Sixth Form, EDGE builds on the broad foundations established in the First–Fifth Year and offers pupils both choice and focus. The programme begins with a series of core sessions on oracy, partnership training, networking, and the development of a professional digital profile, including guidance on LinkedIn. Alongside these, pupils develop essential soft skills that underpin success in further study, the workplace, and beyond. They also take part in practical projects, entrepreneurship tasks and outreach work with younger pupils, to develop confidence, initiative, and leadership.

From the Spring Term, pupils follow a pathway tailored to their future ambitions. Pathways are designed to provide exposure to life beyond Caterham, offering insight into the opportunities and challenges of different sectors. This includes input from external speakers drawn from a range of professions, visits to industry settings, and experiences at higher education institutions. Pathways

cover a wide spectrum of destinations, from guidance on applying for competitive universities such as Oxbridge, to medicine and related fields, finance, law, business and entrepreneurship.

Across all routes, EDGE provides structure, support, and challenge, helping pupils to explore interests beyond their A Level subjects while developing a portfolio of experiences and skills that strengthen future applications.

Alongside EDGE, Mrs Brown, Head of Futures, leads a wide-ranging programme of personalised advice, workshops, and events to support pupils with university applications, apprenticeships, and career pathways. This includes the Townsend Lecture Series, where leading individuals in their field address contemporary issues in society. The Futures programme also includes careers talks, employer-led workshops, and Insight Evenings, all of which give pupils the chance to explore different sectors, hear directly from experts, and make informed choices about their next steps.

Together, EDGE and the Futures programme ensure that every Caterham Sixth Former has the confidence, skills, and experiences to thrive in whichever path they choose. By the time they leave Caterham, pupils are not only academically accomplished but also resilient, articulate, and forward-looking, ready to embrace opportunities, overcome challenges, and make their mark on the world.

EPQ

In the Lower Sixth pupils have the opportunity to complete an Extended Project Qualification (EPQ), a standalone qualification equivalent to half an A Level (28 UCAS points). There are a limited number of places on the EPQ pathway, and priority will be given to pupils who can demonstrate a strong commitment to the EPQ, and a clear understanding of how undertaking an EPQ will enhance their university application. Applicants should be able to articulate how their chosen project aligns with their academic interests or future study plans, and how skills acquired – such as independent research, critical thinking, and time management – will support their progression to higher education.

IRP

The Independent Research Project (IRP) is an internal academic research competition that provides an additional opportunity for pupils to conduct a piece of academic research on a subject of their choice. The IRP will typically complement one or more of a pupil's chosen subjects. The final deadline will be the end of September of the Upper Sixth, at which point the best six projects will be shortlisted for and pupils invited to present them at the IRP presentation evening, one of the most prestigious events of the Sixth Form calendar. Completing an IRP demonstrates the kind of academic ambition, commitment, and independence that is attractive to universities, whilst shaping and developing pupils' interest in their subject, and ability across a wide range of skills.

Nature of Study 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 maximising opportunities for your next steps. This commitment brings greater freedom but also greater responsibility. We will help you to organise your work and your free time to achieve a sound balance between the demands of A Levels, co-curricular activities, and your social life.

To complete your A Levels successfully, you will need to invest a significant amount of time in studying independently to increase your depth of understanding. Unlike at GCSE, your timetable will include study periods, where you are not in lessons (but will be expected to work in the Sixth Form Centre, the Library, or in departments). Experience suggests that in the Lower Sixth pupils should be spending around 16 hours per week outside out of the classroom engaged in academic work; and in the Upper Sixth this should rise to around 18 hours per week. You should be intentional and proactive when it comes to organising your notes, reflecting on and applying your teachers' feedback, and reading around or beyond the subject. Academic societies (often pupil-led, and run by Sixth Formers), the book groups organised and resources collated by the Library, and subject-specific seminars all provide opportunities for academic enrichment.

Making the Transition

Your satisfaction with your choice of A Levels, your commitment to your studies, and your university, degree apprenticeship, or career aspirations are key in helping you to motivate yourself and achieve success in your examinations. You will have a Tutor who will monitor your academic work and

involvement in co-curricular activities, and they will work closely with the whole Sixth Form team, including your Head of Year. Your Tutor will meet with you twice daily and will be a constant source of guidance, celebrating your successes with you, and helping you overcome any setbacks. Your Tutor will also review your reports and grades with you, and together you will set targets and objectives for the next phase of your studies.

Sixth Form Forum

Your health, wellbeing, and work-life balance are important. Sixth Form Forum sessions are organised throughout the year, and themes include health and social issues. The programme is reviewed regularly, taking into account discussion and feedback from pupils, and is designed to complement curricular wellbeing, that runs through the school.

Sport and Games

Wednesday afternoon is Senior games afternoon for all Sixth Formers, and a full programme of physical activity options are available for all pupils to enjoy. For those who wish to take part in competitive team sport, there are a range of options that involve a high degree of commitment to both training and matches. Team sports available are rugby, hockey, cricket, lacrosse, netball, football, table tennis, badminton, tennis, athletics, swimming and basketball. Social (i.e. non-competitive) sport also thrives at Caterham. There are a range of new activities for pupils to try, such as volleyball, mountain biking and pilates. For those drawn to the great outdoors, cross country running in the woods is appealing, while dance and functional training are also popular options.

Pupils that are selected to play in a School team will be expected to participate in both practice sessions during the week and in weekend matches, unless prevented by injury or illness.

A wide programme of sporting activities is available throughout each week, and further details are provided in the co-curricular calendar, which is updated at the beginning of each term.

Exam access arrangements for A Levels

Access arrangements are 'reasonable adjustments' for pupils who have a disability, long term medical condition, or special educational need that significantly affects their performance in examinations. Access arrangements have to be applied for and approved in advance of the examinations by the JCQ (Joint Council for Qualifications) (or Cambridge Assessment International Education (CAIE) for certain subjects). The School is required to have evidence of the pupil's needs over time, ongoing support provided, and evidence that they have used the access arrangements both in the classroom, and in tests and examinations. Ultimately, the School decides whether an application for access arrangements should be made, considering all evidence available. We are not allowed to accept independently arranged assessments, so parents should seek advice from the Learning Support department if they are considering any type of educational or psychological assessment.

A psychologist's, psychiatrist's, or other medical specialist's recommendations cannot be used to award access arrangements. In line with JCQ (and CAIE) rules, this has to be decided by the SENDCo, based on detailed and long-term evidence of need for those arrangements from the pupil's teachers.

Word processing in examinations is an arrangement which needs approval by the Learning Support department, based on the criteria set out by the JCQ (or CAIE).

SUBJECT REQUIREMENTS Individual subject thresholds are as follows:

Subject	Minimum Requirement for A Level
Art: Fashion Textiles	7 in an Art, Design (e.g. 3D or DT) or Media GCSE
Art: Fine Art	7 in Art
Art: Photography	7 in an Art, Design (e.g. 3D or DT) or Media GCSE
Biology	7 in Biology and 7 in Mathematics
Business	7 in Business Studies (if taken at GCSE) and 6 in English Language or Literature and 6 in Mathematics (7 in English and Mathematics if Business Studies not taken at GCSE)
Chemistry	7 in Chemistry and 7 in Mathematics
Computer Science	7 in Computer Science and must study Mathematics A Level
Drama and Theatre	7 in Drama and 7 in English Language or Literature
Economics	7 in Mathematics and 7 in English Language or Literature 7 in Business Studies (if taken at GCSE)
English Literature	7 in English Literature and in English Language
French	7 in French
Geography	7 in Geography and 6 in English Language or Literature
German	7 in German
History	7 in History and 6 in English Language or Literature
Latin & Greek	7 in Latin (if taking Latin), 7 in Greek (if taking Greek)
Mathematics	8 in Mathematics*
Further Mathematics	9 in Mathematics*
Music	7 in Music and Grade 5 instrument/voice
Philosophy, Ethics & Theology	7 in Religious Studies (if taken at GCSE) and 6 in English Language or Literature (7 in English if Religious Studies not taken at GCSE)
Physical Education	7 in Physical Education*
Physics	7 in Physics and 7 in Mathematics
Politics	7 in a Humanity and 6 in English Language or Literature
Design & Technology: Product Design	7 in DT or 7 in 3D Design (Art & Design)
Psychology	7 and 6, or 6 and 7 in Biology and Maths 6 in English Language or Literature
Spanish	7 in Spanish

* Further information can be found in the Academic Departments section on the school website.

