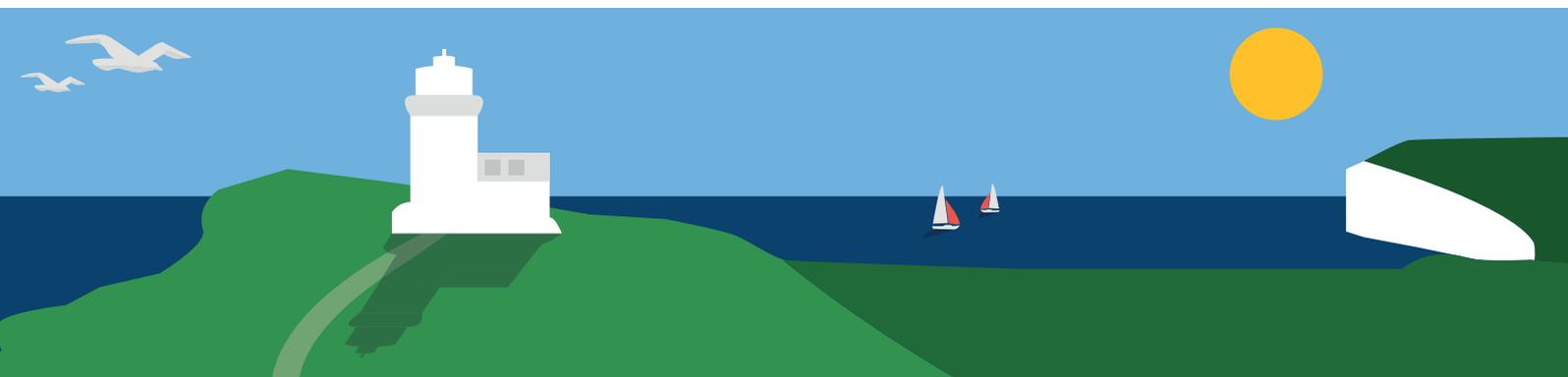




## SIXTH FORM CHOICES

2023-25







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# SIXTH FORM AT EASTBOURNE COLLEGE

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Moving to the sixth form is a very significant step in your personal approach to academic work. For the first time, you have an almost completely free choice of subjects and you will have the opportunity to study those that interest you in real depth.

This booklet has been designed to help you choose those subjects. It contains descriptions of all the subjects on offer in the sixth form and some other useful information about working as a sixth form pupil. You will not be able to make choices from this booklet alone – indeed one of the sections in it is about other people you should discuss your choices with. Nonetheless, it should provide answers to many of the questions which you are likely to be asking at this stage, and we hope that you will find it helpful as you consider your options for the sixth form at Eastbourne College.

## Why is the sixth form different?

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In timetabled lessons your teachers will increasingly be looking to you to take charge of your own studies. They will help to guide you through the key parts of the course and they will set you assignments which will develop your understanding, but they will also expect you to take over the principal responsibility for your own learning.

Our aim is to help you to prepare for independent work and study at university or in a career. Before you accept the challenge of sixth form education, we expect a commitment from you to invest time and effort in sustained and thought-provoking academic endeavour.

## What will my study programme look like?

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The majority of sixth formers will study for three full A-levels over two years. You will have eleven timetabled lessons over two weeks for each subject and you will normally work with two teachers in one subject. In addition, each subject will set between four and six hours of prep per week, together with an expectation of wider reading and individual research.

A very small minority of pupils may wish to study four full A-levels, for example someone studying further maths. Anyone considering studying four subjects must first consult carefully with their hsm, tutor and Mr J M Gilbert.

Sixth form pupils are then expected to enrich their learning with an individually focused programme of further study and scholarship activity, called the Fourth Block. For many this will mean working towards an Extended Project Qualification (EPQ). The EPQ allows you to immerse yourself in an area of personal interest, drawing together strands of enquiry, research and academic writing. Further information regarding the EPQ can be found later in this guide. For others, working towards an Arts Gold Award (or a similar nationally recognised qualification) will make up part of their timetabled programme.

The PSHE programme continues in the sixth form and aims to underpin the teaching and learning of A-level subjects, broaden horizons and general culture and explore some of the skills required by society in general, by universities and by the world of work. You will be encouraged to debate and challenge issues, think critically and keep developing independent understanding and learning. Other sixth form experiences include careers insight evenings, a futures day and a leadership and management conference.

**We expect an average of grade 6 across GCSE subjects for entry into the sixth form and also expect pupils to achieve a grade 7 in the subjects which they wish to take for A-level.**

**For those subjects which aren't offered at GCSE, we would expect a grade 7 in equivalent subjects. For example, a pupil wishing to study economics may be expected to have achieved grade 7 in GCSE mathematics.**



## Changing Option Choices

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Sometimes the subjects which pupils choose or embark upon are not quite right. This is understandable, given the new subjects on offer and the narrowing of the curriculum from GCSE. The system allows for some flexibility, so long as space remains in the subject to which the pupil wishes to change.

Any changes should be discussed with tutors, hsms and heads of department and it is expected that no changes should be made after half term in the Michaelmas Term.

## 'The Fourth Block'

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In addition to your core A-level subjects, an individually-focused programme allows you to develop skills to help you when you leave the College. The Extended Project Qualification (EPQ) or Arts Gold Award form two major strands of this programme which also gives time for scholars in all areas to focus on their scholarship programme, for those interested in medical careers to boost their applications and for Oxbridge candidates to invest time in further reading and preparation.

The majority of sixth form pupils will choose to complete an **Extended Project Qualification (EPQ)** or **Arts Gold Award**, but there are a range of other options on offer such as the European Computer Driving Licence (ECDL) and Leadership, Awards and Personal Development (LAPD). For those pupils who find their academic programme more demanding, there is the opportunity to dedicate some timetabled time to **supervised study** to manage the workload. These sessions will also encourage better academic independence and the development of time management and organisational skills.

Pupils can also use this time to add academic and other enrichment activities that are specific to their individual skills and interests. These may include (but are not limited to):

- Academic enrichment and Oxbridge tutorials
- Preparation for an application to read medicine (including BMAT preparation)

- Preparation for applications for other specialist subjects, eg engineering or law
- Preparation for other aptitude tests (eg LNAT)
- A bespoke enrichment programme for scholars in art, music, drama and design & technology
- Sports coaching / strength and conditioning training for sports scholars
- The Model United Nations Programme (MUN)
- Conversation classes for modern linguists
- The Duke of Edinburgh's award programme (DofE)
- Careers guidance and help in preparing for application to university

Further information about the Extended Project Qualification, Arts Gold Award, ECDL and LAPD are available in the subject pages of this booklet.

Fourth Block options will be confirmed in September at the start of the Lower Sixth, but if you are particularly interested in any of the options mentioned, then it is useful to flag this alongside your subject choices.

**If there are subjects or qualifications for the Fourth Block not catered for in this list then please feel free to contact Mr J M Gilbert, Deputy Head (Academic), to discuss this further.**

## Eastbourne College Medics Programme

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Candidates hoping to apply to medicine (or veterinary science, dentistry and allied health courses) will be invited to join the medics programme at the start of the Michaelmas term of Lower Sixth.

Alongside mentoring from Dr E B Miller, a former doctor, pupils will receive coaching on undertaking appropriate work experience, preparation for the UCAT and BMAT tests and hear from a range of speakers from across the spectrum of medical and associated professions.

Pupils will work together with Dr Miller to prepare for the rigorous mini multiple interviews which university applicants to medicine, veterinary science, allied health courses and dentistry undertake. Preparation session may be one-on-one, in small groups, with pupils from other schools or with support of colleagues from universities like the Brighton Sussex Medical School.

Pupils will be expected to allocate around an hour each week to undertake personal research, reading and writing to produce written work for review on a range of topics, developing their own knowledge and experience in preparation for interview and assessment. Medicine and associated courses are highly competitive, and this programme is designed to ensure our pupils are as well prepared and confident as possible.

**For further advice on medicine or associated applications, please contact Miss S J Gordon (Head of Futures) or Dr E B Miller (i/c Medics Programme).**

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## The STEM Programme

The programme consists of activities designed to extend scientific knowledge and develop the skills needed for science courses at the most competitive universities, and will also include talks and trips to further inspire and educate. In addition, pupils will be expected to spend time on their own research, extending their personal areas of interest and presenting this work to the group.

Pupils commit 1 hour per week to this programme, although additional opportunities are offered throughout the year. They may additionally opt to participate in the Oxbridge and Medics programmes. A STEM extended project, or a design EPQ, might also be of interest.

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## What do I need to achieve at GCSE?

Eastbourne College has a general expectation that all its sixth form pupils will have achieved an average GCSE score of 6 or above (the equivalent of a good B grade average under the former grading scheme). This is colloquially known as 'the hurdle' and is a prompt for evaluation of the overall progress of pupils. We review individual circumstances to ensure that pupils are carefully guided on a course that will enable them to achieve success in the next stage. Thus, if a pupil falls short of this standard, their suitability for A-level study will be assessed under three headings: effort, ability and academic progress to date; interest in and access to appropriate A-levels and a positive attitude, good disciplinary record and appropriate engagement with the co-curricular and social aspects of College life.

Some subjects do **not** require previous study at GCSE. Business, classical civilisation, economics, politics, philosophy & religious studies and photography are good examples of this. For many subjects, however, you will find that a grade 6 or above is a reasonable basis from which to start an A-level course, though some subjects may require a higher GCSE grade in order to begin. It will be sensible for you to discuss this individually with the relevant head of department.

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## Should I be thinking about university and careers?

You may already have clear ideas about what you want to do after you leave the College. If you do, then you should take those ideas into account when you make your choices. Many university courses do not require particular A-level choices, but some do. If in doubt, you should take advice. In general, language, maths and science courses require you to have studied particular subjects; some courses may require you to have achieved specific GCSE grades. Some courses may also require specific English language qualifications if English is not your mother tongue.

Alternatively, you may have no clear views about what you wish to do after A-levels; at this stage there is no reason why you should and it is perfectly understandable. As a member of the sixth form, you will receive both advice and support that will enable you to make the right choice about your university application. Your A-level choices should be based on which subjects you have the potential to secure top marks in. Regardless of whether you know what you wish to do after you leave school or not, the better your A-level grades, the better the opportunities available to you. Some universities, including Oxford and Cambridge, are becoming more prescriptive in the subject combinations they prefer applicants to hold. If you are thinking of applying for a popular course at a leading UK university, you should be careful to ensure that your subject choices will be appropriate for entry.

