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Claremont
SIXTH FORM CURRICULUM

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SIXTH FORM



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A Sixth Form for the 21st Century

ED DICKIE, SENIOR SCHOOL HEADTEACHER

Never has the role of a Sixth Form been more important than it is today. In an era when the options available to a school leaver are diverse, inspiring, yet also challenging, a school's duty is clear: to prepare, advise and guide students so that they can enter the next stage of their life confident and equipped to thrive and progress. The Claremont Sixth Form experience is designed with this knowledge at its very heart – we seek to prepare young men and women, both inside and outside the classroom, so that they are equipped both with knowledge and the ability to use it effectively.

School leavers in the 21st century face difficult questions. Do I go to university or not? Should I start work and train in the workplace? Should I take vocational or academic courses? Should I have a Gap Year? How am I going to afford the next stage of my life? Will I get a job? Whatever the choices that are made, one thing is certain; a modern Sixth Form must deliver a programme that is not only academically rigorous, but is also supported by the widest possible range of academic and practical learning experiences. Today's Sixth Former needs to leave school with a portfolio of evidence charting not only their academic ability, but evidencing the skills they have developed, the experiences they have had, and demonstrating their all round capabilities as a student, employee and citizen.

It is with this in mind that we have set about devising a Sixth Form programme that has two interrelated purposes. The first is to deliver a high quality academic provision, built on outstanding teaching practice and tailored to the individual needs of the student. The second purpose is to nurture the leadership and communication skills of our students, providing the arena for them to develop themselves into socially responsible, personally organised and confident young adults. It is a programme that will be delivered by a team of staff that represent all of the qualities that Claremont Senior School has become associated with: energy, dedication and, above all else, genuine expertise in their fields. The transition from childhood to adult life is further supported by a truly outstanding pastoral system with the role of the personal tutor at its heart.

As a relatively new Sixth Form we have a tremendous opportunity to deliver a programme that reflects the very particular needs of modern society. As a result, we have sought to design a Sixth Form experience that reflects the diversity of modern life and equips our students with the skills, qualifications and mentality to tackle life's challenges. In the pages that follow, you will get a real sense of what, one hopes, will be a fulfilling culmination of your school career.





Why Claremont?

VICTORIA LIGGETT, DIRECTOR OF THE SIXTH FORM

I am delighted to welcome you to the Claremont Sixth Form. We want each of our students to fulfil their potential and make the most of the exciting range of opportunities available to them. We are ambitious for all our students and proud of the outcomes they have achieved.

A PASSPORT TO FUTURE SUCCESS

Preparing students for the next stage is central to what we do. Whether that be university, a degree apprenticeship, a training programme or a career, we will work closely with your child to identify what the best route for them is, and to provide them with signposts to help them achieve it. 91% of our Sixth Form students reach their first choice of university destination. A Claremont Sixth Form education has taken our alumni students to the most prestigious UK and international universities, including Oxbridge, Harvard, the Massachusetts Institute of Technology and Wellesley College in the US. There is no ceiling to what can be achieved. We are proud of all our students' achievements, and make it our mission to celebrate individual success and identify the pathway that is right for your child.

“I didn’t know what I wanted to do when I joined the Sixth Form at Claremont. The wide range of courses on offer opened my eyes to the opportunities available, and gave me the springboard to my chosen university and career”

Claremont Alumnus student, Jack, currently studying for a Msc in Finance at University College, London

25 DIFFERENT COURSES OFFERED

We offer a broad programme of diverse and stimulating Sixth Form courses. Mathematics is consistently one of our most popular choices of subject, and our traditional A level subjects continue to thrive. Our BTEC course provision has expanded to meet rising student demand. Employers increasingly value the skills that BTEC students bring, and BTEC grades are a passport to access university courses, including Russell Group. BTEC courses earn UCAS points in the same way as A levels do and as such open the door to a wide range of different university courses and degree apprenticeships.

Our Performing Arts Centre is an exciting home for our Drama, Dance, and Music students and we are pleased with the growth of student numbers for our new Music Technology A Level. The pages that follow introduce you to the subjects that are available. There is something for everyone. You really can “Be Yourself at Claremont.”

