



# BROMSGROVE SCHOOL

THE SIXTH FORM

SUBJECT CHOICES 2019

# CONTENTS

## SECTION 1

The Sixth Form: An Overview  
The Bromsgrove Offer  
How Should Subject Choices Be Made?  
Reformed A levels and the IB  
The A level and BTEC Programme: An Overview  
The IB Diploma Programme: An Overview  
Entry Requirements into the Sixth Form

## SECTION 2

### SUBJECTS

Art and Art Textiles  
Biology  
Business  
Chemistry  
Classical Civilisation  
Design and Technology: Product Design and Engineering  
Drama and Theatre Studies  
Economics  
English Literature  
Environmental Systems  
Geography  
Politics  
History  
Latin  
Mathematics  
Modern Foreign Languages  
Music  
Physical Education and BTEC Sport  
Physics  
Psychology  
Religious Studies: Philosophy, Ethics and Biblical Studies

## SECTION 3

Recommended Subject Choices for UK Universities – A Level and the IB  
Programme of Decisions  
Details of A level and BTEC specifications and examination boards

# SECTION 1

## The Sixth Form: An Overview

This booklet is designed to assist in the choice of IB Diploma, A level and BTEC courses in the Sixth Form. When deciding to join the Sixth Form you are doing more than choosing a school in which to study for the next two years. You should expect to prepare yourself for, and gain the required entry qualifications for, a good university. You should also seek to gain a wide range of additional achievements, experiences and interests, and develop the personality and enquiring mind that will take you further.

## The Bromsgrove Offer

Bromsgrove aims for students to make the very most of their abilities and opportunities in the Sixth Form to develop their skills, talents and interests. Nobody should fall through the net, or look back at wasted opportunities or time. Whilst pupils work hard, they should enjoy their studies and leave with no regrets.

It is expected that pupils in the Sixth Form will be both motivated and ambitious, willing to stretch themselves academically. First and foremost, competitive courses at good universities recruit well-qualified Sixth Formers. Strong grades are important for universities. At Bromsgrove, pupils' academic programmes seek to ensure students really stretch themselves to gain the knowledge and develop the skills that will serve them in their future lives. The School organises the curriculum so that pupils may achieve this either by studying areas in particular depth, or through a breadth of study. The School does not operate rigid timetable columns and will try to ensure that a pupil's preferred subject combination is available. A large range of subjects and qualifications is on offer and, having chosen the IB or A level route, pupils can mix and match with great flexibility. For example, pupils may choose to study familiar subjects within the IB Diploma or try new ones such as Environmental Systems and Societies or Mandarin, whilst A level subjects can be studied together with a BTEC course.

## How Should Subject Choices Be Made?

There is no such thing as a useless subject. Employers are looking to recruit good graduates, and often the subject in which such graduates have taken their degree is not of primary importance. If you enjoy a subject and are good at it, think seriously about studying it whatever your friends may think. In two years' time you really do need the best grades you can get.

**Enjoy your studies.** In the Sixth Form each subject is studied to a greater depth than at I/GCSE. Commitment is needed if you are to make a success of it and this is more likely to be forthcoming if you enjoy the subject. You will know whether or not you have enjoyed a subject over the two years leading to IGCSE/GCSE, but you will not really know whether or not you will enjoy subjects that are new in the Sixth Form. Even subjects that you have enjoyed to I/GCSE can be different at A level and IB. You can learn something about the nature of an A level or IB course by talking to your teachers. Ask current Sixth Formers about courses, look at their files of work and textbooks. Try not to be influenced too much by what might turn out to be the prejudices of any one person. Seek the opinions of several people before making a judgement about a particular course.

**Have an aptitude for subjects you study.** A level and IB courses are substantial and conceptually more demanding than I/GCSEs. Examination questions are more searching and require longer, more carefully reasoned answers. You are unlikely to do well in a subject at Sixth Form unless you get at least a 6 / B grade in that subject at GCSE and ideally at least a 7 / A grade. This is particularly true in cumulative subjects such as Mathematics, Languages and the Sciences where a 7 should be considered a minimum and an 8 recommended. If you have not coped with some ease at I/GCSE level, you are almost certainly going to struggle as the demands increase. Arts and humanities subjects may be a little more forgiving in the sense that with ongoing commitment, skills can be gradually developed so there is a good chance of securing a strong grade by the end.

The best person to consult for advice about whether you are likely to make a success of a particular subject in the Sixth Form is your present subject teacher – they will have past experience of pupils similar to you and will also be able to explain exactly what subjects entail. Your Houseparent or Tutor (if at Bromsgrove) will also be well placed to offer advice.

**Study subjects which open doors (the right doors) later.** If you have a clear idea of which course you intend to follow in Higher Education, check with your Tutor or the Head of Careers and UCAS to ensure your Sixth Form

programme is appropriate. If you are unclear about your future path, choose subjects you enjoy and in which you are likely to do well. Again, your Tutor or the Head of Careers and UCAS will be able to offer you advice.

The Russell Group, a group of prestigious research heavy UK universities, has published a document called 'Informed Choices' which advises on the best subject combinations for a wide range of university courses. This can be viewed on [www.russellgroup.ac.uk/informed-choices.aspx](http://www.russellgroup.ac.uk/informed-choices.aspx). Unsurprisingly, Oxford, Cambridge and other academically traditional and prestigious universities prefer quite traditional subjects.

You must also be realistic in your expectations. For example, most medical schools will reject an applicant if they do not have mostly 8s and 9s at I/GCSE; there is, therefore, little point in selecting Mathematics, Biology and Chemistry at A level with a view to studying medicine if you have a string of 6s at GCSE. It is difficult enough gaining an offer for PPE even having studied Mathematics – not studying Mathematics makes such an application a very long shot.

**If English is not your first language.** UK universities will require you to present evidence of your proficiency in English. If you require a student visa (tier 4) to study at university, your English must also satisfy the requirements of the UK Border Agency. Studying for five years in the UK, a strong grade in English First Language GCSE or IGCSE may provide the evidence that is required, or alternatively we would support students through the IELTS course (with a 6.5 average score and no individual unit score being below 6.0 being considered a basic pass by most good universities).

### Reformed A Levels and the IB

Historically the vast majority of our pupils have studied A levels, but with reforms designed to reassure employers that they remain the 'educational gold standard' there was some uncertainty surrounding them. Whilst some subjects have been running reformed specifications since 2015, others only started their updated syllabuses in 2017. Details on new grade boundaries remain hazy and there are variations in how reforms have affected the study of specific subjects. However, what is clear is that overall A level modules are a thing of the past, the quantity of coursework has generally been cut back, the mathematical content of many subjects has increased and assessment is intended to be more challenging than it once was. BTECs have also faced similar significant reforms with new specifications moving over to a broadly 50:50 coursework:examination split where previously they were assessed solely by coursework.