**Your hsm, Miss S J Gordon (Head of Futures) or Mr Gilbert can give you more advice about this. The Russell Group of universities, representing the UK's leading 24 universities publishes a website called Informed Choices which can help with decision making. It can be accessed online at <https://www.informedchoices.ac.uk/>**

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## USA Study Programme

Pupils who wish to consider study in the USA will be invited to join the US Study Programme in the Michaelmas term of Lower Sixth. Applying to study in the States can be daunting, but with changes to UK university funding, study in the US is increasingly popular.

This programme gives those exploring study in the States the opportunity to understand more about the options available to them. As well as guest speakers and an annual trip to the USA College Day fair, hosted by Fulbright in London, our programme will ensure pupils are prepared to undertake the SAT or ACT examination, complete their admissions essay, understand the application process and understand more about the differences between UK and USA education models.

Alongside this, pupils will benefit from one-to-one guidance to ensure that they are applying to the right universities for them.

**Contact Miss S J Gordon for more information.**

## Oxbridge

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Potential Oxbridge candidates should take note of the specific subject advice for each course as found on the university websites:

### **Oxford:**

[www.ox.ac.uk/admissions/undergraduate/courses-listing](http://www.ox.ac.uk/admissions/undergraduate/courses-listing)

### **Cambridge:**

[www.undergraduate.study.cam.ac.uk/courses](http://www.undergraduate.study.cam.ac.uk/courses)

Our experience suggests that candidates suitable for an application to Oxford or Cambridge typically have the following profile:

- a GCSE profile of mainly 8–9 grades
- a combination of subjects that prepares pupils for the rigorous academic nature of the university courses (ie academic, rather than practical subjects)
- A-level predictions of A\* in at least one subject (but probably two or more subjects)
- four science and maths A-levels if applying for any science or maths course (including further maths and further maths)
- three A-levels plus an EPQ for arts and humanities courses
- long-term evidence of real ability, genuine initiative, intellectual curiosity and a passion for independent reading and research in their chosen subject

## Eastbourne College Oxbridge Programme

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In the Lower Sixth, potential applicants attend a meeting at the start of the Michaelmas term to outline the programme and its expectations, while a visit to the Oxford or Cambridge Open Day allows for more focused departmental visits and

meetings. Grades and personal progress will be monitored throughout the year and pupils are encouraged to participate in a variety of activities to extend the standard curriculum, including personal research leading to an extended project (EPQ), reading and even external courses. Pupils are expected to spend at least one hour per week reading, researching and maintaining a personal preparation log, as well as participating in debating or the Model United Nations courses, and the Medics or STEM programmes as appropriate.

In the Lent term of the Lower Sixth, potential applicants will be assigned an Oxbridge mentor to oversee personal preparation, with some tutorials in addition to their personal research sessions. They are also expected to join the Casson Society (the senior academic society at the College), and are invited to attend a meeting with Old Eastbournians currently studying at Oxford or Cambridge to benefit from their advice and experiences.

In the summer term, regular mentoring continues, and outstanding results in internal examinations will be expected. A further individual visit to the Cambridge or Oxford Open Day is possible.

In the Michaelmas term of the Upper Sixth, academic programmes continue to be monitored and pupils are also offered support for the admissions tests and practice interviews.

These opportunities are designed to complement an individual's personal preparation, taking them well beyond the constraints of the A-level specifications. It has been our experience, year after year, that those pupils who actively engage in their own independent preparation for Oxbridge have the highest chance of success.

**For further advice on Oxbridge applications contact Mr A P Wood (Head of Academic Scholars).**





## WHAT CAN I CHOOSE?

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Please choose your options by reading through the following pages and then completing and returning the form on page 33.

Choices should be submitted to your hsm by Monday 20 February 2023. For new pupils joining in September 2023, please submit your choices to the admissions department by Monday 20 February 2023.

We expect to be able to timetable all subject choice combinations, but please remember that late choice changes cannot always be accommodated.

The additional enrichment programmes in the Fourth Block will be confirmed at the beginning of the Michaelmas term.

### Who can help me choose?

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The choice of what to study in the sixth form is principally yours. You will achieve most highly in subjects you are interested in and this should guide your selection, but you would be wise to choose a supportive combination of subjects.

As with any important decision, there are many people who can help with advice. It will be important to talk with your parents and your teachers, but you should probably also talk to the relevant heads of department and to your housemaster or housemistress.

Miss S J Gordon (Head of Futures) may also be a valuable source of information.

If you have any general questions about the sixth form curriculum, these can be directed to Mr P J Canning (Head of Curriculum).

Once you have made your subject choices, please let your housemaster or housemistress know as soon as possible, but no later than Monday 20 February 2023. There is a form at the back of this booklet to help you record your choices.

# SUBJECTS

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## Art

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### What is the subject about?

The A level in art and design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding.

This specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement.

### What are my opportunities for project work or coursework?

The A-level course consists of two components:

#### Component 1: Personal Investigation

60% of qualification: 120 marks

This component consists of a major, in-depth, practical, critical and theoretical investigative project/theme-based portfolio and outcome/s with integrated extended written critical and contextual analysis (1000 words minimum). Personal project

ideas are determined by the pupil with guidance from their teachers.

The time available for this component enables pupils to develop a foundation of core practical skills as well as providing opportunities to focus on experimentation, risk-taking, drawing, the ability to analyse and synthesise ideas as well as developing and refining techniques.

#### Component 2: Externally Set Assignment

40% of qualification: 80 marks

This component consists of a series of visual (including moving image) and written stimuli set by Eduqas. Pupils are required to select one of the stimuli and develop it in a personal response. Responses must take the form of critical, practical and theoretical preparatory work and/or supporting studies, which will inform the resolution of these ideas in a 15 hour sustained focus study, completed in exam conditions. Pupils must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.



### Why might I choose to study art at A-level?

Whether you have studied GCSE Art & Design or independently developed your creativity and passion for art, you will enjoy this course. Creative thinking is becoming increasingly recognised as an essential skill for the most highly employable graduates. This A-level provides a strong foundation for the study of art and design through a range of higher education courses as well as building skills for employment in the creative industries. In addition, the specification provides a coherent, satisfying and worthwhile course of study for pupils who do not progress to further study in this subject.

### How will I be examined?

The same four assessment objectives apply across both components which are internally marked and externally moderated. Each assessment objective is equally weighted.

Pupils must demonstrate their ability to:

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Ms E Z Greenwood**  
Head of Art

## Arts Gold Award

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The College has introduced Gold Arts Awards to give pupils the opportunity to take an exciting new creative qualification.

Arts Award supports young people in all areas of creative arts and offers an inspiring arts journey. Each path can take a different direction – from fashion to film-making, from dance to design, from photography to poetry.

Whichever route they choose to follow, pupils are supported to develop their own ideas and to see them through with the help of an adviser and creative mentors and organisations.

Gold Arts Award is the highest level at Level 3 on the Qualifications and Credit Framework (QCF), and develops young people's creativity, communication, planning, teamwork and leadership skills. The award is also recognised on the

UCAS Tariff (16 points). Pupils applying to university who are working towards or have achieved a Gold Arts Award will be able to include it as they would do other subjects when completing their UCAS application form.

Young people need to plan their work with an adviser and keep a record by creating their own Arts Award portfolio. Pupils can pick their own style of portfolio – this could be a diary, video, website blog – or something different altogether.

Gold has two units:

- Unit 1: personal arts development
- Unit 2: arts projects leadership

There are no entry requirements or set time limit for completing Gold Arts Award. It will take young people around 90 hours to complete, working with their adviser and independently.

Employers, universities and colleges know that Arts Award is a qualification that shows young people's level of commitment and progress in the arts and in developing new skills.

Gold Arts Award is the highest recognition of young people's abilities as a creative arts leader. At gold level, they work as an arts practitioner while broadening their horizons within the arts world. Working at this level will extend creativity, communication, planning, teamwork and leadership skills, and will support progression through any education, training or career pathway.

**Ms L A Salway**  
Head of Arts Award

## Biology

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### What is the subject about?

Biology is the study of life and living processes. It is therefore relevant to all and has a particular part to play in making young people aware of their environment, of personal health issues and of their own physiologies. It is a wide ranging subject with a strong numerate and analytical basis. There is no doubt that advances in biotechnology, medical research and the use of environmental resources will affect all our lives.

The specification is divided into topics, each covering different key concepts of biology. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers. The practical endorsement will also support the development of practical skills.

### What are my opportunities for project work or coursework?

There is no formally assessed project work or coursework. Teaching of practical skills is integrated with the theoretical topics and are assessed through the written papers. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom, enhancing the understanding of biological theory and practical skills. Pupils will produce a portfolio of practical work which



will demonstrate their aptitude in this important aspect of the biological sciences. The quality of this portfolio will determine whether a pupil passes or fails the practical endorsement.

#### **Why might I choose to study biology at A-level?**

Biology A-level could be the opening to an exciting range of biology careers or work and study in other sciences. The origins of living things and how they work is fundamental to the world we live in and, whether your interest is in the animal world, marine life, humans or plant life, the study of biology is the core of further knowledge and discovery. You will develop analytical, evaluative and observational skills that will be of great value in a wide range of university courses.

#### **How will I be examined?**

We will follow the AQA Specification (7402). The content is split into three, two-hour papers:

- **Paper 1** (35 per cent of A-level)  
This covers biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms and relevant practical skills
- **Paper 2** (35 per cent of A-level)  
This covers energy transfers in and between organisms, how organisms respond to changes in their internal and external environments, genetics, populations, evolution and ecosystems, the control of gene expression and relevant practical skills
- **Paper 3** (30 per cent of A-level)  
Any topic from paper 1 or paper 2, and relevant practical skills. This paper also contains a 25 mark essay

**Mrs R N Cooke**  
Head of Biology

## Business

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#### **What is the subject about?**

Business is practical, applied and exciting. It studies organisations and how they operate within their environment. The course involves looking in detail at how businesses carry out their various functions such as finance, human resources management, marketing and operations management. The course also looks at how outside agencies, such as the government and pressure groups, affect the behaviour of businesses. It makes you think about business critically, examining both favourable and unfavourable aspects.

The A-level business course introduces you to all you need to know about working in business, providing a solid foundation for further study. With a focus on helping you to become a good decision maker, you'll learn essential managerial skills, alongside techniques to help you become an analytical problem solver. These skills are all highly sought after and valued in a wide range of careers.

#### **Why might I choose to study business at A-level?**

The particular attraction of business is that, although it is an academic course, it is also a practical and relevant subject. It is helpful both in a career sense by developing skills and specific interests and can also provide a useful basis for degrees in business management. It combines well with any combination of A-level subjects.

By laying the foundations of business in a way which focuses on the uses and application of ideas and theories, you will be better equipped to relate the content of your studies to your eventual working life. The material covered and the relationships which are built up through the course will help you to understand how industry and commerce function within the economy.

The new A-level has an increased amount of numerical content and therefore a reasonable grade (at least a 6) at GCSE mathematics will help. If you are unsure about the mathematical element please do speak to the members of staff in the department.