TUTORIAL TEACHING, WITH LOTS OF TEACHER-STUDENT CONTACT

The typical class size in our Sixth Form is 10-12 students, which maximises interaction opportunities between staff and pupils. A levels require a high level of academic rigour and commitment, and our personal and bespoke teaching arrangements allow for an individualised learning approach. BTEC courses are coursework based, and the smaller class sizes allow opportunity for regular one-to-one feedback on exam assignments. Lessons are seminar in style, allowing every child to flourish and reach their potential. Pupil progress is monitored closely, with bespoke support and advice central to the successful outcomes we achieve.

DEVELOPING THE SKILLS THAT UNIVERSITIES AND EMPLOYERS VALUE

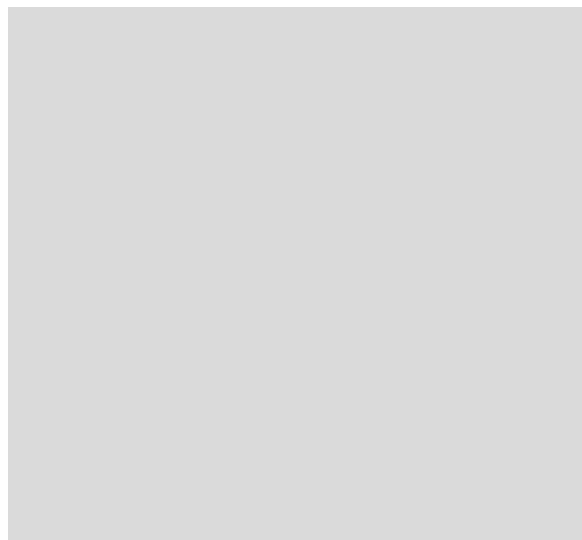
Our school leavers face an increasingly competitive environment, and we recognise the importance of standing out in a crowded marketplace. We encourage students to take the Extended Project Qualification as a "fourth" subject, and there are other opportunities for additional recognised qualifications, such as Sports Leaders, LAMDA and Duke of Edinburgh awards. Leadership opportunities abound and we encourage our Sixth Form students to reach out and embrace these as much as possible. School and House Prefects attend leadership training and work closely with the school leaders, in a diverse range of opportunities throughout the School. All Sixth Form students attend "study skills sessions" to help them effectively transition from Year 11 to the Sixth Form.

VARIED AND EXCITING EXTENSION OPPORTUNITIES

Sixth Form students have a wide range of co-curricular opportunities available to them, which allows them the opportunity to learn new skills, and develop intellectual curiosity. Whether it be film making, photography, sculpture, Space Society, Model United Nations, creating radio dramas, maths competitions or volunteering in the community, there are numerous opportunities for Sixth Form students. Our unique Co-curricular "passport" has a central role in encouraging our pupils to develop the skills prized by universities and employers alike.

MAKING EXERCISE A HABIT

We believe that staying physically fit as a teenager has an important role to play in helping a smooth transition to adulthood. Sixth Form students take part in timetabled sport two afternoons a week, which can include squad training and matches in competitive sport, or other varied exercise opportunities, including circuit training, basketball, strength and conditioning, fitness sessions, yoga, pilates, running club, dance and kickboxing. We have an indoor pool with a swim squad training programme, and a Football Academy which has achieved national success, that offers bespoke daily training for our football scholars.



A BREADTH OF OPPORTUNITIES FOR LEADERSHIP

Our Prefects are leaders of every aspect of pastoral life at Claremont and represent all that is important to us; student-led initiatives that drive positive change and culture in the School. These are important roles for our Sixth Form students to practise valued personal qualities such as self-discipline, leadership skills, communication skills, public speaking, politeness, helpfulness, respect and care for others. There are a wide range of opportunities for Prefect roles both across the School and in each House, with the term of office beginning in the summer term of Year 12.

A STRONG SENSE OF IDENTITY, WITH HOUSES BEING THE BACKBONE

There are four Houses at Claremont named after historic castles in the local area: Bodiam, Camber, Pevensey and Scotney. Each year group is split into twelve tutor groups, each assigned to a House. Students meet with their tutor once per day and House assemblies are held once per week across the year groups. As Sixth Formers, they are looked upon as student leaders within their House and encouraged to take on leadership roles. Whilst each House has its own unique identity, and there is a healthy competitive spirit in the many House competitions we run, at their core is the personal growth of our students so they can link an understanding of themselves to the huge range of choices they have when they leave Claremont.