All students are effectively in the same boat, facing demanding examinations at the end of their Upper Sixth year, and university offers will reflect this. In September 2019 we expect the majority of our new Lower Sixth to ultimately study three A level subjects whilst also working towards the Extended Project Qualification. Those taking Further Mathematics or who have shown both significant ability and drive may opt to take four A levels with or without the additional Extended Project Qualification. Where there is uncertainty over initial subject choices, either due to a slightly insecure I/GCSE base or unknown preference, students are encouraged to start with four A Levels before settling on their core three by the October half term. Around a tenth of the year group are likely to take A levels in conjunction with a BTEC qualification, a quarter of the year are likely to the IB Diploma.

The desire to maintain a sense of stability is one reason why a number of British schools are offering the IB Diploma – the IB has remained a tried and tested system whilst the A level benchmark has been adjusted both down and up recently. However, the IB Diploma offers not merely an alternative choice of assessment method but an alternative philosophy as to how one should approach one's time in the Sixth Form. The core of an A level programme is composed of specific subjects and extra-curricular activities – from these discrete building blocks a course is followed. At the centre of an IB Diploma programme is a set of core competencies, skills and values which should be common to all students wherever their future interests lie. All specific subjects studied and activities undertaken help to inform the students' view of themselves. The IB's approach is a holistic one, requiring students to study a broad range of subjects (and extra-curricular activities), to consider the philosophical links between what they are studying, to consider issues within an international context and to actively develop their own skills as learners. The IB Diploma is a respected qualification, because of its breadth, the hard work that is required and the need for students to be reflective as learners. If pupils wish to maintain their breadth, are willing to work hard in a well-structured environment and can tolerate addressing areas of relative weakness, the IB Diploma is a superb package. Where pupils have a very clear focus, wish to play to existing strengths by studying discrete subjects and are self-disciplined enough to work in what in many ways is a less structured environment, A levels continue to provide a very satisfying experience.

## The A Level and BTEC Programme: An Overview

All A level subjects have now been reformed although the first cohort of students in some subjects will only get their grades in the summer of 2019. BTEC courses will also have been reformed, though not necessarily yet examined. Whilst AS levels are still in theory available to take at the half-way stage of the new full A level courses, they no longer contribute to the new overall A level qualifications. Universities no longer expect students to have formally sat AS papers in the Summer of their Lower Sixth year. At Bromsgrove, ordinarily, students will not take AS exams at the end of their first year of Sixth Form.

We expect most students to ultimately settle upon three A Level subjects in the Lower Sixth year and to continue with these same three subjects in their final Upper Sixth year. The vast majority of all students have previously gained university offers based on their three A Level subjects and as the qualifications themselves become more demanding it will be increasingly important for students to focus their studies in their main subjects to develop a real sense of intellectual depth to their work. Where students are very able, and in particular where they are intending to study Further Mathematics, we expect students to sit four A levels. One or two A levels may be sat in conjunction with a BTEC qualification, the latter being equivalent to two A levels' worth of study.

In addition to taking their A level or BTEC subjects, Lower Sixth pupils will also participate in an enriching Core Programme. The aim of this programme is to develop a breadth of knowledge and skills which are not catered for by the structure of public examinations. This broadening programme will encourage pupils to develop areas of personalised specialism, to think critically and flexibly.

All pupils taking the equivalent of three A levels or BTEC qualifications will also undertake an Extended Project Qualification (EPQ), whilst those taking four A levels may opt in to the EPQ. This project allows students to embark on a significant piece of self-directed research in which they not only become more critical, reflective and independent learners, but also develop increased planning, research, analysis, synthesis, evaluation and presentation skills. The EPQ qualification is highly valued by universities, and is increasingly explicitly credited within university offers, as it is seen as an indicator of intellectual independence and maturity in the fiercely competitive arena of entrant selection.

And beyond this basic core, additional support is provided for all those intending to make specialist applications to medicine, dentistry and veterinary science, as well as PPE, law and engineering. Critical thinking tutorials are also available which aim to "improve thinking skills by attending to them explicitly and by teaching them in ways which enable candidates to transfer them to other academic studies and to everyday life". In essence, critical thinking helps to "interrogate" or analyse any text, to determine how valid its claims are, how reliable it is and what assumptions underpin it, skills that are assessed in one of the key Oxbridge Admission tests.

The Sixth Form Core Programme offers our Sixth Formers a wealth of opportunities to expand their knowledge and skills to deal with life in an increasingly competitive and dynamic world.

## The International Baccalaureate Diploma Programme: An Overview

The International Baccalaureate is a globally recognised diploma. It seeks to develop inquiring, knowledgeable and caring young adults who are prepared for the modern world. The diploma programme is built around a mission statement, known as the learner profile, which is a set of learning outcomes for all IB students. It provides a vision of education that hopes to inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. All IB students should aspire to become:

Inquirers	Communicators	Caring
Knowledgeable	Principled	Risk Takers
Thinkers	Open Minded	Balanced
	Reflective	

The IB is every bit as specialist as the A level programme with IB students choosing to study three subjects in depth - the higher level subjects. Higher levels will largely determine the subject an IB student will study at university. In addition, IB students also choose three contrasting subjects to study in less depth - the standard level subjects. The role of standard levels is not only to give breadth to a student's education, but also to develop skills that studying three specialised subjects in isolation would not.

IB students choose subjects from six groups:

- Group 1: First Language
- Group 2: Second Language
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: The Arts

A subject must be taken from each of the first five groups, with a sixth subject being taken from any one of the six groups. It is not compulsory, therefore, for IB students to take a subject from group 6. The principal form of assessment for each subject is a terminal exam which is graded 1 – 7, with 7 being the highest score a student can attain.

A core consisting of three elements links the diploma subjects:

- Theory of Knowledge
- Extended Essay
- Creativity, Action, Service (CAS)

IB students are awarded a maximum of 3 points for their performance across the core.

The Theory of Knowledge (TOK) is central to the educational philosophy of the diploma. It is a formally taught course that offers students the opportunity to reflect critically on diverse ways of knowing and to consider the role and nature of knowledge in their own culture, and in the cultures of others. In addition, it prompts students to be aware of themselves as thinkers, encouraging them to become better acquainted with the complexity of knowledge and to recognise the need to act responsibly. The course is assessed by an essay and presentation at the end of the diploma.

The Extended Essay is an independent, self-directed piece of research. It prepares students for the kind of research required at undergraduate level and gives them an opportunity to study in depth a topic of interest within a chosen subject. Each student is guided and advised by a subject-specialist supervisor. The essay is assessed externally.