#### Further study and career opportunities

If you would like to study business, finance or management at university, A-level business provides an excellent foundation. The skills you learn are also transferable across a broad range of subjects and careers. Whatever you choose to do in the future, you will find that the things you learn in this course will help. For example, you'll probably work with lots of different people, so knowledge of motivational theory will help you to work well with others and help them achieve their potential. You might have ambitious plans to start your own business. If that is the case, you will find the marketing and finance topics particularly useful.

#### How will I be examined?

Business A-level assessment consists of three two-hour written exams taken at the end of the two year course. Each exam is worth a third of the A-level.

All three papers draw on material from the whole course and feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies.

**Mr J M Bathard-Smith**  
Head of Business & Economics

## Chemistry

#### What is the subject about?

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things. From the moment you are born until you die, you are surrounded by chemistry: in the air you breathe, the food you eat and the clothes you wear. Without the advancement of chemical science, we would have no plastics, no synthetic fibres and no fuels for cars or planes. Many lives would be lost without the chemical technology that has brought us medicines or allowed us to treat contaminated water in developing countries.

The primary aim of studying chemistry is to stimulate us to think about the world around us and understand the properties of the materials within it. By studying the subject to an advanced level, you will improve your problem solving skills, apply your mathematical ability and develop precision in working with your hands. In dealing with potentially harmful substances, chemists learn to take responsibility for themselves and the welfare of others.

#### Why might I choose to study chemistry at A-level?

Careers in chemistry are everywhere: a knowledge of chemistry will give you a greater understanding of the world you live in and could lead to a career which is exciting and enjoyable with lots of variety and opportunities. Chemistry is a mathematical science and works well as a complementary choice to maths and any of the other sciences. You should consider A-level Chemistry if you are interested in a career as a chemist, doctor, veterinary scientist, pharmacist, dentist, biochemist, food scientist, chemical engineer or in accountancy, banking, law, pharmacology, chemical research, analytical work, process control, quality control, the environment etc.

#### How will I be examined?

We will follow the AQA Specification (7405). The content is split into three teaching modules, examined in three two-hour papers:

- **Module 1 – Physical and Inorganic Chemistry** (35 per cent of A-level)  
This looks at atomic structure, chemical calculations including the mole, bonding, energetics including calorimetry, Hess's Law and Born Haber cycles, kinetics, chemical equilibria including  $K_c$  and  $K_p$  calculations, acid-base equilibria, electrode potentials and electrochemical cells
- **Module 2 – Organic and Inorganic Chemistry** (35 per cent of A-level)  
This covers periodicity, Group 2, Group 7 and transition metals, nomenclature and isomerism, alkanes, alkenes, halogenoalkanes, alcohols, aldehydes, ketones, carboxylic acid derivatives, aromatic chemistry, amines, polymers, amino acids and proteins and organic analysis
- **Module 3 – Synoptic Paper** (30 per cent of A-level)  
This covers any content and any practical skills

#### What are my opportunities for project work or coursework?

There is a list of stipulated practicals that must be covered during the A-level and an endorsement issued at the end of the course; the ideas and skills of which will be examined in the written papers.

**Mr D C Miller**  
Head of Chemistry



## Classical Civilisation

### What is the subject about?

No prior study of classical civilisation is necessary to study this subject at A-level, though the course does follow on from GCSE Classical Civilisation.

Pupils develop an appreciation for what the Greeks and Romans thought and believed by studying classical literature, thought, art and history. This includes the great epics of Homer's Iliad and Virgil's Aeneid, bastions of western thought and literature. Pupils will gain an awareness of how similar to and different from us the Greeks and Romans are, as well as developing skills of analysis as they interpret what primary sources tell us about the past and their limitations.

### Why might I choose to study classical civilisation at A-level?

This course will suit anyone with an interest in people, as the ideas and narratives of people are the main focus of the different topics. Pupils do not need to have studied classical civilisation at GCSE to succeed in the course.

The course complements a huge range of other subjects, including art, English, geography, history and philosophy. Pupils may also choose classical civilisation as a humanity to balance out some more scientific options.

The course encourages critical thinking and analytical skills and as such is valuable in applying to any humanities course at university. Aside from the more obvious routes such as ancient history, archaeology and classics, pupils can go on to study subjects such as English literature, history, history of art or war studies, as well as broader disciplines such as anthropology. It is as much the transferrable skills which are valuable for further study as the factual content of the courses. Classical civilisation is well regarded by universities for these sorts of courses.

### How will I be examined?

There are three papers, all taken at the end of the U6th.

- **Paper 1** (40 per cent of A-level)  
The World of the Hero: Homer's Iliad and Virgil's Aeneid
- **Paper 2** (30 per cent of A-level)  
Culture and the Arts: Greek theatre or Greek Art
- **Paper 3** (30 per cent of A-level)  
Belief and Ideas: Greek Religion or Love and Relationships

Mr P J Canning  
Head of Classics

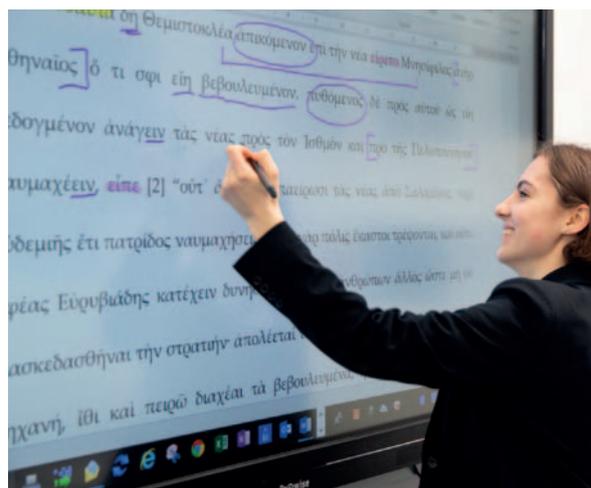
## Classical Greek

### What is the subject about?

You will immerse yourself in the language, literature and culture of the ancient world from Homer and the Trojan War to the second century AD. You will develop your language skills from GCSE so that you are more confident about reading texts in the original language by foundational authors such as Homer, Herodotus, Plato, Sophocles, Euripides, Thucydides and more. There is also an option at A-level to translate from English into Greek.

### Why might I choose to study Greek at A-level?

Greek is generally acknowledged to be a challenging yet rewarding subject and is very highly regarded by universities as an indicator of academic ability and aspiration.



You may wish to study classics at university, which may lead to a wide variety of careers in fields such as law, accountancy, finance, banking, the civil service, journalism or marketing. You may also value studying Greek alongside any combination of A-levels (with or without Latin). There are clear benefits in developing a wide range of skill, such as the skills of analysis and problem solving through translation, creativity through prose composition, or critical thinking and development of emotional intelligence through responses to literature.

### How will I be examined?

There are four exam papers which are taken at the end of the Upper Sixth.

- **Unseen Translation** (33 per cent of A-level)  
Translation into English of a passage of Greek prose and a passage of Greek verse
- **Language Paper 2** (17 per cent of A-level)  
Prose Comprehension or Prose Composition
- **Prose Literature** (25 per cent of A-level)  
Study of one or two texts (Plato *Symposium* and/or Plutarch *Life of Alcibiades*)
- **Verse Literature** (25 per cent of A-level)  
Study of one or two different genres of Greek poetry (Homer *Odyssey* and/or Sophocles *Ajax*)

The department follows the OCR course (OCR Advanced GCE in Greek H444).

Mr P J Canning  
Head of Classics

## Computer Science

### What is the subject about?

The aim of the computer science A-level is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts. Pupils who wish to study Computer Science A Level are expected to have studied Computer Science at GCSE.

Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modelling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. Learners will

develop a range of skills such as thinking creatively, analytically, logically and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

#### Why might I choose to study computer science at A-level?

Careers in computing are everywhere in modern society. Examples of careers include games developer, manager of IT and communications services, app developer, cyber intelligence officer, project manager, network manager and social media manager. Being at the forefront of technological developments means that you will have access to jobs which don't currently exist or haven't yet been thought of! Whilst in many cases computer science A level is not necessarily a requirement for the study of a computing degree, it does give a firm grounding in many of the skills required for further study.

#### How will I be examined?

We will follow the AQA Specification (7517). The content is examined at A level in three components:

- **Paper 1** (40 per cent of A-level)  
This is a 2½ hour exam done at a computer using previously released material. This exam will assess programming skills mainly but also some other mathematical topics which are heavily used in the world of computer science. Learners answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by AQA. AQA will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam
- **Paper 2** (40 per cent of A-level)  
This is a 2½ hour written exam consisting of compulsory short-answer and extended-answer questions on a wide variety of theoretical topics
- **Paper 3** (20 per cent of A-level)  
The non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Learners will be expected to follow a systematic approach to problem solving

#### What are my opportunities for project work or coursework?

20 per cent of the A level is assessed through practical work. Pupils have a free choice of topics and can be based on an area of interest of the pupil. The project will naturally involve a significant amount of programming.

Mr I R Shakespeare  
Head of Computing

## Dance

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#### What is the subject about?

A-level dance provides pupils with the opportunity to gain experience of performance and choreography and to develop critical thinking about dance.

#### Why might I choose to study dance at A-level?

This course is particularly suitable for pupils who have studied GCSE dance and wish to study dance at a higher level. It is possible to take A-level dance without having taken the GCSE but some dance training will be necessary.

The content allows pupils to study a subject which can be extended through higher education and promotes a healthy lifestyle through an awareness of the importance of exercise and training.

#### How will I be examined?

This four-unit (two-component) specification requires pupils to:

- develop understanding and knowledge as well as critical skills for the analysis of choreography and performance within their own work and in professional repertoire
- gain experience of choreography and performance through practice
- gain in-depth knowledge of specific study areas and professional works

#### What are my opportunities for project work or coursework?

The practical elements of the course amount to 50 per cent of the full qualification.

Miss K A H Reid  
Head of Dance



## Design and Technology: Product Design

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### What is the subject about?

Design is all around us; everywhere, and without it, good or bad, we would not be able to function. What we get on, in, wear, sit on, eat off, read and write with has all been designed by someone, somewhere. The list is endless.

This course seeks to explore all avenues of product design by studying it from both an historical and contemporary perspective.

### Why might I choose to study DT: product design at A-level?

Society is being carried forward at an ever increasing rate by the development of existing technologies or by the introduction of new ones. In only 10 years it has been predicted that we will be able to 3D bio-print complex internal organs, such as hearts and livers. Computing will be impacted upon by the use of nano-technology to exponentially increase processing power so that computers will have the same intellectual capacity as a human being. Design and technology can not only teach us something about technological application and development, but other skills that will be important to us in the future, such as teamwork and collaboration, complex problem solving, physical dexterity, creativity and experimentation. An A-level in DT will also support university choices in Product, Furniture, Interior, Theatre and Sustainable Design, Architecture and also Engineering.