PERSONALISED PASTORAL SUPPORT

All students have a dedicated tutor, to advise and mentor throughout their Sixth Form career. Study in the Sixth Form requires a different approach from GCSEs, and we understand that taking responsibility for your studying does not come naturally to all pupils at the start of Year 12. Our unrivalled pastoral support makes it easier for students to acquire the independent work ethic necessary to succeed at this level.

SCHOLARSHIPS

We offer academic, creative, sports and all-rounder scholarships to students joining Year 12. Applicants will be required to complete an application form and attend an assessment day in November prior to the year of their proposed entry to the Sixth Form. If you think you have something to offer our community, we are keen to hear from you. A scholarship application pack is available from our Registrar, Lily Lam (lily.lam@claremontschool.co.uk).

We would love you to come and see our Sixth Form in operation and hope to welcome you soon.



STUDENT
Q&A WITH
VICTORIA LIGGETT

SCAN TO WATCH

MEET THE HEAD
OF FUTURES

SCAN TO WATCH



The Claremont Futures Programme

SAM COTSFORD, HEAD OF FUTURES

The Claremont Futures team sit at the heart of the Sixth Form. Our Head of Futures works with students both on formal occasions (such as Futures week) and on a regular, ad hoc basis.

Our programme offers individualised coaching for our Sixth Formers to introduce them to the wide range of exciting opportunities open to them when they leave school. Year 12 students receive a weekly, timetabled careers and futures session and a dedicated Futures week in the summer term of year 12. Our software programme, Unifrog, guides students and parents through the complexities of the UCAS application process. In addition, the depth and breadth of apprenticeships available to school leavers has exploded in recent years, and these are promoted to students in conjunction, and alongside, universities.

Each student at Claremont has their own individual Unifrog account, giving them direct access to the world's largest database of post-16 opportunities. Students can search universities at home and abroad based on their expected grades and filter searches based on their personal requirements such as Russell Group Universities, city campuses and location. Once students select their choices, they are provided with full details of the course and university, including world rankings, employability, student satisfaction and graduate starting salary. In addition, students use Unifrog to search for live apprenticeship opportunities, international universities and MOOCs (Massive Online Open Courses).

"Be Yourself at Claremont" is our mission and this approach is maintained throughout the Sixth Form with the aim of inspiring our students to pursue whichever pathway is right for them. As a school with excellent pupil:teacher ratios, we can really find out about our students on an individual level, help them identify what their ambitions are and make informed choices. All students receive individualised guidance on the UCAS process, right from setting up an account through to analysing and assessing final offers. The Futures team is also the first point of contact for parents, to help regularly update them on their son or daughter's application progress.

The Sixth Form team also support alternative pathways, such as degree apprenticeships. We offer bespoke advice and guidance and work closely with outside organisations to ensure the most relevant and up-to-date information is offered to our students. Recent examples of outside speakers include ASK apprenticeships, who have run several workshops over the last academic year, and Inside Knowledge, who run a workshop helping students with employability skills.

Our door is always open - please come and see us in action.





COMMUNICATIONS

English Literature A level is the keystone to a Liberal Arts education. Classed as an enabling subject by the Russell Group universities, an award in English Literature A level is looked on favourably by university admissions services. It is an excellent choice for those going on to study Arts and Humanities subjects, Languages, Business or Law at university.

Challenging, yet rewarding, English Literature A level develops students' skills of literary analysis and evaluation through the study of prose, poetry and drama. English Literature A level encourages students to engage critically and creatively with texts and to undertake independent and sustained studies to deepen their understanding of literature, including its changing traditions.

Students will be introduced to a range of literary texts from the canon, from the Victorian novel and a Shakespeare play to the study of 21st Century British poetry.

EXAM BOARD: Edexcel A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Component 1: Drama. Worth 30% of the A level. Candidates answer two questions: one on the Shakespeare play *A Midsummer Night's Dream* and one on the modern play, *A Streetcar Named Desire* by Tennessee Williams.

Component 2: Prose. Worth 20% of the A level. Candidates answer on two prose texts with a common thematic link of 'The Supernatural': *Dracula* by Bram Stoker and *Beloved* by Toni Morrison.

Component 3: Poetry. Worth 30% of the A level. Candidates answer two questions: one on an unseen poem which they compare with one from a 21st century anthology of British poetry; the second is on a pre-1900 poetry text: John Donne.

Component 4: Coursework. Worth 20% of the A level. Candidates devise their own question (based on their own chosen area of research) and write a comparative essay of two texts. An example from a previous year was a comparison of '*A Handmaid's Tale*' by Margaret Atwood and '*Station Eleven*' by Emily St John Mandel.