Art: Fashion Textiles

A Level

AS Level

Exam Board: Eduqas

Exam Board: Eduqas

Creativity is cited as one of the top four skills promoted by the World Economic Forum as essential for a young person entering the careers market in the next decade. The foundation of all creativity is enabling a pupil to realise their own ideas stemming from a divergent range of possible solutions. At the core of an Art A Level is the development of a pupil's creative excellence to prepare them for 21st century opportunities.

Entrance requirements:

Pupils should have completed an Art, Design (3D or Graphics) or Media GCSE and have achieved at least a grade 7.

Art (Fashion Textiles) is an academic option which can complement a range of other A Levels adding breadth as well as the important opportunity to self-direct their own creative process with teacher mentoring and to develop independent critical thinking skills which are increasingly sought after in industry.

Career opportunities:

It is an essential qualification for University courses in Fashion, Textiles and Design courses in all their variety (399 art and design related options are available through UCAS). There is a wealth of possible careers available proven by the three quarters of a million people employed in Fashion and Textiles related fields in the UK presently.

Structure of course:

Art: Fashion Textiles is a two-year linear course but there is the added flexibility that pupils can submit their Lower Sixth coursework to the exam board and complete an AS Level if they are considering not continuing to the full A Level. AS does not involve a practical timed or written exam.

The AS and A Level courses involve both practical work and critical studies. Pupils develop their own direction through a variety of textiles processes. Pupils look at the work of other designers to inform their ideas and approaches to making their own outcomes which can be fashion outcomes, interiors or Fine Art textiles pieces. Additional life drawing classes develop the pupils' skills and confidence in drawing the human form. Other opportunities such as trips to galleries and artist-led workshops can occur during the course.

Pupils are introduced to a broad range of processes and are encouraged to explore these fully. The Art/Textiles studios offer opportunities for pupils to work with the sewing machines, sublimation printing, screen printing, dyeing, felting and more. We also have a set of PCs so the pupils can develop their confidence using the Adobe Suite including Photoshop and Illustrator. Pursuing digital textile outcomes is firmly part of this course.

The opportunities within Art: Fashion Textiles at Caterham are broad and pupils are provided with the skills through one-to-one tutorials and workshops to really develop their individual interests through processes of their choice beyond the initial diagnostic phase.

In the Lower Sixth pupils will complete an induction period in which they will be taught a number of core skills as part of a self-directed project in response to a theme. They will also study the History of Costume and Textiles Design for two terms in one of their double periods each week to lay the foundations for their Personal Investigation which they embark on after Easter of the Lower Sixth. Part of the Personal Investigation requires a 3000 word visual essay in response to a self-directed theme. The Personal Investigation is worth 60% of the A Level and continues to be developed until the end of January in the Upper Sixth through practical work and outcomes. This is followed by an externally-set assignment worth 40% of the A Level which begins in February of the Upper Sixth and ends with a timed examination in the Summer Term. The year is rounded off with an exhibition celebrating their work.

Whilst all materials will be provided, there may be charges for some unusual or specialist materials that a pupil wishes to use for an expensive bespoke outcome.

Art: Fine Art

A Level

AS Level

Exam Board: Eduqas

Exam Board: Eduqas

Creativity is cited as one of the top four skills promoted by the World Economic Forum as essential for a young person entering the careers market in the next decade. The foundation of all creativity is enabling a pupil to realise their own ideas stemming from a divergent range of possible solutions. At the core of an Art A Level is the development of a pupil's creative excellence to prepare them for 21st century opportunities.

Entrance requirements:

Pupils should have completed an Art, Design (3D or Graphics) or Media GCSE and have achieved at least a grade 7.

Art: Fine Art is an academic option which can complement a range of other A Levels adding breadth as well as the important opportunity to self-direct their own creative process with teacher mentoring and to develop independent critical thinking skills which are increasingly sought after in industry.

Career opportunities:

It is an essential qualification for University courses in Architecture, Art and Design courses in all their variety (399 art and design related options are available through UCAS). There is a wealth of possible careers available proven by the fact that 1 in 11 adults in the UK (1 in 8 in London) are employed within the creative industries.

Structure of course:

Art: Fine Art is a two-year linear course but there is the added flexibility that pupils can submit their Lower Sixth coursework to the exam board and complete an AS Level if they are considering not continuing to the full A Level. AS does not involve a practical timed or written exam.

The AS and A Level courses involve both practical work and critical studies. Pupils of Fine Art develop their ideas through a variety of media and processes. Pupils look at related works of artists, designers and architects to inform their ideas and approaches to making their own responses. Additional life drawing classes develop the pupils' skills and confidence in drawing. Other opportunities such as trips to galleries and artist-led workshops can occur during the course.

Pupils are introduced to a broad range of processes and are encouraged to explore these fully. The Art studios offer opportunities for pupils to work in drawing and painting, sculpture, ceramics, print making (screen, etching and sublimation). We also have a set of PCs for developing in our pupils the skills of Adobe Suite (Photoshop and Illustrator). Pursuing Digital Art is now firmly part of this course.

The opportunities within Art at Caterham are broad and pupils are provided with the skills through one-to-one tutorials and workshops to really develop their individual interests through processes of their choice beyond the initial diagnostic phase.

In the Lower Sixth pupils will complete an induction period in which they will be taught a number of core skills as part of a self-directed project in response to a theme. They will also study the History of Art for two terms in one of their double periods each week to lay the foundations for their Personal Investigation which they embark on after Easter of the Lower Sixth. Part of the Personal Investigation requires a 3000 word visual essay in response to a self-directed theme. The Personal Investigation is worth 60% of the A Level and continues to be developed until the end of January in the Upper Sixth through practical work and outcomes. This is followed by an externally set assignment worth 40% of the A Level which begins in February of the Upper Sixth and ends with a timed examination in the Summer Term. The year is rounded off with an exhibition celebrating their work.

Whilst all materials will be provided, there may be charges for some unusual or specialist materials that a pupil wishes to use for an expensive bespoke outcome.

Art: Photography

A Level

AS Level

Exam Board: Eduqas

Exam Board: Eduqas

Creativity is cited as one of the top four skills promoted by the World Economic Forum as essential for a young person entering the careers market in the next decade. The foundation of all creativity is enabling a pupil to realise their own ideas stemming from a divergent range of possible solutions. At the core of an Art A Level is the development of a pupil's creative excellence to prepare them for 21st century opportunities.

Entrance requirements:

Pupils should have completed an Art, Design (3D or Graphics) or Media GCSE and have achieved at least a grade 7.

Art: Photography is an academic option which can complement a range of other A Levels adding breadth as well as the important opportunity to self-direct their own creative process with teacher mentoring and to develop independent critical thinking skills which are increasingly sought after in industry.

Career opportunities:

It is an essential qualification for Art and Photography courses in all their variety (399 art and design related options are available through UCAS). There is a wealth of possible careers available proven by the fact that 1 in 11 adults in the UK (1 in 8 in London) are employed within the creative industries. This subject is a highly useful qualification for our age of visual communication and social media. It has also proved invaluable for pupils planning to study such courses as Business Management, Forensics, and Marketing, as well as those who choose careers in the Arts.

Structure of course:

Photography is a two-year linear course but there is the added flexibility that pupils can submit their Lower Sixth coursework to the exam board and complete an AS Level if they are considering not continuing to the full A Level.

The AS and A Level courses involves both practical work and contextual studies. Pupils 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. In the Lower Sixth pupils will complete an induction period in which they will be taught a number of core skills as part of a self-directed project in response to a theme. They will also study the History of Photography for two terms in one of their double periods each week to lay the foundations for their Personal Investigation which they embark on after Easter of the Lower Sixth. Part of the Personal Investigation requires a 3000 word visual essay in response to a self-directed theme. The Personal Investigation is worth 60% of the A Level and continues to be developed until the end of January in the Upper Sixth through practical work and outcomes. This is followed by an externally set assignment worth 40% of the A Level, which begins in February of the Upper Sixth with a timed examination in the Summer Term. The year is rounded off with an exhibition celebrating their work.

Facilities:

The Photography provision within the studios offers opportunities for pupils 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, large format colour printers, a sublimation printer and Adobe Suite).
- Backdrops, lighting and other photographic studio equipment and PCs with Adobe Suite.