CAS is an extra-curricular programme that takes the importance of life outside the world of scholarship seriously, providing a refreshing counterbalance to academic studies. It develops students into reflective thinkers and active participants who are willing to accept new challenges and new roles. The CAS programme is a challenging and enjoyable journey of self-discovery. Students are expected to be involved in CAS activities each week and to reflect on their CAS activities on a regular basis.

## IB Subject Groups

### GROUP 1: FIRST LANGUAGE

The study of our first language is paramount to the success of our education. Irrespective of our preferred discipline, be it science, maths, sport or otherwise, we cannot underestimate the importance of our principal form of communication. It is through our first language that we will express our ideas and convince others of our beliefs.

Through group 1 subjects, learners develop an appreciation of language and literature, skills in literary criticism, an understanding of the formal, stylistic and aesthetic qualities of texts, as well as strong powers of oral and written expression. Students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts.

Group 1 subjects: English Literature, German Language and Literature, Russian Literature, Self-taught First Language

### GROUP 2: SECOND LANGUAGE

Globalisation has changed everything about the way we work, travel and are educated. The job market today is unrecognisable from that of even a decade ago and we can only imagine what it will be like a decade from now. As part of a global community, Britain welcomes migrants from around the globe to join its job market. Young adults are, therefore, increasingly required to speak a second language and have the skills to pick up a third and fourth.

Through group 2 subjects students develop skills in the acquisition and use of language in a range of contexts and for different purposes. They gain an understanding of another culture through the study of its language.

Group 2 subjects: French, German, Latin, Spanish, Mandarin, English

### GROUP 3: INDIVIDUALS AND SOCIETIES

In our increasingly sophisticated world it is increasingly important for young adults to develop a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions.

Through group 3 subjects students develop the capacity to identify, to critically analyse and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Group 3 subjects: History, Geography, Business and Management, Psychology, Global Politics, Economics, \*Environmental Systems

\*Environmental Systems and Societies may be considered as a Group 3 or Group 4 subject

### GROUP 4: THE EXPERIMENTAL SCIENCES

The impact of science on modern society is immense and dominates much of what will define this century, not only through the technological advancements but also within the issues that surround that progression: climate change, fracking, nuclear fusion and stem cells to name but few. A valid opinion on any one requires some knowledge of science.

Through group 4 subjects students explore the concepts, theories, models and techniques that underpin each subject area and develop their understanding of the scientific method. In addition, a compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary; it provides an opportunity for students to explore scientific solutions to global questions.

Group 4 subjects: Chemistry, Biology, Physics, \*Environmental Systems

\*Environmental Systems and Societies may be considered as a Group 3 or Group 4 subject

## **GROUP 5: MATHEMATICS**

Just as our first language is essential to learning and development, so is the use of mathematics. Too often, however, society dismisses mathematics as inaccessible, abstract and unnecessary. The courses the school provides serve to accommodate range and abilities of our students, as well as to fulfil the requirements in terms of university and career aspirations. Briefly, the 'Analysis and Approaches' course is more appropriate for students who wish to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking whereas the 'Application and Interpretations' is more appropriate who enjoy mathematics best when seen in a practical context.

Through group 5 subjects students are encouraged to appreciate the international dimension of mathematics and the multiplicity of its cultural and historical perspectives.

Group 5 subjects: Analysis and Approaches, Application and Interpretations

## **GROUP 6: THE ARTS**

Whilst IB students do not have to take a subject from group 6 it is recognised that skills such as creativity, flare and innovation, fostered so readily in the arts, should transcend all subjects. It is, after all, so often that from these skills comes the spark of ingenuity that creates breakthroughs in all disciplines. The subjects in group 6 are a vehicle for students to express themselves with confidence and competence.

The group 6 subjects help students understand the dynamic and changing nature of the arts, exploring their diversity across time, place and culture.

Group 6 subjects: Visual Arts, Music

## Entry Requirements for the Sixth Form

For automatic entry into the Sixth Form a minimum of a 6 point (B grade) average at IGCSE/GCSE is required with the expectation that this will enable students to tackle the IB Diploma or a three A level programme with reasonable confidence of success. Slightly above this 6 point average and certainly below it, a different programme of study may be more appropriate and each case will be considered individually – there is some flexibility as we recognise students' abilities and personalised ambitions differ as do the demands of specific courses.

Students are expected to gain at least 7 points (an A grade) at IGCSE/GCSE in a subject (or a related subject) they wish to study at IB Higher Level or for A level, and certainly they should not score less than a 6 or B grade. To ensure pupils have a strong enough base from which to study a Science subject with confidence in the Sixth Form they should have at least 7 points (an A grade) as a minimum in the relevant GCSE separate award science. Where there has only been the opportunity to study science as a combined award, an 8 (A\*) is expected. Likewise it is expected that those studying Higher Level or A level Mathematics or Languages will be progressing from a proven I/GCSE base, having coped with the subjects with relative ease at the lower level – a 7 / A grade really is the absolute minimum a student needs if they are to go on and study these subjects in the Sixth Form with any sense of confidence – the advice would be to be holding an 8 for continuing study in these areas.

Those wishing to study a BTEC National Diploma in Sport or Business will find this plays to their strengths when their time management is good and where they struggle to do themselves full justice in an examination situation – nevertheless it is still expected that they have achieved a good GCSE base where 6s were scored in most subjects.

Each case will be considered on its merits and advice will be given to individuals to ensure that their best interests are well served. We will tailor courses to individual needs but ultimately we will not set pupils up with programmes of study which they are unlikely to be able to flourish on.

## Entry Requirements for the Upper Sixth

Our typical pupils are strong academically and are near the top of the ability range nationally. The IB Diploma and, with the government's recent reforms, A levels as well, will increasingly lock students into a two year course.

If pupils have struggled to cope with Lower Sixth courses, they will gain little from trying to tackle still more demanding Upper Sixth courses. Half of the total A level course content is studied in the first Sixth Form year and it is therefore essential that students take the Lower Sixth seriously and should see A and B grades as their target. Pupils who have scored poorly in their Lower Sixth year may be advised or indeed expected to take advantage of what flexibility there is to switch their academic programme mid-stream to maximize their university choices. Premier universities and high demand courses such as medicine and law expect to see mostly A and A\* grade predictions and certainly nothing less than a B. We expect pupils to be working to at least C grade level in the Lower Sixth and to achieve this standard in internal exams and where old AS qualifications are still in force to take the subject forward to the final stage. Students should be aware that many Upper Sixth courses are very challenging and that they will struggle if the Lower Sixth year was spent cruising. The School will always consider students' best long term interests and takes Engagement and Organisation grades (which try to assess a student's approach to their own learning) seriously. To avoid disappointment, Sixth Formers would be wise to simply work hard from the beginning, recognising that success is most likely to be achieved if an education is treated as a marathon to be trained for rather than a sprint that could be won if a single good result is pulled out of the bag.