WHERE NEXT? English Literature A level prepares students for a wide range of careers and university courses. Through developing powers of critical thinking, literary awareness and the ability to write extended prose, an A level in English Literature might lead to careers in Publishing, Journalism, Teaching or Law to name but a few.



OFTEN STUDIED WITH: Complimenting almost anything, English Literature does sit well with the Humanities, Foreign Languages and creative subjects like Drama or Art.

Whether students study A level French as a stepping stone to university or to enhance their career prospects, this course will help them deepen their understanding of the French language and develop an appreciation of the literature, film and culture of the French-speaking world.

It encourages students to explore aspects of French modern society, such as the evolving attitudes to marriage, the impact of music on contemporary culture, freedom of expression and the challenges of integration and multiculturalism. The course enables students to engage critically with intellectually stimulating topics and encourages them to become autonomous, creative and resourceful critical thinkers with a cognitive flexibility that will enable them to take their place in a multinational world.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

NELSON MANDELA

EXAM BOARD: AQA A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Paper 1: Listening, Reading and Writing (50%)

Students will listen and respond to questions based on a range of contexts and sources covering different registers. They will also read a variety of texts drawn from a range of authentic sources and will be required to undertake two translation exercises.

Paper 2: Writing (20%)

Students will write a critical and analytical response to aspects of a film and a text studied during the course.

Paper 3: Speaking (30%)

Students will discuss one of the topics studied throughout the course, with the discussion based on a stimulus card. They will also do a presentation about a topic they have researched individually and engage in a discussion about this topic.

WHERE NEXT? Many universities consider the experience of learning a foreign language a vital element of a broad and balanced education. As language skills are in scarce supply and can be used in almost any job, speaking French greatly increases students' career prospects by giving them a head start on other potential employees in a multitude of businesses. Besides the obvious teaching, translating and interpreting careers, speaking French potentially opens up more opportunities in firms that operate on an international basis in Finance, Law, Sales and Marketing, Food and Drink, Transport, Tourism and Leisure, the Civil Service and in European as well as international organisations.



OFTEN STUDIED WITH: English Literature, Mathematics, Science, History, Economics, and Fine Art.

This Edexcel BTEC Level 3 National Extended Certificate in Creative Digital Media Production is a two-year learner-centred practical course with written aspects to consolidate learning. It is worth the equivalent points to an A level and its aim is to provide an introduction to the study of creative media production in a vocational way.

This exciting course will allow you to develop a range of theory and production skills for the UK's dynamically changing media industry. From understanding the ways audience view a product, to the writing and creation of TV, music videos or films. This course offers you the chance to develop your creative, analytical and production skills within the creative media sector.

EXAM BOARD: Pearson BTEC Level 3 Extended Certificate

ASSESSMENT: Coursework and modular exams. UCAS points equivalent to 1 A Level

COURSE CONTENT:

The Media BTEC is assessed through assignments set and marked partly by Media teachers and partly by the exam board. Production is central to the course. Through the production units, students develop both creative and technical media skills. The work is split into four key units studied over the two years. The four key units are:

Media Representations

Students analyse and deconstruct media images and moving image representations and apply their knowledge of critical theory.

Pre-Production Portfolio

Students plan and document the arc of a professional media production from start to finish.

Responding to a Commission

Students complete a research task based on pre-release material and an assignment task completed in controlled assessment conditions.

Film Production: Fiction

Students produce and edit a short fictional film and evaluate how their film conforms to or subverts, the codes and conventions of a specified genre.

WHERE NEXT? As a vocational course, it is an excellent introduction to the creative media industries, as well as equating to UCAS points equivalent to one A level. Many Media BTEC students further their studies in the field, studying practical-based degree courses at university in Film Production, Radio Production or Scriptwriting, or choose to pursue apprenticeship opportunities in the media.



OFTEN STUDIED WITH: English Literature, Photography, Government and Politics, Business Studies, Fine Art, Psychology and History.

Spanish A level builds on the knowledge, understanding and skills gained at GCSE. It aims to develop awareness of various aspects of the societies where Spanish is spoken, to develop a high level of communication skills, competence in the Spanish language and to extend students intellectually and develop their study skills. The content is suitable for students who wish to progress to employment or to further study, including a Modern Foreign Language degree.