Whilst all materials will be provided, there may be charges for some unusual or specialist materials that a pupil wishes to use for an expensive bespoke outcome.

Biology

A Level

Exam Board: AQA

Biology A-level will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that's not important, what is? Being such a broad subject, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

Entrance requirements:

A GCSE grade of at least 7 in Biology is required. In addition, Mathematics should have been passed with a 7, and a sound knowledge of Chemistry is important. To access the top grades, our experience tells us that a grade 8 or above at GCSE is essential.

Career opportunities:

The top seven degree courses taken by students who have an A-level in Biology are: Psychology, Sport and exercise science, Medicine, Anatomy, Physiology and Pathology Pharmacology, Toxicology and Pharmacy Chemistry and, of course, Biology!

Studying A Level in Biology can lead to a variety of careers such as Nursing, Physiotherapy, Speech Therapy, Occupational Therapy, Chiropractic, Osteopathy, Radiography, Vet, Marine Biologist, doctor, Nature conservation officer.

Structure of course:

The Lower Sixth content involves a study of cells at the molecular level and many aspects of physiology and disease. The Upper Sixth content involves further study of physiology and the key life processes and allows some specialisation in some of the modern aspects of the subject, such as gene technology.

Biology is concerned with the origins, structure, physiology and behaviour of the living world, both plants and animals, including humans. 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 humans.

Although the study of Biology A Level can lead to Higher Education and a career in related sciences, it is also a means of gaining an understanding and appreciation of living organisms and their environments, as well as developing practical and data analysis skills.

Business

A Level
AQA

Exam Board: AQA

Entrance requirements

In order to study Business at A Level, candidates should have reasonable levels of numeracy and literacy; therefore either a 7 in Business, 6 in Mathematics and 6 in English Language or Literature, or 7 in Mathematics, and 7 in English Language or Literature are need if Business was not taken as a GCSE option.

Career Opportunities

Business 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 requires candidates to develop the academic skill of analysis and evaluation. Our Business pupils have gained entry to a very wide range of University courses. In the right combination of subjects, Business is well respected as a qualification for entry into Higher Education.

For those who already have careers in mind, Business with Mathematics is a useful combination for Banking, Insurance, Accountancy, etc. while Business 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.

Structure of the course

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

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

- Data and numerical 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
- Challenging their own assumptions using evidence that has become available.

Assessment

Three papers of 2 hours each, all covering the whole of the course content and counting for 33.3% of the A Level each:

P1 (100 marks)

- 15 marks of multiple choice
- 35 marks of short answer questions
- 50 marks comprised of 2 essay questions

P2 (100 marks)

- Three data response questions

P3 (100 marks)

One case study of approx. 6 questions

Chemistry

A Level

Exam Board: OCR

Why study chemistry?

We all do chemistry every day.

As soon as you wake up in the morning, you start doing chemistry. Chemistry explains why an egg changes when you fry it and why your non-stick pan is non-sticky, how soap and shampoo make you clean, why you feel tired before coffee and alert after it, and how the petrol in your car gets you to school or work.

In fact, your body is doing chemistry all of the time; your sense of vision works because a small organic molecule changes shape in the back of your eye when light hits it.

Chemistry is truly the 'central science'. New breakthroughs in fields such as genetics, biochemistry, medicine, materials science, forensics, nanotechnology, drug discovery, the environment and next-generation computer hardware are all driven by chemistry. Chemistry is about the molecules all around us. It is about matter: specifically, how matter changes.

Studying Chemistry will allow you to learn about why the things around us behave the way they do. A sound knowledge of chemistry is also required to fully understand most other areas of science, and this is why the study of chemistry to A Level is either compulsory or recommended by many other disciplines at universities. However, most importantly, it is just so fascinating and so much fun. If you want to understand the workings of the world around you - then Chemistry is for you.

Entrance requirements:

A GCSE grade of at least a grade 7 in both Chemistry and Mathematics is required. To access the top grades, our experience tells us that a grade 8 or above is essential. It is also recommended, although not essential, that you study A Level Mathematics.

Career opportunities:

Chemistry opens career options. There are many careers in chemistry but even if you're looking for a job in another field, the analytical skills gained in chemistry are very helpful. Chemistry applies to the food industry, retail sales, transportation, art, homemaking... really any type of work you can name.

Chemistry is a very versatile subject and is respected by universities no matter what course you wish to pursue next, whether you want to go into law or business or even science. It is essential for degree courses that are based on the physical sciences, such as Natural Sciences, Engineering and, of course, Chemistry. A Level Chemistry is also essential to study Medicine or Veterinary Science as well as most other Biological or Biomedical Science courses.

Structure of course:

A Level Chemistry is a two-year course and covers the traditional areas of Organic, Inorganic and Physical Chemistry. The exams assess both a breadth as well as a depth of chemistry knowledge and understanding, along with problem solving questions, pushing pupils beyond the confines of the specification.

Even if you do not go on to use Chemistry directly in your further studies you will find that the broad skill set acquired is invaluable in whatever field you choose. Having an understanding of what all 'stuff' is made of and how it all works cannot fail to be of interest to someone with an enquiring mind.

Computer Science

A Level

Exam Board: OCR

Entrance Requirements

In order to study Computer Science at A Level you need to have studied the subject for GCSE and achieved at least a grade 7. You should also have a minimum of a 7 in GCSE Maths and be studying Maths at A Level. You should also have proficient programming skills in Python.

You must have your own laptop to complete your work.

Why Study Computer Science?

Computer Science is all about problem solving. This is probably the most important skill for life.

Computer Science is a practical subject where pupils can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement and can look at the natural world through a digital prism. Computational thinking helps pupils to develop the skill to solve problems, design systems and understand the power and limits of human and machine intelligence.

Career Opportunities

We live in a digital world. Every aspect of life and work involves computers. Because every industry uses computers, computer scientists can work anywhere, on any project. You want to work in design, architecture, engineering, publishing, health, artificial intelligence, robotics, music or film production (the list is endless)? Then Computer Science is one of the best points to start from. Don't know what you want to do with your life? Perfect! Most jobs available when you leave university have not even been thought of yet.

According to the Complete University Guide, computer scientists are in high demand. 95.4% of graduates from the top 10 universities are professionally employed or in further studies 6 months after graduating.

Course Content

- Computational Thinking and Problem Solving
- Programming techniques
- Computer Systems
- Structure and function of the processor
- Type of processor
- Systems software
- Applications generation
- Programming Project
- Software development
- Types of programming language
- Compression, Encryption and Hashing
- Databases
- Networks
- Web technologies
- Automated decision making
- Artificial intelligence

You will also complete a substantial practical programming project. This can be in Python, Swift or a C based language and you are free to negotiate a problem to solve under the guidance of your teacher. This could be a mobile app, data management information systems or game project, among others. You can even use Unity if you wish.

Assessment

There are two written exams:

Computer Systems
2½ hours written paper
140 marks (40%)

Algorithms and Programming
2½ hours written paper
140 marks (40%)

The third component is the individual non-exam assessment:
Programming Project - 70 marks (20%)

Design & Technology: Product Design

A Level

Exam Board: OCR

AS Level

Exam Board: OCR

Entrance requirements

A grade 7 in GCSE Design & Technology is expected. Pupils with a GCSE in Art & Design may apply if they achieve a grade 7 and provide a portfolio of relevant work (please contact Mrs Wilkinson, Head of Design & Technology, for details).

Career opportunities

Product Design opens doors to careers in architecture, industrial and product design, engineering (mechanical, civil, automotive and aeronautical), interior and furniture design, fashion and textiles, jewellery, graphic communication, theatre and exhibition design, sustainable and environmental design, digital design (including UX/UI), robotics, and manufacturing or production design.

About the course

The course develops technical knowledge, creativity and problem-solving skills through the full design process, from research and idea generation to prototyping and evaluation. Pupils are encouraged to consider sustainability, ethics and user needs while producing scale models, prototypes or finished products. These experiences prepare them for further study and a wide range of career pathways.

Structure

Learning is split between theory and practical work. Pupils study:

- Technical principles – materials, manufacturing processes, systems, and wider issues such as sustainability and ethics
- Designing and making principles – creativity, problem solving and the iterative design process

Alongside this, pupils complete a substantial **Non-Examined Assessment (NEA)**: an individual design project based on a context of their choice, resulting in a portfolio and final prototype.