## Warning

It is our intention to run all the courses listed in this booklet, and to offer most combinations of subjects. However, we cannot guarantee all possible subject combinations, particularly where very few pupils have opted for a particular subject. We will be able to inform pupils by the end of May of what is and is not possible, provided we are given all provisional subject choices in good time.

*The version of the Sixth Form courses booklet published on the website will remain up to date with the latest information.*

# SECTION 2

## THE SUBJECTS

### ART AND ART TEXTILES Art A Level & IB, Textiles A Level

#### What the study of Art involves

Art and Textiles are extremely broad and varied subjects which require students not just to be creative but also to be confident and self-critical so that they learn to articulate their creativity. Whilst there is certainly an element of traditional fine painting and drawing, students are expected to actively explore other media such as print-making, sculpture, ceramics, photography and digital media. In Textiles, whilst students make pieces of couture, it is still the case that designs will include elements of painting, drawing, printing and photography.

Pupils are encouraged to develop their own personal style and the coursework elements of the subjects provide students with the opportunity to demonstrate how they have reflected, analysed and improved their work.

#### What makes a successful student of Art or Textiles?

A successful Sixth Form artist will usually have studied Art or Textiles previously and achieved at least a 6 at GCSE. They will invariably have the maturity and confidence to consistently work on their pieces over time. Occasionally students will study both Art and Textiles or one of the subjects together with Design Graphics in order to develop a genuine breadth of creative skills and a weighty portfolio.

Often our artists have the clear goal of going on to art college or onto architecture courses (often having also studied Mathematics or Physics) but just as frequently Art is treated as an enriching subject often by those looking for a career in one of Britain's many creative industries such as advertising or marketing.

### BIOLOGY A Level & IB

#### What the study of Biology involves

Biology is a diverse subject studied as often by those who perceive themselves to be a pure scientist as those that do not. In the past the subject was traditionally split into zoology and botany but increasingly new areas such as genetics, microbiology and biochemistry have come to the fore. It is these new areas of cutting edge research which see the subject increasingly applicable to the modern world as it contributes to our understanding of the health of plants, animals, humans and indeed the broader environment.

#### What makes a successful student of Biology?

We expect our Sixth Form students to arrive into the subject with a strong base of subject knowledge – those starting the A level or HL IB should have an absolute minimum grade 7 / A in Biology I/GCSE or an 8/A\* in the Biology component of a dual Science qualification.

Biology as a Sixth Form subject is a stand-alone qualification with at A level a very small mathematical element. However, if a student is to take the subject forward to university they will usually have either Chemistry or Mathematics supporting it, and not infrequently both. For those interested in Biology from the perspective of ecosystems it will often be studied together with Geography or Economics. Biology will also often be studied by those whose interest is sport science and physiotherapy. Whilst Biology is an almost absolute requirement for potential medics and vets, it is often studied by more general scientists and those interested in the environment and planning.

## BUSINESS A Level & IB

### What the study of Business involves

Business considers how organisations operate and can be made to work more effectively. It considers how individual aspects of a firm's operations, such as the marketing, human resources and accounting functions, and also how the firm as a whole interacts with its markets, customers and competitors. There are theoretical elements of the course but the emphasis is always on how the theory can be applied to real world situations. By the end of the course, students of Business should have a clear feel for the way a firm operates and be able to develop strategies for improvement.

### What makes a successful student of Business?

Business at Sixth Form level is an unusually broad subject. There is a small element of arithmetic within the accounts part of the course, but there is also an element of psychology and much else besides. We expect pupils to have at least 6 / B grade in both Mathematics and English at GCSE if not the Business Studies GCSE qualification itself. However Business students, as with entrepreneurs, need to have some mental agility to be able to tackle difficult problems in different parts of a business's operations. Many of our students go on to study the subject at university with the course being biased to their preferences, for example linguists may look towards international management or mathematicians towards accountancy.

**The BTEC National Diploma in Business** is an alternative qualification to the A level and is worth the equivalent of two A levels. Students who take the Business BTEC will have a greater focus on the subject than those studying just the A level, whilst the course content is very similar. BTECs are assessed through broadly a 50:50 split of examinations and coursework, the A level wholly by exam, but each have a variety of assessment styles. Six mandatory units include International Business, Finance, Developing a Marketing Campaign and Business Decision-making whilst there are a large number of optional units available.

Business BTEC may be sat in combination either with BTEC Sport or with a different A level subject.

Whilst the availability of Business BTEC is relatively new to Bromsgrove, the qualification is well established nationally and respected by universities (including most in the prestigious Russell Group). Most of those who take the Business BTEC course are likely to move on to a Business / Management course at university. However, some will use the BTEC qualification to gain a strong qualification and the underlying skills of independent research whilst also gaining skills in their 'other' subject choice (often in a creative subject, Geography or BTEC Sport) before using their 'other' subject to guide the direction of their university application. Future careers followed by those taking Business BTEC may include accountancy, banking, insurance, human resources, marketing and sales.

## CHEMISTRY A Level & IB

### What the study of Chemistry involves

It is increasingly understood that Chemistry underpins everything in our modern life. Where once the subject was simply split into the organic and inorganic sides, it is now seen to have relevance in all aspects of material design, industry, health care and environmental management.

### What makes a successful student of Chemistry?

We expect our Sixth Form students to arrive into the subject with a strong base of subject knowledge – those starting the A level or HL IB should have an absolute minimum grade 7 / A in Chemistry I/GCSE or an 8/A\* in the Chemistry component of a dual Science qualification.

Whilst in the Sixth Form this is a stand-alone subject, with a small mathematical element, most chemists, if they are to use the subject further at university, will have studied it together with Mathematics and at least one other science. The successful study of Chemistry requires the learning of a large body of knowledge and also the ability to think analytically and clearly. Chemistry is an absolute requirement for most medical, dental and veterinary courses at universities in the UK and is also frequently studied by potential engineers as a supporting subject.

## CLASSICAL CIVILISATION A Level

### What the study of Classical Civilisation involves

Classical Civilisation is a broad humanities subject that includes aspect of literature, drama, social, political and art history. No knowledge of Latin is required. Dividing study between Ancient Greece and Rome, the ultimate aim is as much to better understand modern culture and the roots of European civilisation as it is to gain an appreciation of the ancient world.

### What makes a successful student of Classical Civilisation?

Whilst ideally students will have previously gained at least a 6/B grade in GCSE Classical Civilisation, the subject can be studied in the Sixth Form from scratch, and a 6 / B grade in English Literature or History would be taken as a sign of the student having a good base of necessary skills. The subject is often studied in combination with at least one of English, History, Politics, Drama or Art, but some pupils also take it as a broadening essay based subject. The subject may be sat with Latin though there is a risk that this may appear to be a narrow combination.