Broad topic areas will be covered including modern and traditional values, cyberspace, equal rights, modern regional identity and cultural heritage, artistic culture and aspects of political life in the Hispanic world. Related subject material will be used to practise the skills of speaking, listening, reading and writing.

Students should be prepared to do further reading in Spanish and to undertake an independent research project on a subject which is of interest to them and which relates to a country or countries where Spanish is spoken.

EXAM BOARD: AQA A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Paper 1: Listening, Reading and Writing (50%)

Students will listen and respond to questions based on a range of contexts and sources covering different registers. They will also read a variety of texts drawn from a range of authentic sources and will be required to undertake two translation exercises.

Paper 2: Writing (20%)

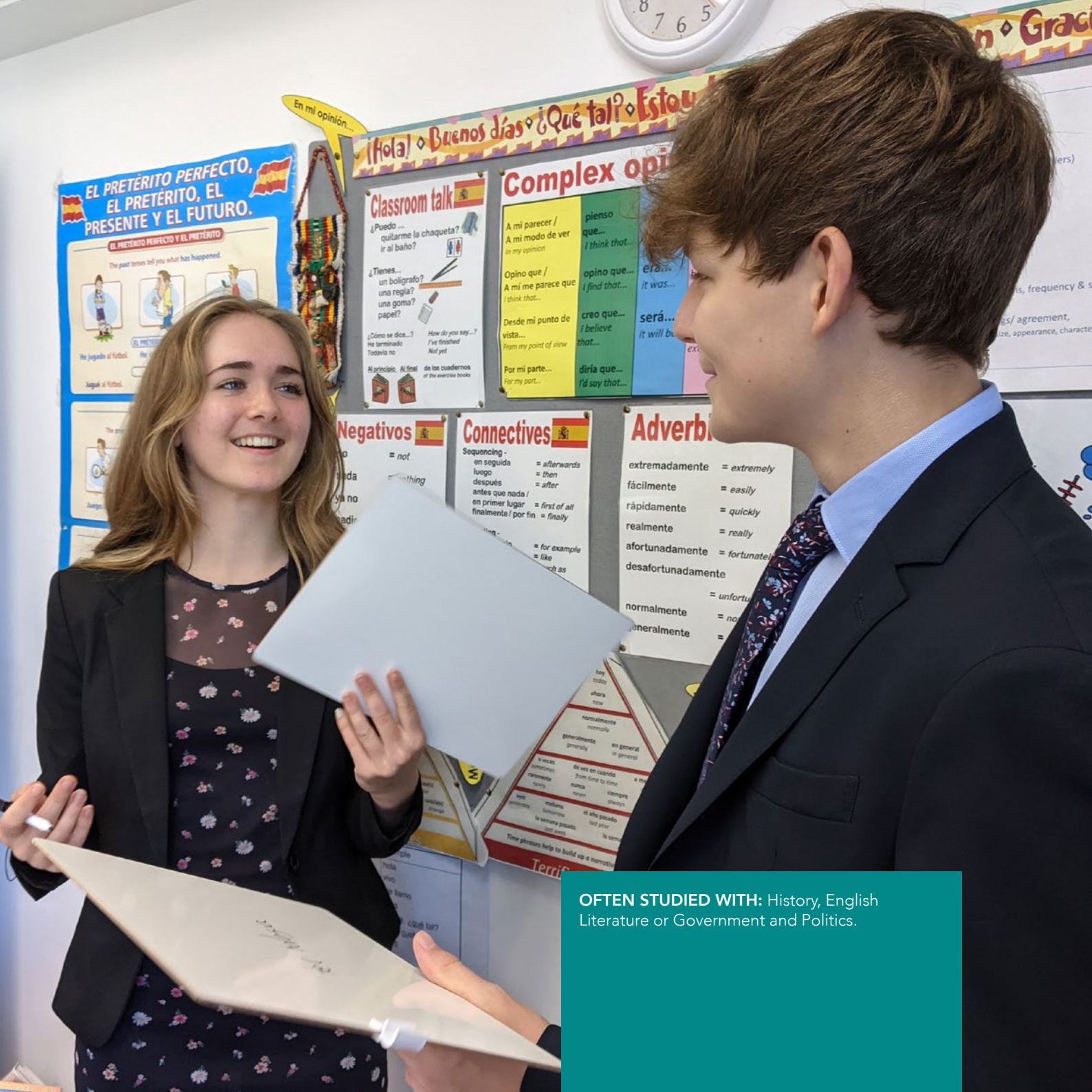
Students will write a critical and analytical response to aspects of a film and a text studied during the course.