### How will I be examined?

There are two written papers of two hours that are sat at the end of the course, worth 25 per cent each of the overall A-level grade.

- **Paper 1** will assess core technical principles and core designing and making principles
- **Paper 2** will assess specialist knowledge, technical and designing and making principles

The non-exam assessment of approximately 45 hours, is 50 per cent of the overall A-level grade.

### What are my opportunities for project work or coursework?

By its very nature this subject requires exploration, experimentation and creativity. It also requires an understanding of materials and how to use them appropriately and efficiently. This cannot happen only by studying the work of others, although this is important.

Your course will include mini-projects, where you will be exploring the aesthetics, nature and use of everyday materials such as woods, metals and polymers, including the application of 3D printing. Towards the end of the course you will also undertake a small scale design and make task of approximately 45 hours in duration that enables you to explore and respond to a given design brief. Competitions, such as the 'Extreme Redesign Annual Challenge' run by Stratasys, (where entries are exclusively for 3D printing), or the 2017 'Creating a Greener Future' competition, can also be entered.

Mr M J Clover  
Head of Design and Technology

## Drama and Theatre Studies

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### What is the subject about?

A-level drama and theatre studies emphasises practical creativity alongside research and theoretical understanding. Pupils are introduced to a wide range of theatrical styles and contexts as they explore plays practically. They can choose to develop and be assessed as performers, designers (costume and set) or directors.

The two year course covers aspects of theatre history, production and performance. Pupils will develop performance and/or production skills through the creation and realisation of drama, acquire knowledge and understanding of practical and theoretical aspects of theatre, learn to interpret plays from different periods and genres and develop critical and evaluative judgements of live theatre. As such, a number of professional drama performances are booked into our own theatres and all drama pupils are required to attend. Parents should be aware that this involves the subsidised cost of a ticket, currently £9 per performance and these take place throughout the year. A range of compulsory theatre trips will be also be organised, with prices varying according to the show and transport requirements.

### Why might I choose to study drama and theatre studies at A-level?

You might be considering pursuing law, English, marketing, politics, or classics at university – as well as suiting those who wish to pursue a career in the arts, drama A level works well in support of these academic pathways too. The ability to think analytically and respond imaginatively to a published text is a skill that is applicable to many undergraduate courses. A level drama pupils are actively encouraged to think critically and laterally from the get-go and are nurtured and supported to speak up and allow their unique voice to be heard. If you have a facility with language and expressing yourself through words, then drama A level is right for you, but also if you wish to work on improving how you articulate your thinking about texts, current affairs and works of art to others, a skill indispensable to most professions, then this is the right choice. Of course, those who wish to be writers, actors, directors, producers, and critics should strongly consider embarking on this course.



### How will I be examined?

Sixty percent of the course is coursework, thirty percent is a paper. The paper is a written examination of three hours. It is designed to enable pupils to demonstrate their creativity and imagination in interpreting set texts and applying independent thinking as they evaluate live theatre production.

Both scripted and devised performances are given by the pupils over the course of two years, one of which will be in front of an external examiner. The work and methodologies of two different prescribed practitioners are studied and evidenced in working notebooks and reflective reports.

**Mr J D Russell**  
Director of Drama

## Economics

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### What is the subject about?

We face some tremendously difficult choices as a society. There are only so many resources available and we need to work out how best to use them. What should we make or provide? How should we make it? And who should benefit from it? There is enough evidence of our ability to get these decisions wrong (think of obesity and famine, of billionaires and absolute poverty) to justify studying how we might try and make better decisions. Does the market know best or should government get more involved?

Economics aims to develop in pupils an understanding of concepts and theories through critical consideration of issues, problems and institutions that affect everyday life. In microeconomics, we study such topics as the determination of prices, the way firms compete and the reasons for individuals, organisations and societies having to make choices. In macroeconomics, inflation, unemployment, economic growth and international trade are examples of issues dealt with. The new economics A-level now also includes sections on behavioural economics and the role of financial institutions.

By the end of the course you will be able to understand current economic issues, problems and institutions that affect your life. You will develop an understanding of economic concepts and theories and the ability to apply these concepts to an appropriate range of issues. You will analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it. You will apply your understanding of economics to aspects of the recent performance of the UK and international economy. Ultimately, you will begin to think as economists, seeing the relationship between different aspects of the subject and applying the economists' 'tool kit' in a meaningful way.

### Why might I choose to study economics at A-level?

You should consider choosing economics if you have a real interest in current affairs and social and political issues. It is a disciplined, theoretical subject that makes use of both quantitative information, such as graphs and tables, and evaluative extended writing. Economics combines well with a range of science and arts subjects and strongly supports university applications for courses such as law, politics, history, management and, of course, economics.

The economics course requires reasonable proficiency in mathematics. It is recommended that pupils wanting to study economics have at least a grade 7 at GCSE mathematics (or equivalent).



### How will I be examined?

The A-level is assessed by three, two-hour written exams at the end of the course.

- **Paper 1**  
focuses on microeconomics
- **Paper 2**  
focuses on macroeconomics
- **Paper 3**  
is a synoptic paper bringing together both micro and macroeconomics

All three papers will contain a variety of question styles including multiple choice, data response and both short written responses and essays, based on data and specific context provided in the exam.

There is no coursework.

**Mr J M Bathard-Smith**  
Head of Business & Economics

## English Literature

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### What is the subject about?

Close study of literature exposes you to the breadth and depth of the human experience - the joyful, the tragic and the downright bizarre. You will focus on a selection of the best writing in English over the past thousand years from Geoffrey Chaucer to Tennessee Williams, from William Shakespeare to Cynthia Bond. In the first term, you will explore a wide variety of texts covering the three main genres (poetry, prose and drama) which might form the backbone of your coursework assignments. You will also take a close look at some dystopian fiction, or perhaps some American literature. You will soon move to study of Shakespeare, Chaucer, and some more modern drama.

During the two year course you will cover eight texts in depth. You will explore the ways texts were received in their own time, as well as considering the ways new readers approach them: English literature offers you the opportunity to engage with ghosts of the past and breathe new life into them. Importantly, as well as affording you the opportunity to engage with some of the best literature in the world, the study of English literature will also hone your skills as a critical reader

and you will inevitably become a more accomplished writer. The new syllabus provides the opportunity for personalised coursework assignments. You will write two pieces, one of which takes the form of a creative or critical response to one text, whilst the other is a comparative study of two other texts. All texts studied for the coursework unit are published post-1900 and one is post-2000, ensuring that a clear emphasis on modern literature is maintained. An individualised approach is encouraged here, allowing you to pursue your own interests.

#### **Why might I choose to study English literature at A-level?**

A-level English literature allows you the opportunity to explore humanity in the round. The course is time-rich, meaning that teachers and pupils can enjoy unpressurised exploration of an enormous range of works. These will include key canonical names but will range much more widely and well into the modern market where an awareness of new releases and prize winning literature is. You will be given the opportunity to go on theatre trips, join reading groups or book clubs, as well as listen to outside speakers and lecturers through pertinent workshops and enrichment events. We take trips to the Cheltenham Literature Festival in October and the more local Charleston Festival in May. In addition, there is the opportunity to enter the (non-examined) Vernon Dobtcheff Project, where prizes are awarded for the best original, independent, creative works. Further creative tasks are set as a matter of course alongside more formal means of assessment, something that universities are increasingly introducing to their courses.

#### **Where will this course take pupils?**

Many pupils go on to study English at university, a degree course which speaks for itself in terms of academic rigour and reputation. From here pupils go on into all sorts of fields of employment, from law to publishing, from teaching to journalism, as well as banking, marketing, and any field which requires communication skills and powerful analytical minds. You will certainly become a more confident, discriminating, reflective reader, and a much more impressive writer. Your communication skills will be finely tuned through careful

analysis of how the experts have conveyed their insights. Whether you pursue it beyond A-level or not, you will have a qualification which will powerfully underpin a degree course or career in any discipline. In addition to all of this, it will be a life-enhancing and enjoyable experience.

#### **How will I be examined?**

- **Component 01** (40 per cent of A-level)  
Drama and Poetry
- **Component 02** (40 per cent of A-level)  
Comparative and Contextual Study
- **Component 03** (20 per cent of A-level)  
Literature Post-1900 – coursework folder of two assignments

**Mrs J E Bathard-Smith**  
Head of English

### European Computer Driving Licence (ECDL)

The European Computer Driving Licence (ECDL) is an internationally recognised computer skills course provided by the British Computing Society. The course focuses on improving the skills and efficiency of pupils whilst working on the computer. All pupils taking the ECDL course will start with ECDL Extra, a Level 2 user qualification. They will work on units covering Word Processing, Spreadsheets, Presentation software and Improving Productivity. The course is self-led with all of the learning material online and accessible from any computer with an Internet connection. Each unit is assessed via an online exam, with exam sessions being available throughout the year. If pupils complete the ECDL Extra course in the first half of Year 12 they have the option to move onto the ECDL advanced course which covers each of the units in more depth. If completed, the ECDL advanced course is worth 24 UCAS points.

**For more information contact Mr I R Shakespeare, Head of Computing.**



## Extended Project Qualification (EPQ)

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### What is the Extended Project Qualification?

The Extended Project Qualification (EPQ) is a standalone qualification worth half an A-level in which pupils pursue an independent research project in addition to their other subjects. This might complement or extend the other subject choices.

Pupils writing an EPQ gain a qualification which is highly regarded by universities and this process helps pupils to prepare for independent study at university. Although the EPQ is not essential for a successful UCAS application, many universities have indicated that they will view the EPQ favourably. The course is designed to widen pupils' perspectives before embarking on a project in which research skills and analytical abilities are honed.

There are two main routes for pursuing an EPQ:

- dissertation route
- design and technology route

### Dissertation route

Pupils write a 6000 word, highly-structured dissertation exploring a research topic of their choice. They also give a 10 minute presentation about their project. The project is completed by Christmas of the Upper Sixth, which allows pupils to focus on their core examined subjects in the final stages of the course.

In the Lower Sixth, pupils spend time developing a question for the project alongside skills which will help them with writing the project, such as how to research and reference. After this, they will begin writing their project under the guidance of their mentor.

### Other routes

In certain instances, there is the opportunity to follow one of three other EPQ routes. Suitability for these will be reviewed on an individual basis, but these offer an element of variety and may be suited to pupils who wish to specialise in a particular area:

- **An investigation**  
This route is suited to pupils interested in physical and social sciences. It takes the form of a field study or investigation.
- **A performance**  
This is designed with an arts or sports focus, and takes the form of a performance (musical, dramatic or sporting) before a designated audience. It can be a response to a brief or a performance commission.
- **An artefact**  
This route has an art and design focus and follows the process of research, design and the application of creative skills in developing and realising a piece of work in response to a client brief.