## DESIGN AND TECHNOLOGY (Product Design and Engineering) A Level

### What the study of Design Technology involves

A qualification in Design Technology allows students to develop their creativity and independence whilst working with a great variety of concepts and materials. Product Design focusses on consumer products and applications whereas Design Engineering is focussed on engineered and electronic products and systems. Both courses lead to an in depth understanding of the design process in their particular field as well as giving pupils knowledge about materials, manufacturing systems, commercial practices and the wider issues behind the design and manufacturing process. The design elements involve communication through drawing, computer aided design work, modelling, rapid prototyping and discussion. The iterative design process is supported throughout by state of the art CNC equipment and our well-equipped workshops.

### What makes a successful student of Design?

The A level courses build on skills previously developed and ideally at least a 6 / B grade in Design Technology GCSE is expected. The subject is taken in combination with a broad range of other subjects. However, the study of Design Engineering in combination with Physics and Mathematics may point towards the future study of engineering, industrial design or technical architecture. The study of Product Design maybe in conjunction with Art or Textiles would indicate a leaning to architecture, product design and the art or fashion industries, whilst the study of either with business may hint at a future in the manufacturing industries, marketing or advertising. Those with a background in design are immensely employable, not just within the design industries, but for the variety of skills they have developed, used to undertaking significant project work, managing their time and learning how to creatively solve problems – perhaps for this reason many of our designers move on to general management or marketing undergraduate courses.

## DRAMA AND THEATRE STUDIES A Level

### What the study of Drama involves

Drama seeks to study how meaning is conveyed in a play in much the same way that English Literature seeks to understand how the author of a written text communicates with their audience. In Drama this study is undertaken both through pupils' own involvement and reflection in developing productions and in more traditional examination conditions. By analysing texts as both audience and as creators and participants, the subject is both demanding and immensely rewarding. Ultimately successful Drama students, having involved themselves in the production of texts, learn not just about the subject as an academic discipline but also about themselves and how they interact with others around them.

### What makes a successful student of Drama?

Ideally Drama students will have previously gained at least a 6/B grade at GCSE Drama. If Drama has not previously been studied, a minimum of a 6 in IGCSE/GCSE English Literature would reassure that a candidate's written communication skills are strong whilst evidence of a willingness to perform would also be expected. The subject is usually studied together with English and often with Classical Civilisation, History or Religious Studies. Whilst the skills required are very different, it would make great sense to study Drama together with Music, Art or a Modern Foreign Language. Whilst the next Sean Connery or Scarlett Johansson may be just about to embark on their study of Drama in the Sixth Form, most of their peers in Lower Sixth Drama next year are more likely to move to undergraduate study in the arts or humanities and are more likely to end up being a business manager.

## ECONOMICS A Level & IB

### What the study of Economics involves

Where Business Studies is ultimately a practical subject to improve entrepreneurial decision-making, Economics is a more abstract subject which aims to rationalise how a wide variety of problems may be dealt with more efficiently. Using simple assumptions of behaviour, Sixth Form Economics rapidly builds up a picture of how the government could better deal with issues of healthcare and the environment, global trade and stock market instability, taxes and interest rates. It does not study business or current affairs directly, but it seeks to understand the issues that underpin them.

### What makes a successful student of Economics?

Usually those taking Economics in the Sixth Form have not previously studied the subject. Success in the discipline requires a clear, logical mind and it is often the case that those with a mathematical mind get to grips with the subject the quickest, though information is conveyed in prose and ultimately essays. A minimum of 6 / B grade IGCSE/GCSE in both English Literature and Mathematics is expected. Ideally the subject would be studied with Mathematics in the Sixth Form and for 'pure' economists or accountants, Further or Higher Level Mathematics is advisable. For those with more interest in policy than abstract theory, Economics at undergraduate level is often studied with politics or philosophy, and an A level combination that included Geography, History, Politics, RS or English would therefore be supportive for an applied economist. Economics and Business may be studied together, for whilst they are different subjects with a very different focus, there is a natural fit between them, but there is a slight risk that this is perceived to be a somewhat narrow combination of subjects.

## ENGLISH LITERATURE A Level & IB

### What the study of English Literature involves

English engages with the way a fiction can be used to tell a truth. Through the study of novels, poems and plays, English studies the nuances of meaning and the complexity of ideas that are relevant to both people and society. A level English has some focus on the close reading of text on analysing the use of language, IB possibly is biased more to a breadth of study with slightly more focus on comparative literature – and either style of study provides a good base for university and beyond.

### What makes a successful student of English Literature?

Students are expected to have at least a 6 / B grade in IGCSE/GCSE English Literature, will have a love of reading for pleasure and the intellectual discipline to read critically and understand analytically. English will often be studied with other arts and humanities subjects such as Religious Studies, Classical Civilisation, History and Politics. English is a natural bed-fellow for Music, Drama and Art with all of these subjects critically analysing texts of one form or another.

## ENVIRONMENTAL SYSTEMS IB

### What the study of Environmental Systems & Society involves

The study of the environment is a potentially vast subject which allows for a wide range of insights to be developed into aspects of both science and human society. How geographical, biological, economic and political forces affect both the local and global environments are considered, but more conceptually, the subject aims to demonstrate how scientific knowledge and an understanding of the social sciences can mutually support and enrich each other.

### What makes a successful student of Environmental Systems?

Students of Environmental Systems should have a natural curiosity in how science influences many aspects of modern life. The subject is as likely to be studied by someone who considers themselves to be principally a scientist or geographer and are seeking extra depth in these areas as by someone whose main interests lie elsewhere but who are happy to explore the breadth of the subject.

## GEOGRAPHY A Level & IB

### What the study of Geography involves

Geography is a living science that studies both the complexity of the interaction of natural forces and man-made phenomena. From understanding the ecosystem of a pond to the outer-reaches of the atmosphere, from how we find our place in Bromsgrove to land use in Egypt and the Amazon, a diverse array of models and numerical techniques are used. The variety of how and where a geographer works, in the classroom and in the field, conveying ideas both in prose and statistics, is one of the attractions of the subject to both students and their potential future employers alike.

### What makes a successful student of Geography?

As with Economics, Geography sits somewhere on the science / humanities boundary, and at undergraduate level is just as likely to be a BSc as a BA. Sixth Form geographers should have at the least a 6 / B grade in the GCSE, and are expected to attend the residential field course in the Lower Sixth Michaelmas half term to benefit from key field-work experiences. Geography would sit as comfortably with the study of Mathematics, Physics and Biology as it would with the social sciences of Economics, Business or History. Large numbers of students leave Bromsgrove each year to study Geography or a directly related course such as land economy or urban planning, as well as applying the skills they have learnt in Geography to more general degrees in management and social studies.