Facilities

Pupils benefit from:

- Specialist workshops for wood, metals, polymers, textiles and digital technologies
- CAD/CAM facilities including 3D printing, CNC routing, laser cutting, vinyl cutting and dye sublimation
- Industry-standard software such as Rhinoceros 3D CAD, Adobe Illustrator and Techsoft V3
- Studios for technical drawing, sketching and modelling
- High-quality model making and presentation resources

Assessment

Assessment is split equally between written exams (50%) and the NEA design project (50%).

- **Component 1:** Principles of Design and Technology (1½ hours) – technical principles, materials, manufacturing, and wider social, moral and environmental issues
- **Component 2:** Problem Solving in Design and Technology (1¾ hours) – longer answer questions requiring problem solving and evaluation
- **Component 3:** NEA (Iterative Design Project) – approx. 65 hours of lesson time to design, make and evaluate a product in response to a chosen context, producing a portfolio and prototype

Through Product Design, you develop creativity, problem-solving and perseverance—skills that empower you to tackle challenges both in the classroom and beyond.

Drama and Theatre

A Level

Exam Board: AQA

At the heart of the study of Drama and Theatre is a set of core transferable skills that are essential to future success. According to this year's report from the World Economic Forum, "**Analytical thinking** remains the most sought- after core skill among employers, with 7 out of 10 companies considering it as essential in 2025. This is followed by **resilience**, **flexibility** and **agility**, along with **leadership** and **social influence**. **Creative thinking**... along with **curiosity** and **lifelong learning**, are also expected to continue to rise in importance over the 2025-2030 period." Expect to develop each of these skills as you explore the stage and beyond.

Entrance requirements:

This course requires previous experience of Drama GCSE with a grade 7 or comparable experience of work in the theatre. All pupils must have an understanding of how to analyse text in performance, as well as be capable of applying methodologies of different practitioners to practical work. Technical candidates should possess secure performance skills, as set texts are explored practically. Given the theoretical and analytical demands of the A Level in Drama and Theatre, all candidates should have attained grade 7 or above in English Language or Literature at GCSE.

Career opportunities:

Drama and Theatre is widely accepted as a valuable subject for degree courses such as English Literature, Film Studies, and Law, alongside Drama courses and specialist Drama Schools. Pupils develop core skills such as creative thinking, analysis, problem-solving and communication, leading to employment opportunities across creative industries, the legal sector, technological innovation and public-facing roles.

Structure of course:

Drama and Theatre is a demanding but exhilarating course, offering pupils the opportunity to engage with a range of cultural discourses that challenge our perceptions of what constitutes dramatic art, and what it is for. A heavy emphasis is placed on applying theoretical ideas to performance, justifying practical decisions in relation to a practitioner or director's intentions and creating innovative new theatre.

Component 1: Drama & Theatre: Written examination: 3 hours (40%)

Section A: one question (from a choice) on Hedda Gabler by Henrik Ibsen (25 marks)

Section B: one three part question on a given extract from The Glass Menagerie by Tennessee Williams (30 marks)

Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)

Component 2: Creating Original Drama: Internally assessed, externally moderated (30%)

Pupils participate in the creation, research, development and performance of an original piece of devised drama, in the style of a selected Theatre Practitioner. Pupils complete a working notebook throughout the devising process (40 marks) before giving their final performance (20 marks.)

Component 3: Making Theatre: Externally assessed by a visiting examiner (30%)

Pupils study and practically explore three extracts from three contrasting play texts. The third extract is rehearsed in the style of a selected Theatre Practitioner, and performed to a visiting examiner (40 marks). A reflective report is completed, documenting the opportunities & challenges of each extract, alongside the pupils' theatrical interpretations of each.

** Components 2 and 3 can be studied from the perspective of actor, director or designer. Component 1 requires a firm understanding of all three.*

"The mission of the theatre, after all, is to change, to raise the consciousness of people to their human possibilities." – Arthur Miller

Economics

A Level

Exam Board: AQA

Entrance requirements:

We would expect all pupils to have achieved GCSE English Language or Literature and Mathematics at a minimum of grade 7.

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 Mathematics subjects.

Next to Mathematics, Economics is one of the most sought-after subjects by universities and employers.

Structure of the course:

Lower Sixth content	Upper Sixth content
Microeconomics • The economic problem and economic methodology • Price determination in a competitive market • Production, costs and revenue • Competitive and concentrated markets • The market mechanism, market failure and government intervention Macroeconomics • The measurement of macroeconomic performance • How the macroeconomy works • Economic performance • Macroeconomic policy	Microeconomics • The role of behavioural economics • Perfect competition, imperfectly competitive markets and monopoly • The labour market • Distribution of income and wealth: poverty and inequality • The labour market Macroeconomics • Financial markets and monetary policy • Fiscal policy and supply-side policies • The international economy

The course aims to encourage pupils to:

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

Assessment

Three two-hour papers – one micro (P1), one macro (P2) and one covering all the content (P3).

- Each paper 33.3% of A Level.
- P1 and P2 made up of data response and essay questions.
- P3 made up of 30 marks multiple choice and 50 marks case study questions.

Outside the classroom

- Economics Club, Investment club and the Finance and Econometrics Society run weekly.

English Literature

A Level

Exam Board: OCR

If you want to spend two years exploring some of the greatest stories, poems and plays written over the last 600 years, then this is the course for you. No subject is as wide-reaching and few are as well regarded by universities and employers. In English Literature, we will guarantee you two years of challenge, exceptional teaching and mind-broadening discussion, with brilliant texts to explore and enjoy.

As a subject that touches on all manner of topics but also builds core skills of communication and analysis, pupils who have studied English at A Level have gone on to study subjects as wide-ranging as Medicine to International Relations, Economics and Data Science to Film and Television Production. And of course, English continues to be a popular university destination, with at least one pupil achieving a place at Oxford or Cambridge, but very often two or three. Furthermore, English results have enabled pupils to aim high in their university aspirations and achieve their places at top class universities.

An English degree may lead to a wide variety of careers, with former pupils now pursuing careers in law, medicine, advertising, finance, journalism and the media, management and the Civil Service, and pupils enjoy the privilege of not being limited by virtue of their subject in their final career decision.

Entrance requirements:

You need to have a 7 in both English Language and English Literature at GCSE Level.

Structure of course:

N.B. Text choices will vary from teacher to teacher, depending on their expertise and passion, but range from Chaucer's *The Merchant's Prologue and Tale* through Milton's *Paradise Lost* via *Frankenstein* or *1984* on to *A Streetcar Named Desire* by Tennessee Williams to Patience Agbabi's *Bloodshot Monochrome* – to name but a few of the many texts on offer.

Lower Sixth Content	Upper Sixth Content
○ Coursework: Close analysis of modern poetry ○ Dystopian or Gothic Paper ○ Coursework: Comparison of one play and one novel ○ Poetry and Drama Paper	○ Comparison coursework: text of pupil's choice ○ Shakespeare play ○ Revision of Lower Sixth material

Assessment:

Texts will depend on teachers and their chosen areas of interest and passion, so may change, but the following summarises what is currently being taught.

Coursework: 20% (internally assessed)

- Pupils write two pieces (3000 words in total) on a selection of texts.

Component 1: Drama: 40% (external exam, 2½ hours)

- Essay question on a studied Shakespeare play, taking wider critical reading into account and knowledge of different productions and interpretations.
- Close analysis of a Shakespearian passage.
- Comparison between a pre-1900 play and collection of poetry or extended poem

Component 2: Prose: 40% (external exam, 2½ hours)

- Comparative essay on two studied prose texts, such as *Frankenstein* and *The Bloody Chamber* and *Other Stories* or *1984* and *The Handmaid's Tale*
- Unseen extract from either a Gothic or Dystopian novel.

All externally assessed components are 'closed book'.

There will be many opportunities in the Sixth Form for you to enjoy English-related activities outside the limitations of the syllabus. There is a very successful and popular Senior Literary Society (which

often works in collaboration with Film Soc), the English at University Preparation Programme, English Ambassadors and plenty of opportunity for creative writing and essay competitions.