The Pearson/Edexcel specification is followed.

Dr L S Flanagan  
Head of Extended Project



## Geography

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### What is the subject about?

It's an A-level about the world in which we live. Geography is 'out there', all around us, from the smallest soil particle and fragment of an ecosystem, to the globalised economy and our shared resources, atmosphere and beyond. The subject helps us to understand the most beautiful of landscapes as well as the context of the toughest of political decisions. It's a subject that is both historic and current, one that relishes the richness of humanity and the power of nature. It is packed with interesting facts and its study unlocks a whole host of skills, helping the learner to enquire and to evaluate. It results in a fuller, more informed understanding of the relationship between us and our planet. It ultimately improves our ability to debate and to make wise choices.

### Why might I choose to study geography at A-level?

Geography encourages a greater awareness of the world around us and recognition of people's role within it. The A-level course provides a good basis from which to pursue a range of subjects at university. The learner will also have the opportunity to practise and develop key communication, analysis and ICT skills. It is one of those subjects that employers look favourably on due to its breadth and the variety of skills learnt. In today's increasingly interconnected world, it is both relevant and a useful preparation for a variety of jobs in business and beyond.

The syllabus addresses four core components, as follows:

- **Physical Systems** – the study of Earth's life support systems (especially carbon and water), and a focus on one chosen landscape (from glaciated, coastal or dryland)
- **Human Interactions** – built around two main topics: 'Changing Spaces; Making Places' and 'Global Connections'. Key topics here include a study of the factors that give places their identity, and how these can change as time passes; international trade; global migration patterns; human rights; and geopolitical debates that surround power and the drawing of international boundaries
- **Geographical Debates** – takes some of the most dynamic issues the planet faces and helps the learner to reflect

analytically upon them. Topics on offer here are: climate change; disease dilemmas, exploring oceans, future of food and hazardous Earth. The learner will focus on two of these topics, drawing on current material to enrich fascinating debate

- **Investigative Geography** – a non-examined, project-based element of the A-level, which provides an opportunity for the learner to focus on a favoured aspect of the course, developing an enlivened and deepened appreciation of it

Geographical and fieldwork skills will be developed throughout the teaching and learning of all of the four course components. The learner will undertake at least four days of fieldwork during the two year course and opportunities will be offered at a variety of geographical scales; locally, nationally and possibly internationally. International trips are priced individually and are not compulsory. There is likely to be (circumstances permitting) a compulsory residential trip to a field studies centre in the UK (typically priced at approximately £450).

#### How will I be examined?

There will be three exams at the end of your two-year course, as well as an individual project worth 20 per cent.

- **Physical Systems** (22 per cent of A-level) 1hr 30min
- **Human Interactions** (22 per cent of A-level) 1hr 30min
- **Geographical Debates** (36 per cent of A-level) 2hr 30min
- **Investigative Geography** (20 per cent of A-level)  
Project based

#### What are my opportunities for project work or coursework?

The Investigative Geography unit is a great opportunity for project work. It contributes to the overall A-level grade (a contribution of 20 per cent) and focuses on a topic of the learner's choosing. Pupils would aim to write about 3000–4000 words. A good number of timetabled sessions will be dedicated to supporting project-based work and there would be an expectation for proactive development of individual initiatives beyond normal classroom time.

Mr R K Hart  
Head of Geography

## History

#### What is the subject about?

History is about people. It is about understanding how the men and women of the past have coped with the problems and challenges of life. It is also about societies – how they change, adapt, survive and develop. At the College, for A-level, we offer pupils the chance to study an intriguing and stimulating combination of British and American history, investigating how, why, and with what consequences these countries tore themselves apart during the turmoil and upheaval of their respective civil wars. History is an academically rigorous A-level and throughout all aspects of the course, pupils will hone their skills of selection, analysis, enquiry and evaluation.

Our principal aim is to enthuse pupils with a passion for history which prompts them to engage with the past, present and future. Our wider aims include creating independent and critically minded individuals who are prepared for the demands of higher education and a range of careers including

(but not limited to): finance, law, journalism and the Civil Service.

#### How will I be examined?

There are two written exams which are two hours 30 minutes in length. Both papers require pupils to evaluate sources and write interpretative essays.

#### Paper 1 (40 per cent of A-level)

This is the breadth study which requires the study of an extended period and enables pupils to develop secure understanding of change over time. Our topic is Stuart Britain and the Crisis of Monarchy, 1603–1702.

#### Paper 2 (40 per cent of A-level)

This is the depth study which is focused on a significant period of historical change or development. Pupils will gain deep understanding of change and continuity through the study of interrelationships of a variety of perspectives as indicated by the content. Our study is America: A Nation divided c.1845–1877.

This option provides for the study of a period of major change in American history, which saw the disintegration of the country into civil war, demanding a subsequent reconstruction. It explores concepts such as political authority, abolitionism and social justice. It also encourages pupils to consider what creates social tension and harmony, the idea of nationhood and the issues surrounding political compromise.

#### Component 3 NEA (20 per cent of A-level)

The course will involve, additionally, an independently researched and written historical investigation. For this, pupils will build fluidly onwards from their Paper 2 module and will wrestle in real depth with the struggle faced by African Americans in achieving true de jure civil rights and voting rights in the years 1880–1965. This very modern aspect of the course allows pupils to consider the social, moral and political issues in the fight for justice that have shaped – and continue to shape – the world in which we live today.

Mr J C Miller  
Head of History



## IELTS

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We would expect any non-native speakers to take the IELTS qualification. If you have any questions about this then please contact admissions or **Mrs G L Williams, Head of EAL**.

### What is it?

IELTS is the International English Language Testing System. It is widely recognized as a reliable means of assessing the pupil's level of English to see how suitable their English is to engage in further study.

### Why do I need it?

The IELTS exam is taken by pupils whose first language isn't English. It is a qualification they will use in their application for university in the UK. It is expected that the IELTS exam will be taken by all non-native speakers.

### What will the course programme be?

The course is one lesson per week and it covers all four skills (reading, writing, listening and speaking) all of which are tested in the exam. The lessons throughout the course use a range of course books and teaching materials.

### How will it be examined?

The exam takes place on one day at the end of year 12. Listening 30 mins, reading 1 hour, writing 1 hour, speaking 14 mins

### How will I benefit from this course?

The course will give the pupils a sound basis in English from which they can move to their next area of work or study.

The course will extend their study and knowledge of the language to a level it wouldn't otherwise be pushed to reach.

## Latin

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### What is the subject about?

Pupils will develop an appreciation for the Roman world between 100BC and AD100 via a study of Classical texts. After developing their language skills to deal with a variety of authors, pupils will study a speech of Cicero and Virgil's Aeneid, while charting the fall of the Republic. Alongside this, love elegy will be studied, giving an intriguing insight into social life in Rome through the eyes of Ovid. Finally, the pupils will study Tacitus and his insight into the development of Empire, whilst making comparisons between ancient and modern history. Throughout the course, the pupils will hone their skills of literary and stylistic analysis. Further, they will have the opportunity to develop great attention to detail in linguistic skills.

### Why might I choose to study this course?

This course will suit anyone who enjoyed the academic challenge of GCSE Latin, and the enormous cultural differences between the ancient and modern world. Those with a passion for Literature or History will be faced with texts which are often the bedrock of modern genres. Any pupil who enjoys problem solving will enjoy the challenge of translating original verse or prose text. They will also have the opportunity to expand their own vocabulary and understanding of languages, helping them to be articulate in the expression of their own ideas. As well as combining naturally with Greek or classical civilisation, Latin goes well with other arts subjects such as English, history and modern

languages, by broadening an understanding of how language works, by developing an understanding of the past and by making interesting and enlightening connections with the literature encountered in other subjects.

### Where will this course take pupils?

This course is not designed purely for those who wish to study Classics at university, though many do opt for this path due to the multi-faceted nature of a Classics degree and its preparation for a wide range of careers. Pupils develop a wide range of skills, both during translation and literary analysis, which are applicable to any number of career paths. Whether it be the attention to detail required in translation, the analytical thought process essential in deciphering a classical author, or the cultural appreciation needed for essay writing, Latin complements any combination of A-level subjects, including the Sciences. Careers which can be pursued after a Classics degree include: Law, Accountancy, Finance, Banking, the Civil Service, Journalism and Marketing.

### How will I be examined?

There are four exam papers taken at the end of the Upper Sixth.

- **Unseen Translation** (33 per cent of A-level)  
Translation of passages of Latin prose and Latin verse into English
- **Comprehension/Composition** (17 per cent of A-level)  
Either a prose composition or a prose comprehension passage
- **Prose Literature** (25 per cent of A-level)  
Study of one or two Latin prose authors (eg Cicero and/or Tacitus)
- **Verse Literature** (25 per cent of A-level)  
Study of one or two different genres of Latin poetry (eg Roman Epic and/or Roman Love Poetry)

**Mr P J Canning**  
Head of Classics

## Leadership, Awards and Personal Development (LAPD)

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### What is the LAPD Programme?

Leadership, Awards and Personal Development (LAPD) is a four-term, bespoke and unique programme to Eastbourne College, which develops leadership and confidence, while collating a portfolio of qualifications which are valid from two years to a lifetime.

The skills developed throughout the programme will be transferable to many areas of life. Examples include confidence, resilience, decision making, leadership, group management, risk assessment, and hazard and situation management. The qualifications earned will be suitable for enhancing future prospects and employment opportunities in both the short and long term.

### What will we do?

The programme includes compulsory and optional elements, both online and in person.

Compulsory qualifications:

- Lowland Expedition Leader (LEL) (16 UCAS points)
- Outdoor first aid certificate

- Safeguarding Level 2 (online)
- Food hygiene level 2 (online)
- Mountain Bike Trail Assistant Leader Level 1 (auto upgrade to full instructor at 18yrs old)

Total cost c£400 depending on numbers.

Optional additional qualifications / experiences:

- Competent crew / RYA Level 1+2 (yacht sailing £660)
- Cookery certificate (online course) £195–£225
- Participate in National Citizenship Service (NCS) course over summer holidays £50

#### Who should do this course?

LAPD aims to bring out hidden strengths and confidence that a participant may not see in themselves, by being pushed beyond one's comfort zone. Similarly, those who already have a strong interest in outdoor activities may wish to begin building their portfolio. No extreme outdoor experience is required, particularly for biking, but some walking / camping interest and cycling proficiency is necessary. The courses are designed for a moderate enthusiast to learn to lead and supervise others.