## POLITICS A Level & IB

### What the study of Politics involves

An interest in current affairs or at least contemporary history does no harm in the study of Politics. However, learning how politics works is in many ways more like Business, considering how organisations, this time the government rather than the firm, operate both internally and how they relate to the external environment of electors, pressure groups and political ideologies. The study of British and Global politics in the A level and popular movements in the IB ultimately seeks to compare how real life experiences match up to the larger abstract philosophical ideas of democracy, freedom and justice.

### What makes a successful student of Politics?

It is not expected that IB or A level students of Politics will have studied the subject previously at GCSE nor that they will necessarily already have strongly developed political positions. As an essay subject that involves presenting and analysing opinions and information, those who start the course are expected to have at least a 6 / B grade in History GCSE, Religious Studies and another similar essay based subject. Politics in both the Sixth Form and at university is often studied with either History or Economics, whilst other combinations such as with Geography, Business, Classical Civilisation, English or a Modern Foreign Language would not be uncommon.

## HISTORY A Level & IB

### What the study of History involves

Only in small part is History about the chronology of the past – a reflective historian is well aware that, informed by modern prejudices, their task is to sift through a weight of evidence to develop a coherent world view. The way information is selected and interpreted requires the analytical rigour of a lawyer. Sixth Form History courses consider both social and political themes, both in detail over relatively short periods as well as much broader themes and events that unfold over many decades.

### What makes a successful student of History?

Sixth Form historians should have at least a 6 / B grade in the GCSE. The subject is often studied in combination with at least one of Geography, Politics, English, Business, Classical Civilisation, RS or a Modern Language. Sixth Form historians frequently go on to study the subject at undergraduate level, often as part of a Joint Honours degree. Prospective lawyers will usually have previously studied History, even if the subject itself is not a requirement for the study of law later.

## LATIN A Level & IB

### What the study of Latin involves

Like most subjects, Latin is not a vocational subject, but rather an academic discipline which uses the language and subject matter to develop a range of personal skills which are valued by universities and employers, who recognise the breadth of the subject. A successful Latinist will not only have a well-developed linguistic ability and understanding through analysis of a logical language and its influence on modern languages; he or she will also have a developed imagination and wide-ranging experience of many issues raised by the literature and culture of ancient Rome as well as an ability to formulate a considered response to them.

### What makes a successful student of Latin?

Pupils need to have enthusiasm for and a keen interest in the language, literature and culture of the Classical world. They need to possess a sense of inquiry which will enjoy the varying challenges of both detailed linguistic analysis and wider cultural opinions. The study of Latin would strengthen the profile of a student who considers themselves to be primarily a modern linguist, but would also sit comfortably with those studying History and English. The precise, logical nature of the subject means that it often appeals to scientists and prospective lawyers alike. It may be studied together with Classical Civilisation, though there is a risk that this combination of subjects is perceived as being slightly narrow.

## MATHEMATICS AND FURTHER MATHEMATICS A Level & IB

### What the study of Mathematics involves

Mathematics is studied both in its own right and also as an enabling subject, one that underpins the way many ideas in Business, Economics, Geography and the Sciences are communicated. The mathematical skills of being able to think abstractly, logically and deductively, to construct a rigorous argument and to draw sound conclusions from appropriate evidence are highly desirable and transferable to many different settings. Mathematicians can tease out the nuances of statistical data and can model motion. In the Sixth Form, Mathematics increasingly becomes algebraically rather than arithmetically based. Further Mathematics A level is taken once the full (first) single Mathematics qualification is taken at the end of the Lower Sixth. Mathematics must be studied within the IB Diploma, though there are different levels and places of emphasis to reflect students differing levels of ability and interest.

### What makes a successful student of Mathematics?

Sixth Form mathematicians need strong underlying algebraic skills and a readiness to tackle challenges and solve problems by creatively applying facts and techniques. Students should have previously gained at least a 7 / A grade at IGCSE/GCSE Mathematics as an absolute minimum, but in this cumulative subject the stronger the initial base the better. For Further Mathematics at least an 8 / A\* grade, but in reality a 9 would allow candidates to start the course with greater confidence.

In the same way that many other subjects seek to develop an appreciation of language and to judge facts and evidence using words, Mathematics is frequently attempting to do the same with numbers. Whilst the subject may be studied in its own right, or for the way it practises the logical thought required of a computer science degree, almost all those who consider themselves a scientist, economist or accountant are likely to take Mathematics, often to a relatively high level.

## MODERN FOREIGN LANGUAGES: FRENCH, GERMAN, SPANISH A Level & IB, IB also both beginners Mandarin and English as a Foreign Language

### What the study of Modern Foreign Languages involves

We cannot fully understand, or easily do business with, our European neighbours unless we have a knowledge of their language. Competence in a modern language opens up a whole new culture, tradition and literature to be explored, and is essential in a wide range of professions. Study of a foreign language in the Sixth Form, developing speaking and listening skills, involves the acquisition of vocabulary, an understanding of grammar and reflection on how we and others communicate and convey meaning.

### What makes a successful student of Modern Foreign Languages?

We would expect Sixth Form linguists to have at the very least a 7 / A grade at the GCSE Language they are studying (except for IB ab initio Languages, where a B grade in any other language would be expected).

Whilst those really focused on modern languages will study more than one, or will study in combination with Latin, languages will overtly complement the study of many arts, humanities and social sciences. Often subjects such as Business, Politics or Literature are studied in a comparative or international context and often universities running joint honours courses including a language make attractive offers.

## MUSIC A Level & IB

### What the study of Music involves

The study of what Music is, how it is created and how it affects us helps to open our minds to one of the richest artistic mediums. Through the study of musical patterns people can express who they are, what concerns them, and what they aspire to be. The diversity of the subject means that studying music also has profound benefits for the general development of intellectual flair and self-confidence.

### What makes a successful student of Music?

To succeed, students of Music need to be intrigued as to how music of contrasting styles works. An almost mathematical ability to see patterns in music is a big advantage, as is an interest in the resulting aesthetic quality of music. Notation plays a key part, and (at the very least) a willingness to master the reading of musical notation is essential. A minimum of a grade 6 / B in GCSE Music is normally required, but pupils who have not taken Music at GCSE are welcome if they have sufficient grounding in practical music. Since performing is involved, candidates need some proficiency on an instrument (or voice) – ideally of grade 5 (ABRSM) or above – or, alternatively, an advanced skill in using sequencing and recording technology. Keyboard skills are an advantage too.

The study of Music sits easily with almost all other area of the curriculum, as often studied by those who lean towards mathematics and the sciences, as those taking other creative subjects or those studying the arts through the study of other texts such as English Literature and Drama.