Wherever possible, we take advantage of opportunities to enhance the teaching of our chosen text, for example: a literary trail around London, visits to museums and theatre productions. We offer regular opportunities to see theatre productions beyond the course and run over 15 trips each year, including a residential trip to the Hay Festival, a literary festival where pupils will have the opportunity to attend talks from famous writers, explore their literary interests at workshops and enjoy a village with over two dozen wonderful bookshops

We have also hosted a number of immersive enrichment evenings, such as 'An Evening with Tennessee', an immersive dystopian themed evening and a Gothic Murder Mystery as a way of fully exploring these texts in their contexts.

French

A Level

Exam Board: Pearson Edexcel

Entrance requirements:

Candidates for A Level French should have taken Higher papers at GCSE and achieved a 7 or above.

Career opportunities:

Where Higher Education is concerned, as well as the more traditional University language courses, there is a wide selection where languages are linked, such as Law, Drama, or Business Studies. For those not intending to study languages at university, a modern language is still of immense practical use for future life. 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, Telecommunications, Insurance, Publishing, Management, Law, and the Civil Service.

Structure of course:

The content builds on the understanding developed and achieved during the GCSE. The qualification features inspiring and engaging themes providing clear links to the most fundamental and interesting aspects of French culture.

The A Level course aims to:

- enhance linguistic skills and promote and develop capacity for critical thinking based on knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop language learning skills and strategies, including communication
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop as independent researchers through the language of study.

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 the internet, newspapers, magazines and films. The structure includes four engaging themes studied alongside two works, one literary text and one film.

Les changements dans la société française - La culture politique et artistique dans les pays francophones - L'immigration et la société multiculturelle française - L'Occupation et la Résistance

Am I expected to go to France?

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 to put classroom knowledge into practice and to experience French culture. The pupils are encouraged to take part in the "Study and Cultural Visits" organised each year by the French Department. It is hoped that, with enough numbers, a school trip to Paris can be organised each year.

Geography

International A Level

Exam Board: CIE

Entrance requirements:

A GCSE grade of at least a 7 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 6 or better in English Language or Literature.

The CIE Course

The Cambridge International Examinations (CIE) International A Level differs from the domestic A Level in that the AS and A2 pattern of assessment is used. This means that exams are taken at the end of the Lower Sixth and an AS mark and grade is awarded. This mark, worth 50% of the A Level, is then combined with the A2 mark in the Upper Sixth to give an overall A Level grade. The advantages of this are that pupils can take the course for only one year if they wish, have fewer exams in the Upper Sixth and are able to space out their assessment over the two years. Pupils can also resit AS exams in November in the Upper Sixth if needed to boost performance.

Results

95.8% A*-A and 100% A*-B at full A Level in 2024.

88.9% A*-A and 100% A*-B at full A Level in 2025.

82.4% A*-A and 100% A*-B at full A Level in 2026

Paper 1 (AS – L6) Physical

- Hydrology, River Processes and Hazards
- Atmospheric Processes and Global Climate Change
- Earth Processes and Mass Movements

Paper 2 (AS – L6) Human

- Population and Migration
- Water Resources and Management
- Urban Areas and Management

Paper 3 (A2 – U6) Global Environments – study 2 from:

- Tropical environments
- Coastal environments
- Hazardous environments
- Arid and semi-arid environments

Paper 4 (A2 – U6) Global Themes – study 2 from:

- Climate Change Impacts and Governance
- Environmental Issues and Management
- Trade Aid and Tourism
- Disease and Geography

Within the course there is a **compulsory residential field trip** to South Wales at the end of the Spring term or start of the Easter holiday in the Lower Sixth costing in the region of £300, and optional evening trips to the Royal Geographical Society Lectures which varies from year to year. However, there are also other trips available to geographers, most notably a trip to Iceland (August 2023, 2025 and provisionally 2028). In February 2027 we are also taking a trip to Costa Rica with the Spanish Department, which we intend to run again in the future.

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 IT-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 recommend Geography at A Level. Many Russell Group Universities also consider Geography to be a science and, as such, it can be seen as an alternative to other science subjects.

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

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 pupils for the global future.

German

A Level

Exam Board: AQA

Entrance requirements:

Candidates for A Level German need at least a grade 7 at GCSE.

Why Choose German?

German is one of the most widely spoken languages in Europe and a key language in global business, diplomacy, and culture. Studying it at A Level not only deepens your linguistic skills but also opens doors to a wide range of academic and career opportunities.

Higher Education and Career:

German can be studied at university on its own or alongside another subject such as Law, Business, History, or another language. It's also a great springboard for learning other languages like Mandarin, Russian or Arabic.

Even if you don't pursue languages at university, having an A Level in German can enhance your degree experience—many universities offer study-abroad options, and language skills are highly valued by employers.

Fluency in German can lead to careers in:

- Banking and Finance
- Law and the Civil Service
- Translation and Publishing
- International Business and Marketing
- European institutions in Berlin, Brussels, and Strasbourg

Employers value language learners for their communication skills, cultural awareness, and adaptability.

Subjects That Pair Well with German

German combines particularly well with a number of other A Level subjects, depending on your interests and future plans:

- **History & Politics:** Understanding Germany's past and its role in European and global affairs enhances your appreciation of both the language and the culture. These subjects also support the study of themes like reunification and multiculturalism.
- **English Literature:** Both subjects involve close reading, analysis, and essay writing. Studying literature in two languages sharpens your critical thinking and communication skills.
- **Physics & STEM Subjects:** Germany is a global leader in engineering, automotive design, and renewable energy. Combining German with a science subject can be a strong foundation for careers in international research or industry.
- **Business Studies:** Germany has one of the largest economies in Europe. Knowledge of German is a real asset in international business, marketing, and finance.
- **Other Languages:** If you enjoy languages, studying German alongside French, Spanish or another language can lead to a degree in Modern Languages or European Studies, and opens up even more global opportunities.

What will the lessons be like?

Pupils move beyond GCSE topics and explore real-world issues that matter—immigration, reunification, youth culture, and more. Lessons are immersive, with a strong focus on speaking and listening, helping you build confidence and fluency.

The course comprises four engaging themes, including:

- Developments in society, including the role of family and trends in technology,
- Political and cultural developments, including art and architecture,
- Immigration and the multicultural society,
- Reunification and its impact.

These equip pupils to understand core questions underpinning these themes, such as identity, the role of history and impact of being central in Europe – both politically and geographically.

Pupils will also study one literary text and one film, giving insight into German-speaking perspectives and storytelling.

Resources include a modern textbook, digital tools, and authentic materials from German media—TV, radio, newspapers, and online sources.

Is time in Germany required?

Yes—spending time in a German-speaking country is a key part of developing both linguistic and cultural knowledge. Pupils are encouraged to participate in relevant trips to German-speaking countries (most likely taken during the Lower Sixth) but should also seek out independent opportunities to immerse themselves in the language and culture.

History

A Level

Exam Board: Edexcel

Entrance requirements:

A minimum of a grade 7 at History GCSE is required a minimum of a 6 in English Language or Literature.

Career opportunities:

History is a fantastic A-level choice for those interested in understanding the nature of humanity. With courses that encompass every dimension of human activity and transferable skills for almost any future study or career, this is the subject for those with curious minds and great capacity for analysis. A highly respected academic qualification, delivered by a passionate and dynamic cadre of teachers who will support and challenge you to excel, history presents an exciting opportunity for sixth form study and beyond. Classed as a facilitating subject, history remains extremely attractive to Russell Group, Oxbridge, and US universities and offers an entry point for degrees ranging from History, International Relations or War Studies, through Law and English, all the way to Finance and related subjects. Beyond university, those with qualifications in history enjoy careers in politics, law, journalism and broadcasting, education, banking, the civil service, and even the creative arts. The able and ambitious need look no further.

Structure of course:

The History Department at Caterham offers a diverse mixture of A-level topics covering a range of eras and geographical regions.

Lower Sixth

Unit 1: Britain, 1625–1701: conflict, revolution and settlement

This includes the Personal Rule of Charles I, the British Civil Wars, Charles I's execution, Cromwell, Charles II and the Restoration, James II and the Glorious Revolution, and the origins of the British Empire.

Unit 2: Russia in revolution, 1894–1924

This includes the collapse of tsarism; Figs' world of 'icons and cockroaches,' the 1905 'dress rehearsal for revolution,' the Russian experience of WW1, the 1917 Revolutions and the Russian Civil War, and the creation and early tribulations of the world's first communist state.