#### How will I be assessed?

Online courses are certified on completion. Many of the face-to-face courses are completed by meeting compulsory attendance hours with ongoing demonstration of competence. Leading qualifications are assessed in a formal assessment window on an expedition / day bike ride. Participants could be deferred for further consolidation time before re-assessment.

Please find out more on our website or ask for the LAPD booklet.

Mr P J Fellows  
i/c LAPD programme

## Mathematics and Further Mathematics

#### What is the subject about?

The mathematics you have already studied at GCSE or International GCSE is taken to a much deeper level. It is an extremely challenging course but hugely exciting and rewarding for those who have a natural aptitude for the discipline and creativity that the subject demands.

#### Why might I choose to study mathematics?

You may choose mathematics because you know it is likely to help you with what you want to do later. For example, many science, engineering and economics degree courses require A-level mathematics. You may choose it because you are aware that it is an excellent training of the mind for anybody and is therefore highly regarded by all universities and employers. You may choose it quite simply because you enjoy it for its own sake.

However, you must be very good at mathematics if you are to cope and enjoy the challenge. Experience shows that pupils who do not get an 8 or above at GCSE or International GCSE find it extremely difficult to succeed at A-level mathematics. Anyone who is not very confident of securing a grade 8 or higher at GCSE or International GCSE should seek advice before committing to this course.

#### Why might I choose to study further mathematics?

If you love mathematics and you are very strong at it, you may choose to do the further mathematics course in addition to mathematics, this course builds on the mathematics course, by studying the pure, mechanics and statistics elements of mathematics in more detail and to a higher level. Normally you will have achieved a grade 9 at GCSE or International GCSE and you may also have done an additional mathematics qualification. The courses are taught simultaneously, but you



will cover most of the mathematics A-level content in the Lower Sixth and further mathematics A-level content in the Upper Sixth. Both qualifications are examined at the end of the Upper Sixth. As well as being an excellent intellectual challenge, this course is invaluable for anyone applying to the top universities to study mathematics, engineering, physical science courses or economics. Success in further mathematics A-level marks you out as a person of rare intellectual talent.

#### How will I be examined?

We study the OCR B (MEI) A-level mathematics and A-level further mathematics courses.

The mathematics course is examined with three 2-hour papers in the Summer term of the Upper Sixth year. The first paper will examine pure mathematics and mechanics; the second, pure mathematics and statistics; and the third, pure mathematics including a comprehension section.

The further mathematics course is also examined with three papers in the Summer term of the Upper Sixth year. The first paper is a 2-hour 40-minute pure paper, worth 50% of the total A-level; the second paper is a 2-hour 15-minute mechanics paper worth 33<sup>1</sup>/<sub>3</sub>% of the total A-level, and the third paper is a 1-hour 15-minute statistics paper worth 16<sup>2</sup>/<sub>3</sub>% of the total A-level.

The full specification can be found here:

<https://ocr.org.uk/qualifications/as-and-a-level/mathematics-b-mei-h630-h640-from-2017/>  
<https://ocr.org.uk/qualifications/as-and-a-level/further-mathematics-b-mei-h635-h645-from-2017/>

**Mr R J Breslin**  
Head of Mathematics

## Modern Foreign Languages

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### French

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#### What is the subject about?

The A-level course is an enjoyable, lively and varied experience. You will continue with the familiar skills learnt at GCSE, that is to say speaking, reading, listening and writing, but the topics covered are aimed to stimulate and educate, and to add to your understanding of the language and country: evolving society; political, intellectual and artistic culture; social issues and trends; immigration and multiculturalism; the occupation and resistance. You will be given an introduction to various aspects of French culture, including books, short stories, films and aspects of civilisation and history. A solid grounding in grammar will ensure that you feel comfortable and confident through to A-level and university language courses. You will have a half hour session per week with the assistante discussing a broad range of current issues to develop your confidence and fluency.

The many multi-media resources available offer exciting support material and you will spend regular lessons in the digital language laboratory. There will be ample opportunity to participate in visits and cultural events. You will be expected to take part in the College's French exchange to Nîmes in order to develop oral confidence and to experience



French-speaking family and school life. You will be offered guidance and advice on all of these activities.

#### Why might I choose to study French at A-level?

No one can doubt the importance of languages in our increasingly international world. Whatever field of work you are considering, the ability to offer a modern foreign language could set you apart from other candidates. With France as our closest European nation, the world's favourite holiday destination and a leading cultural and political force, and with French as a major international language, spoken in over 50 countries, this subject would seem to complement perfectly any other A-level course. It should appeal not only to specialists, but to those (for example scientists, mathematicians, artists and musicians) seeking a contrasting course to broaden their range of subjects and to impress university admissions officers. You will develop a wide range of skills, such as problem solving strategies, writing coherently, critical thinking, creativity and independence, while adding an international dimension to your choice of subjects. It is also the very best way of convincing employers that you have the excellent communication skills required in so many careers and will provide you with greater opportunities for work and study abroad, as well as increased opportunities to work with companies in the UK with international links.

#### How will I be examined?

You will take three exams at the end of your Upper Sixth year. These will comprise: Listening, Reading and Translation from French into English; Written Response to Works, Grammar and Translation from English to French; Speaking Test (discussion of one of the topics studied over the 2 year course, plus a presentation on your independent research topic of your own choice).

What are my opportunities for project work or coursework?  
There is no coursework, but you will undertake an independent research project on an area of personal interest which you will discuss during your speaking test.

**Mrs A M Millar**  
Head of Modern Languages



## German

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### **What is the subject about?**

The A-level course offers an enjoyable, lively and varied programme. You will continue with the familiar skills learnt at GCSE, that is to say speaking, reading, listening and writing, but the topics covered are aimed to stimulate and educate, and to add to your understanding of the language and country: Evolving Society in Germany; Political and Artistic Culture in German-speaking countries; Immigration and Multiculturalism in Germany; the German Reunification. You will be given an introduction to various aspects of German culture, including books, short stories, films and aspects of civilization and history. A solid grounding in grammar will ensure that you feel comfortable and confident through to A-level and university language courses. You will have one individual session per week with a native-speaker discussing a broad range of current issues to develop your confidence and fluency. The many multi-media resources available offer exciting support material and you will spend regular lessons in the digital language laboratory. It is a course requirement that you participate in the biennial German language trip (an exchange with a Swiss school or a study trip to Munich – around £350) in order to develop oral confidence and to experience German-speaking culture and life at first hand.

### **Why might I choose to study German at A-level?**

No one can doubt the importance of languages in our increasingly international world. Whatever field of work you are considering, the ability to offer a modern foreign language could set you apart from other candidates. Germany is the largest nation in Europe and remains the dominant force in European economics. She is Britain's largest European trading partner with an ever-increasing political influence. German is widely-used throughout Western and Eastern Europe, and is considered a real asset for all careers in business and science, not to mention its position in the literary, musical and philosophical worlds. It links extremely

well with those studying History, English and another foreign language, reinforcing knowledge of those subjects, as well as complementing the creative arts and sciences. You will develop a wide range of skills, such as problem solving strategies, writing coherently, critical thinking, creativity and independence, whilst adding an international dimension to your choice of subjects. It is also the very best way of convincing employers that you have the excellent communication skills required in so many careers and will provide you with greater opportunities for work and study abroad, as well as increased opportunities to work with companies in the UK with international links.

### **How will I be examined?**

You will take three exams at the end of your Upper Sixth year. These will comprise: Listening, Reading and Translation from German into English; Written Response to Works, Grammar and Translation from English to German; Speaking Test (discussion of one of the topics studied over the two year course, plus a presentation on your independent research topic of your own choice).

### **What are my opportunities for project work or coursework?**

There is no coursework, but you will undertake an independent research project on an area of personal interest which you will discuss during your speaking test.

Mrs A M Millar  
Head of Modern Languages

## Spanish

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### **What is the subject about?**

The A-level course offers an enjoyable, lively and varied programme. You will continue with the familiar skills learnt at GCSE, that is to say speaking, reading, listening and writing, but the topics covered are aimed to stimulate and educate and will

add to your understanding of the language and the countries in which it is spoken: Evolving Society in Spain; Political and Artistic Culture in Spanish-speaking countries; Immigration and Multiculturalism in Spain; Franco's Dictatorship and the Transition to Democracy.

In addition to this you will be given an introduction to various aspects of Spanish culture, for example films, books, short stories, aspects of civilisation and history. A solid grounding in grammar will ensure that you feel comfortable and confident through to A-level and university language courses.

You will have one individual session a week with a native-speaker to develop your oral confidence. Everyone will have ample opportunity to participate in visits, social events and trips. The many multi-media resources available offer exciting support material and you will spend regular lessons in the digital language laboratory. It is required that you spend at least one week in Spain on an approved activity, either on a department study/work experience trip or one arranged privately. You will be offered guidance and advice on all these activities.

#### **Why might I choose to study Spanish at A-level?**

No one can doubt the importance of languages in our increasingly international world. Whatever field of work you are considering, the ability to offer a modern foreign language could set you apart from other candidates. Spain will continue to attract visitors from around the world due to its unique physical and cultural inheritance. With the number of Spanish-speakers superseding English speakers and with many organisations interested in developing the huge markets in South America, Spanish is proving ever more popular and increasingly in demand and would complement any other subject at A-level. You will develop a wide range of skills, such as problem solving strategies, writing coherently, critical thinking, creativity and independence, whilst adding an international dimension to your choice of subjects. It is also the very best way of convincing employers that you have the excellent communication skills required in so many careers and will provide you with greater opportunities for work and study abroad, as well as increased opportunities to work with companies in the UK with international links.

The programme of study will be interactive and positive and would interest anyone who enjoyed Spanish at GCSE.

#### **How will I be examined?**

You will take three exams at the end of your Upper Sixth year. These will comprise:

- Listening, Reading and Translation from Spanish into English
- Written Response to Works, Grammar and Translation from English to Spanish
- Speaking Test (discussion of one of the topics studied over the two-year course, plus a presentation on your independent research topic of your own choice)

#### **What are my opportunities for project work or coursework?**

There is no coursework, but you will undertake an independent research project on an area of personal interest which you will discuss during your speaking test.

Mrs A M Millar  
Head of Modern Languages

## Music

#### **What is the subject about?**

OCR A-level music provides a creative and integrated approach to the three main elements of music: performing, composing and appraising. Pupils explore a wide variety of genres, styles and eras to help them develop their knowledge and skills of performance and composition. The course offers pupils the chance to play to their strengths with the 60 per cent total coursework element either being split 35 per cent to 25 per cent in favour of performing or composition. OCR's bespoke approach to musical learning does not end with coursework. For the appraising component pupils are required to study two compulsory areas of study, *Instrumental Music of Haydn, Mozart and Beethoven* and *Popular Song: Blues, Jazz, Swing and Big Band*, alongside two others selected from a varied list. These choices allow the course to be further tailored to pupil interests and staff specialisms.