## PHYSICAL EDUCATION A Level & BTEC

### What the study of Physical Education involves

The study of Physical Education takes students well beyond the sports they currently personally play and excel in, to consider all aspects of sport from the perspectives of both the participant and society. Issues of anatomy, coaching, leadership, motivation and psychology as well as social and cultural attitudes to sport and how marketing occurs are studied and reflected upon.

### What Makes a Successful student of Physical Education?

A level and BTEC Sports courses are not designed just for exceptional athletes with a clear focus on becoming a professional athlete in the future. There is the expectation though that successful Physical Education students need a genuine interest in both sport in all its aspects and a willingness to put many other academic disciplines (such as psychology, business and biology) within the context of sport. Ideally those starting a sports related course will have at least a 6 / B grade in GCSE Physical Education, or failing this have similar strengths in Biology. There is a practical element to all the Physical Education courses that are offered, so some strength in a range of existing sports and a willingness to develop new skills and challenge oneself in new activities and to reflect on this challenge is required.

Physical Education A level is often studied in combination with Biology (for those considering applying to study sports science at university or physiotherapy as a career) or Business (for those looking at sports management courses).

**The BTEC National Diploma in Sport and Exercise Science** is an alternative qualification to the A level and is worth the equivalent of two A levels. Students who take the Sport BTEC will have a greater focus on the subject than those studying just the A level, whilst the course content is very similar. BTECs are assessed through a mixture of exams and coursework, the A level primarily by exams, but each have a variety of assessment styles. Whilst only two types of BTEC are offered by Bromsgrove and are therefore off the radar of many, they have a strong track record in recent years of providing students with the strongest of ballasts in their Sixth Form programmes. Half of those students taking the two A level equivalent BTEC course go on to take a sports related course at university. The remaining students use the BTEC Sport course to gain a strong qualification and the underlying skills of independent research, whilst they follow their heart in their other A level choices (often Business or Geography) and then use their A levels to guide the direction of their university application.

## PHYSICS A Level & IB

### What the study of Physics involves

Physics studies the unimaginably small building blocks of matter and the wonderfulness of the vastness of the universe. It studies everything up to where philosophy starts. Issues such as forces (either at the atomic or gravitational solar scale) are conceptualised and quantified. The need to think in a methodical, coherent and abstract way gives the subject both its challenge and its value as an academic discipline.

### What makes a successful student of Physics?

We expect our Sixth Form students to arrive into the subject with a strong base of subject knowledge – those starting the A level or HL IB should have an absolute minimum grade 7 / A in Physics I/GCSE or an 8/A\* in the Physics component of a dual Science qualification.

Physics in the Sixth Form is a stand-alone subject, but there is a significant mathematical element to the course, and at university it becomes more mathematical still. Strong Physicists in the Sixth Form will almost always support their study in the subject by taking Mathematics, and at the very top end, the stronger a student's mathematical foundations the better. A Physics/ Mathematics Sixth Form focus would make for a strong application for engineering at university. In addition, Physics is often taken with Chemistry, or, if taken with Art or Design may indicate an architecture route.

## PSYCHOLOGY IB

### What the study of Psychology involves

Psychology is the systematic study of behaviour and mental processes. It helps explain how we think, feel and act both individually and as part of a social group. It examines the interaction of biological, cognitive and sociocultural influences on human behaviour and is taught in an integrated, holistic way. Through studying the subject students develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. Perception, cognition, attention, emotion, intelligence, phenomenology, motivation, brain functioning and personality are some of the areas under the psychological microscope.

An understanding is developed of how psychological knowledge is generated by different kinds of research and then applied to our world as well as ethical concerns raised by the methodology and application of psychological research.

### What makes a successful student of Psychology?

A psychology student will have an enquiring mind and enjoy a diverse, multifaceted subject. A student might have an interest in the more traditional sciences and studying biology can help, as can the ability to write logical, coherent essays. Successful students enjoy reading and critiquing theories and large amounts of research; past and present. Psychology operates well as a broadening subject, for example taken by scientists looking to make a future application into medicine.

Going forward, an undergraduate degree in psychology is excellent preparation for a diverse range of career paths. Unlike many degrees, it provides both clear routes for progression into a psychological career such as counselling, forensics or mental health work, whilst also giving the flexibility to develop into other professional fields. It also makes candidates attractive to employers for roles working with people and positions requiring good communication and relationship skills such as management.

# RELIGIOUS STUDIES: PHILOSOPHY, ETHICS AND BIBLICAL STUDIES

## A Level

### **What the study of Religious Studies involves**

Many ideas are more interesting than one. Religious Studies is a varied course that aims to capture the imagination and develop the enquiring mind. Intellectual curiosity is encouraged through challenging accepted norms and investigating the capacity of human reason and understanding. The approach is non-confessional, critical, and academic although students often engage with ultimate questions on a fundamental and personal level. The course has a traditional scriptural element to it, but much of the focus is on broader issues of ethics and philosophy.

### **What makes a successful student of Religious Studies?**

Students are expected to have at least a 6 / B grade in Religious Studies GCSE, or an equivalent subject such as History if RS has not formally been sat as a public examination previously. The subject is often taken with other Humanities subjects such as English, Classical Civilisation, Politics or History, but it also operates well as a broadening subject – sometimes for example taken by scientists looking to make a future application to medical school.

# SECTION 3

## Recommended A Level subject choices for UK university courses

University Course to be studied	Suggested A level subjects		
	1	2	3
Medicine	CHEMISTRY	BIOLOGY	Maths
Vet Science	CHEMISTRY	BIOLOGY	Maths
Dentistry	CHEMISTRY	BIOLOGY	Maths
Biology	BIOLOGY	CHEMISTRY	Maths
PE/Sport	PE	BIOLOGY	Any subject
Physiotherapy	BIOLOGY	PE	Any subject
Engineering	MATHS	PHYSICS	Engineering (& Further Maths if viable)
Physics	PHYSICS	Further MATHS	Any subject
Maths/Computing	FURTHER MATHS	PHYSICS	Any subject
Languages	LANGUAGE	LANGUAGE	Any subject
Business & Management	BUSINESS STUDIES	MATHS (if viable)	Any subject
Economics (or Finance or accounting)	MATHS	ECONOMICS	Any subject / (& Further Maths if viable)
English	ENGLISH	ESSAY BASED SUBJECT	ESSAY BASED SUBJECT / modern/classical language
History	HISTORY	ESSAY BASED SUBJECT	Any subject
Geography	GEOGRAPHY	SCIENCE SUBJECT	Any subject
Law	Any traditional ACADEMIC SUBJECT	Any traditional ACADEMIC SUBJECT	Any traditional ACADEMIC SUBJECT
Social Sciences (Politics, RS, Classics)	ESSAY BASED SUBJECT	ESSAY BASED SUBJECT	Any subject
Psychology	SCIENCE BASED SUBJECT	ESSAY BASED SUBJECT	Any subject
Architecture	ART or DESIGN	MATHS /PHYSICS	Any subject
Art	ART or DESIGN	Another arts subject	Any subject
Drama	DRAMA	Another arts subject	Any subject
Music	MUSIC	Another arts subject	Any subject
You want to keep lots of doors open	Science subject	Arts subject	Social Science
You like reading and writing essays	ENGLISH	History / Geography	RS/Politics/Classics/ Art/Language
You want subjects with less writing load	SCIENCE	Art / Design	Maths