Upper Sixth

Unit 3: Civil rights and race relations in the USA, 1850–2009

This includes analysis of the changing portrayal of Civil Rights in fiction and film over time, the impact of the US Civil War and Reconstruction, the rise of Jim Crow, the New Deal, Martin Luther King and the 1950s and 60s, and the reasons for Obama's electoral victory in 2008.

Unit 4: The European Witch Craze (coursework extended essay)

An essay analysing historians' differing interpretations of the European Witch Craze hysteria.

Assessment & Enrichment

Units 1 and 3 are each worth 30% of the A-level and units 2 and 4 are each worth 20%, and historians in the sixth form will experience a wide range of teaching approaches. The department embraces technology and innovation to ensure that key skills are developed, fully preparing pupils for university study. Results are strong at A-level with c.65% of pupils achieving A*-A and 100% A*-B in 2025.

Informal learning opportunities abound for A-level historians through trips to the theatre and cinema, to exhibitions and museums, and, most excitingly, with early-stage plans to launch a US trip for sixth form historians over the coming years. There is a thriving enrichment programme with an active History Society (CLIO) for senior pupils and a superbly resourced library. External competitions have also been a recent area of strength; with one sixth former winning the 2021 University of Sheffield History Essay Competition against hundreds of other applicants nationwide.

Latin & Greek

A Level

Exam Board: OCR

Entrance requirements:

To ensure success, candidates for Classics A Levels should have a 7 in GCSE Latin or Greek but do not need to have previously done 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. Our approach to Classics is exacting and scholarly and we aim to be the intellectual hub of the school; the outcome is consistently outstanding exam results and a high ratio of Oxbridge success.

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 pupils of English Literature but also provide a good background for more vocational degree courses such as Law. Both Latin and Greek have always been prized as offering the chance to acquire a range of transferable skills, and Classics graduates are valued for their flexibility as well as for their intellectual rigour. Pupils who study Classical subjects at A Level enjoy success in a huge variety of careers from Journalism to Politics, 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. Caterham Classicists who go on to take a Classics-related course at university (and a good number invariably do) can do this in the knowledge that graduates of this discipline are, according to a recent survey, regarded as the most employable, because they will have demonstrated adaptability and flexibility, qualities that are increasingly coveted by employers.

Structure of course:

The programme over the Sixth Form and the format of the A Level examination are similar in both languages. In the Lower Sixth we read widely in Greek and Latin literature. This concentration enables pupils 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. Pupils also reinforce their understanding of grammar by seeing how its rules are applied (and broken) by ancient authors.

Our reading in the Lower Sixth is focused around two set texts, one verse and one prose, ranging from forensic oratory to epic poetry. In the Upper Sixth, we study two more set texts, in slightly fuller detail, including a more in-depth analysis of classical history. The A Level examination, taken at the end of the Upper Sixth, therefore tests knowledge of four different texts, together with additional literature in translation, read and discussed in class to provide context in each area. In addition to this, two papers in Unseen Translation and Prose Composition or Translation test a pupil's knowledge of vocabulary and linguistic structure through questions based around previously unseen passages of Latin or Greek. 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. In terms of enrichment, the department also provides a year-round Oxbridge programme and offers regular Oxbridge Open Days, theatre trips and study tours abroad for dedicated Caterham Classicists.

Mathematics

A Level

Exam Board: AQA

Entrance requirements:

The Maths GCSE grade required to study Maths at A Level is 8. The Maths GCSE grade required to study Further Maths at A Level is 9. For Further Mathematics A Level, study beyond GCSE (e.g. the AQA GCSE Further Mathematics course) is highly beneficial; if you have not had this opportunity, you should contact the Registrar for a study pack over the summer and ideally arrange a discussion with the Head of Mathematics to determine your suitability for this course. Pupils wishing to study Further Maths who studied their IGCSE at Caterham MUST discuss this with either their teacher or with the Head of Mathematics before choosing this option.

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 courses. An A Level is useful for Higher Education courses in Accountancy, Architecture, Statistics, Meteorology, Optics, and for some courses in Management Science, Economics, Chemistry, and Psychology.

Structure of course:

Single Mathematicians study 5 periods of Pure mathematics per week with one teacher, and 3 periods of applied mathematics per week with another teacher. Further Mathematicians study 8 periods of Pure mathematics per week with one teacher, and 6 periods of applied mathematics per week with another teacher.

Pupils who wish to drop Further Maths and switch to Single Maths can do so after discussion with the Head of Department; a switch the other way is only possible right at the beginning of the course

There are two ways of taking Mathematics at Advanced Level:

- 1) A single subject, Mathematics. This includes Pure Mathematics and some Applied Mathematics (Statistics and Mechanics).
- 2) A double subject, Mathematics and Further Mathematics, which count as two A Levels. This develops the material studied in Single Mathematics, as well as introducing many new and challenging concepts.

What is 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 (Mechanics), which involves the study of forces and the way in which forces combine to make things move (Dynamics) or stay still (Statics). This is especially useful to those studying Physics.
- 3) Applied Mathematics (Statistics) which involves the study of probability and how to handle and analyse quantities of data.

Assessment

Single Mathematicians are assessed after 2 years with three 2 hour papers. All papers include Pure mathematics drawn from throughout the course. Half of one of the papers is Mechanics, half of another of the papers is Statistics.

Further Mathematicians are assessed after 2 years with six 2 hour papers. Three of the papers are the same as the single mathematicians (above). The other three papers follow the same structure, testing Further Mathematics material

Music

A Level

Exam Board: Eduqas

Entrance requirements:

Candidates will normally have achieved a 7 or above in GCSE Music. They must be having tuition on their principle study instrument/voice and they will normally have attained Grade 6 standard (though may only have taken the Grade 5 exam) on this before entry in the Lower Sixth form. A good level of knowledge of music theory will be of great benefit.

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 subject choice for almost all humanities-based courses such as English, Law, History and Modern Languages, and in combination with Mathematics and Physics provides entry into Engineering Studio Music, Recording or Acoustics. It forms an ideal combination with other Arts based subjects, e.g., English and History. Previous candidates who have studied A Level Music have also gone on to read medicine at Russell Group universities as well as Oxford or Cambridge Universities. Due to the breadth of the A Level course and both creative and academic aspects, Music A Level is a well-regarded subject by top universities. A Level Music is a rare subject that demonstrates the full plethora of skills that both universities and employers look for.

Structure of course:

Through a study of a diverse range of musical genres, the A Level course provides candidates with a breadth of musical knowledge in preparation for higher education. The linear course allows pupils time to develop and extend their performance and composition skills, with all coursework being submitted for external assessment before the final exam in the summer of 2020. The Eduqas course allows pupils to play to their strengths and musical preferences with a range of different options available across the specification. Pupils can major in either performing or composing depending on which discipline is their forte; this is outlined below in Option A and Option B.

Component 1: Performing

Non-exam assessment: externally assessed by a visiting examiner

Assessment overview

Option A: 35% of the qualification

- Total duration of performances: 10-12 minutes
- A performance consisting of a minimum of three pieces
- At least one piece must be as a soloist
- The other pieces may be either as a soloist or as part of an ensemble or a combination of both
- One piece must reflect the musical characteristics of one area of study
- At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: 25% of the qualification

- Total duration of performances: 6-8 minutes
- A performance consisting of a minimum of two pieces
- As a soloist or as part of an ensemble or a combination of both
- One piece must reflect the musical characteristics of one area of study.

Component 2: Composing

Non-exam assessment: externally assessed by Eduqas

Assessment overview

Option A: 25% of the qualification

- Total duration of compositions: 4-6 minutes
- Two compositions
 - One composition must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas.
 - The second composition is a free composition.

Option A: 35% of the qualification

- Total duration of compositions: 8-10 minutes
- Three compositions
 - One composition must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas.
 - The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition)
 - The third composition is a free composition.

Component 3: Appraising – *Written examination: 2 hours 15 minutes (approximately)*

40% of the qualification

- There are three areas of study
 - Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works, one for detailed analysis and the other for general study.
- A choice of one area of study from:
 - Area of study B: Rock and Pop
 - Area of study C: Musical Theatre
 - Area of study D: Jazz
- A choice of one area of study from:
 - Area of study E: Into the Twentieth Century (two set works)
 - Area of study F: Into the Twenty-first Century (two set works)
- The exam includes questions on:
 - Set work analysis with a score
 - Extended responses on wider context of music
 - Unprepared extracts of music with and without a score
 - Comparison questions

All A Level musicians are required to have regular lessons on their principle study instrument/voice. It is also expected that A Level pupils participate in more than one musical ensemble offered by the School. Pupils will also participate in one of the choirs in order to assist with the learning of more complex areas of the programme of study such as harmony and notation.