#### **Why might I choose to study music at A-level?**

You can consider studying music if you are a good classical, jazz or pop musician who enjoys performing and is interested in exploring the background and history of a wide range of music. The course will enable you to develop as a musician, improve your communication skills and give you a qualification which will be useful for a degree course in any discipline. Music is well regarded by universities as a sixth form subject as it shows that you are likely to be a dedicated, motivated and organised individual. To study the course you will need to be able to play an instrument (or sing) at a minimum of Grade 5 (although you do not need to have actually taken a practical exam). You will normally have studied GCSE Music, although it may be possible for those who have not to follow the course depending on their aptitude and ability.

#### **How will I be examined?**

Besides the aforementioned 60 per cent coursework, pupils will sit an appraising/listening examination worth 40 per cent





of the final grade. This will be based on one set work, the nuances of which will be learnt in class, and several unfamiliar extracts from the areas of study that have been chosen. The exam culminates in pupils writing two essays from six available titles based on the areas of study selected.

#### **What are my opportunities for project work or coursework?**

Depending on how pupils wish to divide the 60 per cent coursework element there are differing criteria. Having chosen 35 percent performing, pupils will perform a recital lasting a minimum of ten minutes which contains three contrasting pieces. In addition, pupils who major in performing will need to produce two compositions, one to a set brief and another which is free choice lasting a combined minimum time of 4 minutes. The combined compositions are worth 25 per cent of the total grade.

Pupils majoring in composition are required to produce a portfolio of compositions made up of one set brief composition, one free choice and a set of three short technical exercises. This portfolio should have a combined duration of eight minutes and is worth 35 per cent of the total marks. In addition, pupils are required to perform two contrasting pieces lasting a minimum of six minutes to satisfy the performing coursework component.

**Mr T G Laverack**  
Head of Academic Music

## Music Technology

#### **What is the subject about?**

Music technology is the study of the production of contemporary music. Pupils will learn how to record, sequence and produce music through the completion of coursework tasks and in preparation for examined units.

Coursework tasks include producing a fully realised professional recording, using the College's professional

recording studio in addition to a computer-based composition piece in which pupils will demonstrate their composition, sequencing and production skills in response to a set brief.

These tasks include learning about microphone and studio technique, synthesis, sampling and audio manipulation, sequencing, effects and audio processing.

Pupils will also learn about the history and development of recording and production technology, the principles of sound and recording technology and their application for corrective and creative purposes.

#### **Why might I choose to study music technology at A-level?**

Music technology is a perfect subject for musicians who wish to extend their practical skills in recording and producing professional standard contemporary music with industry standard equipment. The course does not have any music theory-based assessment, so is suitable for naturally talented, creative musicians who may find themselves without the theoretical knowledge or interest in classical music that is necessary for A-level music.

#### **How will I be examined?**

The coursework (outlined above) totals 40 per cent of the marks. The remaining 60 per cent is made up of two exam papers taken at the end of the course:

- **Listening and Analysing** (25 per cent of A-level)  
Pupils will be tested on their knowledge and understanding of recording and production techniques in short listening questions and extend writing on unfamiliar music
- **Producing and Analysing** (35 per cent of A-level)  
A practical, computer-based exam testing pupils' skills in editing, mixing and production techniques in a series of supplied practical tasks and one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit

### **What are my opportunities for project work or coursework?**

As outlined above there is a considerable coursework element to this course. The key to success will lie in your ability to organise yourself and your performers to make sure that coursework is completed on time. Some work will be completed in class time, but you will also need to put in a significant amount of time off timetable. There is a focus on teamwork and collaboration in order to get the best out of the equipment available and exploring the creative possibilities of a recording studio and a digital audio workstation.

Mr T G Laverack  
Head of Academic Music

## Philosophy and Religious Studies

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**The department offers two A-levels – philosophy and religious studies. Pupils can take either or both.**

### Philosophy

#### **What is the subject about?**

Socrates famously declared: 'The unexamined life is not worth living' and philosophy & theology is an opportunity to explore the oldest and most important questions human beings have ever asked: 'What is true?' and 'What is right or good?' These are timeless questions that have troubled some of the greatest thinkers in human history. Philosophy is a journey through the best that has been thought and written in the West from the Greek philosophy of Plato and Aristotle all the way through to Russell and Ryle and 20-21st century analytic philosophy. Pupils will learn from these great minds the important difference between opinion, simple argument and genuine critical thought. With the great philosopher Kant, for example, we discuss the limits to human reason.

Pupils follow the AQA philosophy specification. The philosophy course is intended to allow pupils to think rigorously about fundamental questions of truth and human understanding. It is also intended to introduce pupils to the academic study of philosophy. There are four main areas of study – epistemology (theory of knowledge); moral philosophy; metaphysics of God and the metaphysics of mind. Through an exploration of these issues, together with a detailed study of some of the texts which have influenced the western intellectual heritage, pupils will be prepared for the study of philosophy at university, or any other subject which requires rigorous thinking and the analysis of complex ideas.

Specific topics for study include Plato and Aristotle, rationalism and empiricism, moral absolutism and relativism, the inspiration of scripture, conscience, free will and determinism. In addition, pupils will study utilitarianism, virtue ethics, Kant, situation ethics, natural law, as well as the ethical issues surrounding the environment, war, business, euthanasia and abortion.

In common with all reformed A-levels the exams are taken at the end of the two year course. Such a linear approach is ideally suited to a subject of this kind, since it gives candidates the opportunity to develop a full and mature understanding of the topics.

#### **Why might I choose to study philosophy?**

Philosophy develops the ability to think and argue about some of the most fundamental questions of life. The subject helps to hone essay skills and critical evaluation, which is of benefit to

most other disciplines. It will be of interest to universities and future employers and valuable for a wide spectrum of careers as it teaches individuals to think analytically and develops awareness of other points of view.

#### **How will I be examined?**

We will be studying AQA Philosophy (7172). There will be one paper on each module (two in total), each paper lasting three hours. In common with other A-levels, all papers will be taken at the end of the Upper Sixth year

### **What are my opportunities for project work and coursework?**

There is no coursework in this subject.

### Religious Studies

#### **What is the subject about?**

Religious studies A-level looks at theological and moral issues such as:

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

#### **Ethics and religion**

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

#### **Section A: Study of religion**

For each faith option (2A–2E) the following topics are covered:

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism.

#### **Section B: The dialogue between philosophy of religion and religion.**

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

#### **Section C: The dialogue between ethical studies and religion.**

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

#### **How will I be examined?**

Two three-hour examinations. There is no coursework

Mr A P Wood  
Head of Philosophy and Theology



## Photography

### What is the subject about?

Photography A-level will introduce you to a variety of experiences exploring a range of lens-based media, techniques and processes. You may use traditional methods and/or digital techniques in your work.

Pupils will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. This will be an integral part of their investigating and making processes. Pupils' responses to these examples must be shown through practical and critical activities that demonstrate an understanding of different styles, genres and traditions. Over the course of study, you will use sketchbooks/workbooks/journals to underpin your work where appropriate. You will also be encouraged to develop your drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams as you develop compositions.

You will be required to work in one or more area(s) of photography, such as those listed below.

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still-life photography, working from objects or from the natural world
- documentary photography, photo journalism
- studio based photography

- experimental imagery
- multimedia
- photographic installation
- moving image (video, film, animation)

### Why might I choose to study photography at A-level?

Photography is a creative and practical course which combines technical aspects of photographic image making while developing an appreciation of the aesthetic qualities of images. It is a course in which pupils can develop the practical skills to express their ideas and creative thinking. It is an ideal foundation upon which to base further work or study across the creative arts. It helps develop an increasingly valued creative skillset that can lead to both enhanced graduate employability and professional development in the media, journalism, fashion, advertising and marketing. There will be a compulsory trip each year to London galleries during this course (approx £30 per trip) and the option of a residential trip abroad.

### How will I be examined?

There are two components to the A-level course.

- **Component 1** (60 per cent of A-level)  
Personal investigation is a practical investigation into an idea, concept or theme supported by written material. This should be a coherent, in-depth study that demonstrates your ability, informed by an aspect of contemporary or past practice of photography.

- **Component 2** (40 per cent of A-level)  
Externally set assignment involves responding to a title set by the examination board. You will have a preparatory period to deeply research your chosen topic. This is followed by 15 hours of supervised time to produce a finished outcome based on your preparatory work

**What are my opportunities for project work or coursework?**

This is a practical, investigative and creative course that allows a good deal of personal direction and project-based work.

**Mrs S A Martin**  
Head of Photography

## Physical Education

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**What is the subject about?**

Your studies will include a diverse array of different modules under the broad umbrella of Sport and Physical Education. The focus of this course will be on participation and performance in physical activity as part of a balanced, active and healthy lifestyle. You will be taught new areas in biomechanics and sport and society. This is in order to establish A-level PE with a sports science approach to ensure a smoother transition between A-level and degree.

**Why might I choose to study physical education at A-level?**

Physical education is a stimulating, accessible and enjoyable subject for those with an interest in sport. You may be interested in studying a sports related degree at university,

in which case an A-level in physical education is an ideal foundation, if not a pre-requisite. Physical education is now accepted as a standard A-level in nearly all UK universities and you should not be hindered if you do Physical Education at A-level but wish to study something else at university. Pupils who would like to consider this as a subject will be able to pursue some of the following subjects at university; teaching, physiotherapy, sports science, sports coaching, sports journalism and sports psychology.

**How will I be examined?**

The weighting of PE is 70 per cent theory and 30 per cent practical.

Pupils will complete a two hour paper based on physiological factors affecting performance, a one-hour paper on psychological factors affecting performance, and a one-hour paper on socio-cultural issues in physical activity and sport. Pupils will also perform one practical sport and analyse others' performance which is worth the remaining 30 per cent.

**What are my opportunities for project work or coursework?**

Although there is no written coursework in PE, the practical components of the A-level course are very important. At A-level you will be assessed in one sport and you will also be examined in your ability to observe, analyse and verbally respond to a live performance in one of your activities.

**Mrs J M Simmonds**  
Head of Physical Education



## Physics

### What is the subject about?

Physics helps you to understand the fundamental laws that describe mathematically how the earth and the entire universe operate. Studying physics at this level can enable you to gain access to a wide range of degrees requiring skills in problem solving, analysing and interpreting data. You will discover how theories governing our universe are developed. In the modern world, an understanding of physics empowers you to form educated opinions about current issues such as global warming, climate change, alternative energy, nuclear power and treatment of nuclear waste.