## Recommended IB subject choices for UK university courses

University course to be studied	Suggested subjects in each IB group CAPITALS = HL, Lower case = SL / = alternatives, <b>bold</b> = strongly suggested					
Group	1	2	3	4	5	6
<b>Medicine Vet Science Dentistry</b>	English Literature	Any Language/Latin	ECONOMICS GEOGRAPHY HISTORY or any other G3 subject	<b>CHEMISTRY &amp; BIOLOGY OR PHYSICS</b> (but check with universities)	Maths	Science Elective
For medicine and related degrees, two HL sciences are usual and a maths at SL is recommended. Only take a maths HL if your Maths is very good. London medical schools prefer a Group 3 HL as well to show that you can write essays. You can select any other SL subjects to show your breadth of interests.						
<b>Engineering Architecture Physics Maths</b>	English literature	Any	ECONOMICS or any G3 subject	<b>PHYSICS CHEMISTRY</b>	<b>MATHS</b>	Science Elective
These degrees normally expect Physics and Maths HL ('Analysis and Approaches' is recommended). Some (but few) engineering degrees accept Maths SL courses. Visual Arts helps with Architecture applications.						
<b>Language</b>	ENGLISH LITERATURE English Literature	Any 1 or 2 languages at B level	Any	Any	Maths	Language Elective
You may take up to 3 languages in the IBDP (including English)						
<b>Business Economics Management</b>	ENGLISH LITERATURE English Literature	Any 1 or 2 language at B level	ECONOMICS Economics	Any	MATHS Maths	Elective possible from G3 or G4
It is not necessary to study Economics to apply for a related degree, but most do as these are both new to all in the Sixth Form and very relevant to the world or work.						
<b>History Geography Social Sciences (Law, Politics etc)</b>	ENGLISH LITERATURE English Literature	Any	<b>HISTORY GEOGRAPHY</b> Relevant G3 subject	Any	Maths	Any
<b>Arts History of Art Music Philosophy Classics</b>	ENGLISH LITERATURE English Literature	Any	Any	Any	Maths	Any
<b>Maths IT</b>	English Literature	Any	Any	PHYSICS Any Science	MATHS	Science Elective

These tables give an indication of subject combinations recommended for some popular degree courses; you must, however, visit university websites for current information.

## Programme of decisions for September 2019

1. Christmas Holidays. Discuss with your parents your future intentions, possible careers and possible IB/A levels. Your Careers Action Plan should also be considered at the same time.
2. January. Make full use of the Careers Department, subject teachers and your Tutor and Houseparent to follow up holiday discussions and get further information if needed. Look carefully at your report, mock results and forecast grades.
3. January. Detailed discussion takes place in School about the progress and potential of every pupil in the Fifth Form between the Houseparent, the Head of Careers, the Head of Sixth Form (Dr Johns) and the Directors of A Level (Mr Wingfield), IB (Dr Thompson) and GCSE (Ms Green).
4. Saturday 2<sup>nd</sup> February 2019. Sixth Form Course Information Morning. This is an opportunity for both you and your parents to find out in detail what the Sixth Form courses involve. There will also be opportunities to discuss careers and university entrance with experts.
5. Tuesday 5<sup>th</sup> February 2019. Fifth Form Parents' Evening. This will provide opportunities for your parents to discuss your progress and potential with subject teachers.
6. Monday 25<sup>th</sup> February 2019. Deadline for your subject choices to be submitted to the School. It is particularly important that you meet this deadline, as we need to ensure that all the courses are properly staffed. Sixth Form courses require significant management of both staffing and resources and we wish to be fully prepared for them. We will not, of course, hold any pupil or parent to their initial choices. We are well aware that pupils may change their minds between February and August, but we find that the initial first guesses give us a very accurate overall picture of what we need to provide in the following September. We are anxious to ensure that all pupils have the choice of subjects they want and need, that they are not in too large a set, and that all the necessary books and equipment are there on the first day. We have been able to achieve this in the past when we have had a good return of choices, but we have also experienced problems when a significant number of pupils or parents gave us no idea of choices until the start of term in September. We will always try to cater to students' choices, but the later these are made, the harder things are to satisfy.
7. June 2019. Review decisions in the light of changes of mind about career and final stages of GCSE preparation. Notify us of any changes, however small. We shall be completing the details of the timetable by then, having undertaken the strategic planning of it in March and April.
8. August 2019. GCSE results are published and previous decisions confirmed. Please confirm your choices with your Houseparent as soon as you receive your results and if possibly do not hesitate in coming into school if you need to further reflect on your subject choices. This will enable us to fine-tune the timetable so that everything is ready for the first day of term.

## Details of A level and BTEC specifications and examination boards

SPECIFICATION TITLE	EXAMINATION BOARD	SPECIFICATION CODE
Art	Edexcel	9AD0
Art (Textiles)	Edexcel	9TE0
Biology	AQA	7402
Business Studies	Edexcel	9BS0
BTEC National Diploma in Business	Pearson Edexcel	(720 GLH) 601/7157/1
BTEC National Extended Certificate in Business	Pearson Edexcel	(360 GLH) 601/7159/5
Chemistry	Edexcel	9CH0
Classical Civilisation	OCR	H408
Design & Technology: Design Engineering	OCR	H404
Design & Technology: Product Design	OCR	H406
Drama and Theatre Studies	AQA	7362
Economics	AQA	7136
English Literature	OCR	H472
French	AQA	7652
Geography	AQA	7037
German	AQA	7662
Government and Politics	AQA	7152
History	AQA	2040
Latin	OCR	H443
Mathematics AS level	Edexcel	8MA0
Mathematics A level	Edexcel	9MA0
Further Mathematics A level	Edexcel	9FM0
Music	AQA	7272
Physical Education	OCR	H555
BTEC National Diploma Sport & Exercise Science	Pearson Edexcel	(720GLH) 601/7421/3
Physics	AQA	7408
Religious Studies	AQA	7062B
Spanish	AQA	7692