Philosophy, Ethics & Theology

A Level

Exam Board: OCR

Examination requirements:

A 7 or better in Religious Studies GCSE together with a 6 in English Language or Literature, or 7 in English Language or Literature if RS not taken at GCSE.

Career Opportunities:

Philosophy, Ethics and Theology is a discipline which ultimately seeks to ask about the nature of humanity, our beliefs and values. It is an academically challenging and highly rewarding subject, held in high academic esteem by Oxbridge, Russell Group and US universities alike. Philosophy teaches you to think clearly and to argue well about deeply interesting questions. Its aim is to enable you to think rationally, lucidly, independently and critically, to discuss intelligently, and to argue cogently.

In a world where technological development is at the forefront of our lives, we will often find a pupil of Philosophy, Ethics and Theology is never too far away from the action. For example, as Google make the finishing touches to their autonomous cars, it is philosophers and ethicists who are debating over the code of conduct that will drive the computers' decisions when difficult, potentially life-changing choices need to be made.

The skills nurtured when studying Philosophy, Ethics and Theology such as critical thinking, problem solving and the communication of ideas are a crucial part of many degree and career opportunities ranging from Law, Politics, Economics and Sociology, to Psychology, Medicine and Robotics. The capacity to consider the logical and ethical implications of decisions in all fields, perhaps particularly in science, finance and technology, is fast becoming a valuable skill among employers.

Beyond university, those with qualifications in Philosophy, Ethics and Theology exhibit the kind of transferable skills that employers are screaming out for; an ability to think flexibly, creatively and critically, but also to be able to communicate clearly and precisely, build convincing arguments and write and present persuasively and confidently. Our pupils have pursued careers in law, education, banking, medicine, academia, the civil service and creative and technological industries. Philosophy, Ethics and Theology is a subject for the intellectually curious and ambitious.

Structure of course:

In the **Philosophy of Religion** pupils will study the following topics, among others:

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the challenge for religious belief of the problem of evil

In **Religion and Ethics** pupils will study the following topics, among others:

- utilitarianism, situation ethics, Kantian ethics & natural moral law
- euthanasia
- business ethics
- debates surrounding the significant idea of conscience
- sexual ethics

In **Developments in Religious Thoughts** pupils will study the following topics, among others:

- gender and society/theology
- religious pluralism
- the challenge of secularism
- liberation theology and Marx

How the A Level is assessed

- Three written exams of 2 hours

A Level Philosophy, Ethics & Theology is an academically demanding and thought-provoking subject that is appropriate for those of any faith or of none. The best pupils may be committed atheists who find the philosophical and ethical questions that the subject raises fascinating and intellectually

stimulating, or those of a strong faith who are excited to explore the foundations of some of the key thinking behind both religious and secular debate throughout mankind's relationship with God.

Over the course of the two years the Philosophy & Theology and Psychology departments run a joint trip each year. In the past we have visited Krakow, Poland, incorporating a visit to Auschwitz concentration camp, and Vienna, visiting sites connected to Freud and Wittgenstein. We are also running a trip to Athens, Greece in Spring 2027, visiting sites connected to Socrates, Plato and Aristotle. We will begin planning our next adventures shortly and these will be open to those planning to study P&T A Level. These study trips are designed to support a number of the topics studied at Religious Studies A Level, including 'The Problem of Evil', 'Secularism', 'Religious Language', 'Conscience', 'Bonhoeffer's Moral Action', Plato's rationalism and Aristotle's empiricism among others.

Physical Education

A Level

Examining Board: AQA

Entrance requirements:

A grade 7 in GCSE Physical Education is needed for A Level, as long as a 7 has been achieved on the theory paper. 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 best universities, whether to study Sports Science, Mechanical Engineering, or anything in-between! It is 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, Strength and Conditioning, Coaching, Performance Analysis, and Sport Psychology to the technological development of sports equipment. The varied content of the subject makes it an interesting and challenging option at A Level. Sports-minded pupils 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 Biology and Psychology.

Structure of course:

The course is **70% theory** and **30% coursework**. The coursework is classroom-based and assumes the pupils will continue in their chosen sport outside of lessons to reach the necessary levels of performance, as well as enabling them to fulfil the coursework tasks related to their chosen sport.

A Level Physical Education is a continuation and extension of work introduced at GCSE. The topics studied in Lower and Upper Sixth include:

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport and Society
- Exercise Physiology and Biomechanics
- Sport Psychology
- Technology in Sport

Each of the different topics studied are inter-related and require the pupils to develop an awareness of the importance that they all have collectively on performance of an elite athlete and the pupil themselves in their chosen sport.

The theory work will be examined by two papers:

- **Paper One:** Factors affecting participation in physical activity and sport (35%) 2 hrs
(*Applied A&P; Skill Acquisition; Sport and Society*)
- **Paper Two:** Factors affecting optimal performance in physical activity and sport (35%) 2 hrs
(*Exercise Physiology and Biomechanics, Sport Psychology and Sport and Society and Technology in Sport*)

Coursework (internal assessment, external moderation):

- Assessed as a performer or coach in the full sided version of one activity plus written analysis of performance.
- 90 marks, 30% of A Level

Physics

A Level

Exam Board: OCR

Physics is the subject that, more than any other, explains the universe around us at its most fundamental level. Understanding physics is key to some of the biggest questions that humanity has ever asked, and is at the heart of our greatest technological achievements. There is no greater excitement than the thrill of seeking Physics' cutting edge.

Entrance requirements:

For a pupil wishing to study Physics it is essential that at least a grade 7 has been achieved at GCSE Physics (or a grade 7 in the Physics paper of Double Award Science). To access the top grades, our experience tells us that a grade 8 or above is essential. A Level Mathematics is strongly recommended as the two subjects are extremely complementary. Although it is possible to achieve highly without studying Mathematics in the Sixth Form, pupils should be aware of the extra work that will be necessary to develop their mathematical fluency in algebra and trigonometry in particular.

Career opportunities:

A good grade in A Level Physics is a gateway to an enormous range of University courses, all of which prize the high levels of numeracy and abstract logical thinking that Physics requires. It is universally seen as a highly academic subject. Almost all jobs requiring a level of technological ability will inherently rely upon a basic knowledge of Physics. For example, modern medicine makes extensive use of Physics in the prevention, diagnosis and treatment of disease. University courses in all types of Engineering (Electrical/Electronic, Civil, Mechanical and Aeronautical) require Physics and Mathematics at A Level. Physics and Engineering graduates are some of the most sought after in high earning or fast-tracked career paths in 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, with Physics-related career opportunities growing to service our increasingly technologically advanced societies.

Structure of course:

Pupils are expected to take a curious attitude towards the world around them and seek a clear, concise understanding of the underlying causes and reasons for workings of the universe, from the sub-atomic to the cosmological scales. Pupils typically enjoy the simplicity of underlying Physical laws or love to understand the way things work and make their own creations, or appreciate the fundamental nature of the subject. In spanning almost 14 billion years of history, the course aims to develop a full understanding of concepts rather than just the ability to learn facts. Successful pupils learn to think abstractly, logically and creatively to apply their understanding to a diverse range of situations. Building upon GCSE, the course goes into far greater depth, and gives far more rigorous justification, both experimental and theoretical of familiar and unfamiliar material. Furthermore, pupils are expected to be able to apply their understanding within practical experiments to affirm or deny proposed theories.

The Lower Sixth course covers work on motion, energy, waves, electricity, the nature of light and quantum Physics. The Upper Sixth course covers orbital, circular and harmonic motion, field theories, both electromagnetic and gravitational, particle and nuclear physics, medical imaging, introductory thermodynamics, and astrophysics. Practical work plays a key role throughout both years of the course.

Assessment

The A Level is awarded based on the results of a 2¼ hour Mechanics paper, another 2¼ hour paper covering Waves, Electromagnetism, Quantum, Medical and Particle Physics, and a third 1½ hour paper covering the whole syllabus. The A Level may also earn a practical endorsement which is awarded by OCR based on a sufficient standard of practical work over the two years. All pupils who successfully complete the two-year course are expected to achieve the practical endorsement.