The fundamental principles of physics form the foundation of other areas of science. For example, the conservation of energy is a key principle of physics that provides the starting point in explaining a wide range of studies from atomic bonding to weather forecasting; the study of electricity is used both theoretically and practically to explain electrode potentials in chemistry and the flow of nerve impulses in medicine. The modules of the course develop ideas studied in the AQA GCSE in physics, e.g. mechanics, electricity, waves, radioactivity and introduces new topics such as particle physics, quantum phenomena and special relativity.

### Why might I choose to study physics at A-level?

The study of physics at A-level provides a good basis in logical and practical thinking and problem solving. As such, it is a very marketable qualification and is accepted for a whole range of non-scientific disciplines from accountancy to law. Medics find A-level physics very useful in understanding some of the scientific aspects of their course, and it is expected that the skills you learn will stand you in good stead for the 21st century.

Physics A-level also complements studies in maths, biology, chemistry and geography. Apart from physics and engineering degrees, A-level physics can be useful for non-science based courses such as economics and geography, which also value the analytical nature of physics. Physics graduates are in great demand in both research and business.

### How will I be examined?

You will sit three written papers each two hours long.

- **Paper 1** (34 per cent of A-level)  
Particles and radiation, waves, materials, electricity and mechanics
- **Paper 2** (34 per cent of A-level)  
Thermal physics, fields and nuclear physics. Both paper one and paper two consist of a combination of longer answer questions and multiple choice questions
- **Paper 3** (32 per cent of A-level)  
Practical skills and data analysis

In the course you will study there is no coursework or project work. However, there are twelve practical experiments which the exam board expect every pupil to have completed during their normal classroom teaching. Pupils will be expected to complete independent measurement and their teachers will record evidence of ongoing assessment of practical skills. Practical skills will also be examined in Paper 3 of the A-level exams.

Mrs E J Livingstone Greer  
Head of Physics





## Politics

### What is the subject about?

Who holds power and authority in the UK, Europe, the US and around the world? Who makes the laws that affect our everyday lives? How are these lawmakers elected? How much power do they really have? How democratic are our systems and how could they be improved? What influence or say in this process do we have as ordinary people? If those kind of questions make you sit up and think, 'I'm not sure, but I should know more', then this has to be an A-level worth considering.

Politics encourages pupils to interpret, evaluate and comment on the nature of our own political systems, while putting our systems into a global context.

### Why might I choose to study politics at A-level?

As you step out into the big wide world you will be old enough to vote, to have a say in how this country is run. With this privilege comes the responsibility to grasp the key issues at stake, both at home and abroad, so that you can make informed judgements. In a post-truth world still reeling from the implications of Brexit and the consequences of the Trump administration, this must surely be a good thing! Taking a pro-active interest in current affairs and understanding how decisions can be made by our politicians is a key life skill and one that will be enhanced by studying Politics at A-level, enabling you to be an active, informed and engaged citizen. Trips to Westminster and Washington DC will also help to consolidate your understanding of this ever-changing subject content.

If you love arguing and want to develop your own powers of analysis, evaluation and critical thinking skills, then Politics will provide the tools you need to make sense of national and international political upheavals as they happen. You will develop, communicate and defend your own views about the issues that drive us to engage in reasoned debate.

Politics fits very neatly in combination with a range of other A-levels such as business, economics, geography, history and philosophy & theology, providing an excellent foundation for anyone wanting to go on to study these subjects at degree level. At university, politics is a very popular degree in itself, but there are a wealth of eye-catching degrees linked to this area of expertise, from international relations, American studies, business, law and philosophy.

### How will I be examined?

Three exams at the end of Upper Sixth. All two hours long and equally weighted.

- **Paper 1**  
UK Government – The British Constitution, Parliament, PM + Cabinet, Judiciary, Devolution  
  
UK Politics – Democracy, Participation, Electoral systems, Parties, Pressure Groups, the EU
- **Paper 2**  
US Government – The Constitution, Congress, President, Supreme Court  
  
US Politics – Electoral process, Direct Democracy, Parties, Pressure Groups, Civil Rights  
  
Comparative Politics – comparing the US/UK systems as listed above
- **Paper 3**  
Political Ideas – Liberalism, Conservatism, Socialism, Feminism  
  
One other ideology from: Nationalism, Feminism

### What are my opportunities for project work or coursework?

There is no coursework requirement, although opportunities abound to make the subject a focus of an Extended Project.

Mr R H Bunce  
Head of Politics



## Textiles Design

### What is the subject about?

Textiles is about creativity and expressing your ideas through the medium of fibre and fabrics. You can explore combinations of art, textiles, costume, dyeing, printing, digital textiles, fashion and interiors. You will learn traditional techniques and modern textile techniques from hand embroidery to digital printing. Textiles encourages you to be imaginative, drawing on your personal interests and working to your own strengths. This course will allow you to create high quality textiles products from your own original designs.

### Why might I choose to study textiles at A-level?

If you enjoy working with fabric and threads in addition to other mixed media then this course is an ideal choice for you. There are plenty of opportunities to explore ideas and be creative; you are able to build on your own particular strengths and develop your own interests. The course leads to a wide variety of career pathways including fashion and textile design, interiors, surface pattern and printed textiles, illustration, theatre and television costume.

### How will I be examined?

There are two components: component 1 is the Personal Investigation comprising of a portfolio of selected work; component 2 is an externally set assignment responding to a design brief set by the examination board. Preparation for the externally set assignment will begin in the Lent Term of Year 13 followed by fifteen hours of supervised time.

The criteria for both these components are as follows:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

### What are my opportunities for project work or coursework?

You will investigate work of artists and designers using this as inspiration to experiment with a wide range of textiles techniques. There are opportunities to work to a range of briefs including young Fashion Designer of the Year and Wool4Schools competition. You can choose to work in a variety of ways using portfolios, sketchbooks and presentation boards as well as developing fabric samples, garments, costumes and accessories.

Drawing is an essential element of the course to communicate your ideas, this could be through thumbnails sketches, stitch or wire drawings. Creative work is supported through written material including annotation, critical analysis and reviews. In Year 13 you will write an essay between 1000 and 3000 words to support your 'personal investigation' which is a project of your own choice. Each year there will be one compulsory trip which will cost no more than £40. Other opportunities include a creative arts residential trip and a pupil exchange programme with Hetzendorf Fashion Institute in Vienna.

**Ms Z B Cosgrove**  
Head of Textiles

## DETAILS OF SUBJECT SPECIFICATIONS

Subject	Awarding Body	Specification Title	Specification Code
Art	Eduqas	Art Craft and Design	A650QS
Biology	AQA	Biology	7402
Business	AQA	Business	7132
Chemistry	AQA	Chemistry	7405
Classical Civilisation	OCR	Classical Civilisation	H408
Computer Science	AQA	Computer Science	7517
Dance	AQA	Dance	7237
DT (Product Design)	AQA	Product Design	7522
Drama and Theatre Studies	AQA	Drama and Theatre Studies	7262
Economics	AQA	Economics	7136
English Literature	OCR	English Literature	H472
Extended Project	Edexcel	Extended Project	ZPJ30
French	Edexcel	French	9FR0
Further Maths	OCR (MEI)	Further Mathematics B	H645
Geography	OCR	Geography	H481
German	Edexcel	German	9GN0
Greek	OCR	Classical Greek	H444
History	AQA	History	7042
IELTS	Cambridge/British Council	IELTS	
Latin	OCR	Latin	H443
Mathematics	OCR (MEI)	Mathematics B	H640
Music	OCR	Music	H543
Music Technology	Edexcel	Music Technology	9MT0
Philosophy	AQA	Philosophy	7172
Photography	Eduqas	Art and Design Photography	A656QS
Physical Education	OCR	Physical Education	H154
Physics	AQA	Physics	7408
Politics	AQA	Politics	7152
Religious Studies	AQA	Religious Studies	7062
Spanish	Edexcel	Spanish	9SP0
Textiles Design	AQA	Textiles Design	7204

More details may be found on the examination board websites:

AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Edexcel	<a href="http://www.edexcel.com">www.edexcel.com</a>
WJEC	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Heads of Department will also be able to provide specific information about subject specifications.

## HEADS OF DEPARTMENTS

You may, of course, talk to heads of departments when you see them at school or they will be happy to make appointments to talk to you in more detail about their subjects. If your parents wish to make contact, they should use the details below.

Department	Head of Department	Tel.	Email
Art	Ms E Z Greenwood	452335	EZGreenwood@eastbourne-college.co.uk
Biology	Mrs R N Cooke	451914	rncooke@eastbourne-college.co.uk
Business	Mr J M Bathard-Smith	452353	jmbathard-smith@eastbourne-college.co.uk
Chemistry	Mr D C Miller	451915	dcm@eastbourne-college.co.uk
Classical Civilisation	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Computer Science	Mr I R Shakespeare	452268	irs@eastbourne-college.co.uk
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English	Mrs J E Bathard-Smith	452216	jebathard-smith@eastbourne-college.co.uk
Extended Project	Dr L S Flanagan	452216	lsflanagan@eastbourne-college.co.uk
French	Mrs A M Millar	452214	ammillar@eastbourne-college.co.uk
Geography	Mr R H Hart	452218	rkhart@eastbourne-college.co.uk
General Studies	Mrs J M Kirtley	452214	jmk@eastbourne-college.co.uk
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History	Mr J C Miller	452579	jcmiller@eastbourne-college.co.uk
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Mathematics	Mr R J Breslin	452331	rjbreslin@eastbourne-college.co.uk
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Physics	Mrs E J Livingstone Greer	452284	ejlivingstonegreer@eastbourne-college.co.uk
Politics	Mr R H Bunce	452300	rhb@eastbourne-college.co.uk
Spanish	Mrs A M Millar	452214	ammillar@eastbourne-college.co.uk
Textiles Design	Ms Z B Cosgrove	542246	zbcosgrove@eastbourne-college.co.uk
Arts Award	Ms L A Salway	451931	lasalway@eastbourne-college.co.uk
Futures	Miss S J Gordon	452211	sjgordon@eastbourne-college.co.uk
Oxbridge	Mr A P Wood	452303	apwood@eastbourne-college.co.uk
Deputy Head (Academic)	Mr J M Gilbert	452263	jmg@eastbourne-college.co.uk
Head of Curriculum	Mr P J Canning	452569	pjcanning@eastbourne-college.co.uk

# SIXTH FORM OPTION CHOICES

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Please list your four option choices in the boxes below and return this form to your housemaster / mistress by Monday 20 February 2023.

For prospective pupils new to Eastbourne College, please return this form to the Admissions Department.

Name of pupil (in block capitals): .....	House (for current pupils): .....
A-level 1 .....	
A-level 2 .....	
A-level 3 .....	
Fourth Block Option (or 4th A-level) .....	

Signature of pupil: .....	Signature of parent/guardian: .....
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Headmaster  
**Tom Lawson** MA (Oxon)

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