Politics

A Level

Exam Board: Edexcel

Examination requirements:

A grade 6 in English Language or English Literature and a grade 7 in one of the humanities.

Career opportunities:

A Level Politics is a highly regarded qualification. It is particularly relevant for those wishing to study Politics or International Relations at university, two of the fastest growing degree subjects in the country. A Level Politics is also one of the best options for those considering a Law degree. As well as learning the process of government and studying political issues and debates in the UK and USA, you will develop transferable skills of analysis, evaluation and research methodology. A Level Politics will also help you to become a more empathetic and compassionate young person. These skills will be directly relevant to those seeking to pursue careers in law, business, the civil service, the public sector, the media, publishing and academic research, amongst many others.

Structure of course:

In the Lower Sixth pupils study two units, British government and British politics. The politics unit covers the ideas of democracy and participation, the party structure, the role of elections, voting behaviour and the role of the media in elections. The government side covers the UK constitution, Parliament, the executive, the judiciary and the inter-relationship of these branches. There are also sections on the key political ideas of conservatism, socialism, liberalism and feminism.

In the Upper Sixth, the course considers the comparative nature of British and American politics. In addition to learning about the workings of the American political system, including the Constitution, political representation, elections, the Supreme Court, the presidency and Congress, pupils will learn to make comparisons between the British and American systems.

Assessment is based on three exams, each two hours in length, sat at the end of the Upper Sixth. The course provides a fascinating insight into the political systems and cultures operating on both sides of the Atlantic.

Unit 1

British Politics:

- UK Elections
- The role of the media in elections
- Political participation and democracy
- Political parties
- Political ideas: conservatism, socialism, liberalism

Unit 2

British Government:

- The nature of the UK constitution and reforms
- The UK Parliament: Commons & Lords
- The UK Executive: the roles of the Prime Minister and Cabinet
- The inter-relationship of the branches and the role of rights and the judiciary
- Feminism

Unit 3

Comparative Politics (USA)

- The American political system, covering
 - The Constitution
 - Supreme Court
 - Congress
 - Presidency
 - Elections
 - Representation
 - Race Relations
- Skills of comparison and analysis between the British and American political systems

Why study Politics?

There is an ancient apocryphal Chinese curse: 'May you live in interesting times'. With the aftermath of Brexit, the ramifications of coronavirus and the chaos of the American political system, there has never been a more interesting or important time to study politics. Not only will you gain a high quality academic qualification, but you will be fully immersed and engaged in the study of the ever changing world.

Psychology

A Level

Exam Board: AQA

Entrance requirements:

Minimum of 6 in Biology, Mathematics & English Language or Literature, with 7 in either Biology or Mathematics.

Career opportunities:

Psychology is a multifaceted scientific subject. Not only does it lead to a variety of specific degree courses (e.g. Clinical Psychology), but it also provides a valuable foundation for other higher education pathways (e.g. Neuroscience, Law, Nursing and Business Management). Many of our pupils go on to study Psychology, or specialist courses such as Clinical and Forensic Psychology, at university, including at Oxbridge. To achieve chartered status as a psychologist, a highly standardised and regulated route of study and practice is required (<https://www.bps.org.uk/getting-started>), but studying Psychology at A Level can open doors to many different careers in the health sector, education and research. A Level Psychology is not a requirement for studying Psychology at degree level, but it is strongly recommended. Studying Psychology develops theory-to-practice thinking, along with the ability to diagnose real-world behavioural issues and design evidence-based interventions. Pupils studying A Level Psychology will gain a stronger understanding of how to describe, predict and evaluate human behaviour, and how to apply this knowledge in ways that enhance human life.

Structure of course:

The two-year A Level course is made up of the following topics, assessed by three written examinations:

Paper 1:

- Social Influence (e.g. Explanations for conformity and obedience)
- Memory (e.g. Theories of forgetting; Eyewitness testimony accuracy)
- Attachment (e.g. Types of infant attachment; Research into Romanian orphans)
- Clinical Psychology and Mental Health (e.g. Biological approach to explaining and treating obsessive-compulsive disorder)

Paper 2:

- Approaches in Psychology (e.g. Behaviourism; Cognitive neuroscience)
- Biopsychology (e.g. Localisation of brain function; Split-brain research)
- Research Methods (e.g. Experimental and non-experimental methods; Inferential testing)

Paper 3:

- Issues and Debates in Psychology (e.g. Nature–nurture debate)
- Schizophrenia (e.g. Dopamine hypothesis; Typical and atypical antipsychotics)
- Cognition and Development (e.g. Intellectual development; Explanations for autism)
- Forensic Psychology (e.g. Offender profiling; Cognitive distortions; Dealing with offending behaviour)

We provide a vibrant and stimulating environment in which pupils can develop an interest in the relationship between brain and behaviour, and explore the methods used to study it. The research methods and data-handling techniques used by psychologists are a core focus.

Pupils can attend the Psychology Clinic for support, as well as the Psychology Society, where topics such as personality, perception and motivation are discussed and the latest research in these areas is reviewed in seminar-style sessions.

Developing diagnostic and critical analysis skills is key, and the subject is taught in a way that fosters this insight through clinical consultation simulations, applied case studies (e.g. of amnesia) and formal debates. The department offers a biennial trip to Vienna in collaboration with the Philosophy &

Theology department. Pupils also have access to key resources such as the British Psychological Society's monthly magazine, *The Psychologist*. Some topics, such as Cognition and Development, are accompanied by live research seminars in which pupils gain hands-on experience of conducting controlled observations and experiments. This fascinating subject requires an inquisitive mind, as well as a diligent approach to study, to manage the considerable breadth and depth of content.

Spanish

A Level

Exam Board: AQA

Entrance requirements:

Candidates for A Level Spanish need at least a 7 at GCSE.

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 around 38 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 in which we now live. Employers in sectors such as Banking, Accountancy, the Armed Forces, Law, Insurance, Publishing and the Civil Service are always looking for people with language skills. Indeed, it is becoming increasingly common to find that a second language is a 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 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 Spanish is spoken;
- Offer the enjoyment, intellectual stimulation and challenge appropriate to an advanced course at this level;
- Enable pupils to pursue further learning of the language and/or to undertake the acquisition of other foreign languages;
- Complement their other studies through the pursuit of selected areas of interest in greater depth and the development of a personal and independent response to them.

You therefore need to enjoy the subject already and have a real 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 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 pupils 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.

The syllabus over the two-year course is as follows:

- a. Aspects of Hispanic Society. This involves the study of modern and traditional values, cyberspace and equal rights.
- b. Multiculturalism in Hispanic society. Here pupils will study the issues of immigration, racism and integration.
- c. Artistic culture in the Hispanic world. This is a very wide-ranging topic which includes: modern day idols, Spanish regional identity, cultural heritage or cultural landscape.
- d. Aspects of political life: today's youth, tomorrow's citizens, political systems throughout the Spanish speaking world and popular political movements.

We also study a Spanish film and a Spanish piece of literature – both of which have proved very popular with pupils in the past.

International Pupils Only

All international pupils study for and sit the IELTS exam, aiming to leave Caterham School with a certificate showing a minimum of 7.0 in each part. On arrival, all Lower Sixth international pupils sit a mock IELTS paper to assess their current English level and determine which group they will join in order to achieve the above grade as quickly and efficiently as possible. With a focus on academic English, this course also supports the main A Level subjects.

In addition, pupils have the opportunity to follow individual courses (so-called 121s), the content of which is driven by personal needs. There is no extra cost or specific timeframe involved. A pupil may self-refer if they would like help for any reason in any of the four skill areas (reading, writing, listening and speaking); they may also be referred by a teacher.

Please do not try to circumvent this by sitting an IELTS exam before arriving at Caterham School. The qualification is required for university entrance and a valid certificate is needed on the commencement date of the university course. As the certificate only has a two-year validity, the earliest useful date for sitting the exam is mid-October of the Lower Sixth.



CATERHAM SCHOOL

Harestone Valley Road
Caterham Surrey CR3 6YA

Telephone: +44 (0)1883 343028
Email: admissions@caterhamschool.co.uk
caterhamschool.co.uk