Paper 3: Speaking (30%)

Students will discuss one of the topics studied throughout the course, with the discussion based on a stimulus card. They will also do a presentation about a topic they have researched individually and engage in a discussion about this topic.

WHERE NEXT? There are approximately 400 million native Spanish speakers in the world. This makes Spanish the second most important international language. It is the official language of 21 countries and is spoken by over 15% of the US population.

In the years ahead, Britain will be increasingly linked to Europe and a knowledge of European languages will be essential for industry, research and politics. Highly valued by employers, fluency in Spanish opens up a range of possible horizons in both Spain and the Americas. Spanish A level could lead straight to a language degree. Studied alongside other subjects at university, a language is something of huge value.



OFTEN STUDIED WITH: History, English Literature or Government and Politics.





CREATIVE

BTEC Level 3 National Foundation Diploma Performing Arts Practice (Dance)

The foundation diploma, equivalent in size to 1.5 A levels, is for learners looking to study performing arts as a two-year course alongside other subjects of choice.

This course is purely coursework, so no end-of-year written examination. This allows for students to develop skills in year 1 to then work on their own creations and learn professional repertoire; then, in year 2, perform a larger scale performance for assessment.

The structure of the qualification is in keeping with current industry and university teaching and assessment methodology. Minimising the number of assessment units allows for larger scale projects and provides a holistic learning experience which enables a diagnostic process, building development of skills and personal growth and intentions. The breadth of study provides learners with opportunities to consider their practice in the context of professional practice, with work from inception to completion.

EXAM BOARD: Pearson BTEC Foundation Diploma

ASSESSMENT: Coursework.

UCAS points equivalent to 1.5 A levels

COURSE CONTENT:

EXPLORING PERFORMANCE STYLES

Learners will take part in practical sessions, workshops and short projects that explore performance styles.

Creating performance material & Performing Dance Styles

This unit looks at the art of choreography and to find ways to provide innovative material along with performing Jazz and Contemporary Dance

Performing as a dancer as part of an ensemble

This unit involves pupils to be engaged in a larger scale project from inception to performing work to an audience.

THE PERFORMING ARTS INDUSTRY

Foundations and development of the performing arts industry

Learners will take part in practical group sessions, tutorials and research in which they explore the foundations of the performing arts industry in relation to their personal interests.

Employment opportunities in the performing arts industry

Learners explore the different types of employment within the performing arts industry and how they are linked.

Future developments and the contemporary industry

Learners will explore the current performing arts industry landscape and potential opportunities for the future.

WHERE NEXT? This course carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant courses. Learners can progress into higher education in any field they wish, due to the nature of the transferable skills. The course lends itself to courses such as BA in Dance, Performance, Education, Theatre, Film and TV and Media Studies.

OFTEN STUDIED WITH: Drama, Music, providing transferable skills such as; analytical skills, independent study, team working, project work, presentation skills, cognitive and problem solving skills, interpersonal and intrapersonal skills.

The Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre consists of two non-examination assessment components and one externally examined paper.

Drama and Theatre Studies A-Level is an excellent preparation for a degree in Drama or Drama School training; however, the skills developed through this course are relevant to many different academic and professional areas. During the two years, students will acquire many useful interpersonal and transferable skills which are vital in today's fluid job market; adaptability, flexibility, resilience, creative solutions, a vital yet non-precious approach to the work they produce and the problems they encounter. Drama and Theatre is about communication between human beings - a skill we must develop and hold onto in our young people.

The written aspects of this course are robust and in line with other academic A-levels, however, students should feel assured that practical exploration is vital in every step of this two year journey. It is an exciting and varied course that stretches the participants in a way that brings about deep long lasting change in confidence, understanding and creativity.

EXAM BOARD: Edexcel

ASSESSMENT: Linear

COURSE CONTENT:

Component 1: Non-examination assessment 40% of the qualification, 80 marks in total.

Students devise an original piece of Theatre using one key extract from a performance text and a theatre practitioner. The students record their journeys in a reflective portfolio, 3000 words in length. Internally marked, externally assessed.

Component 2: Text in Performance, Non-examination assessment, 20% of the qualification, 60 marks.

Two performances given from every student to a visiting examiner. One group performance and a monologue or duologue performance.

Component 3: Theatre Makers in Practice, Written examination: 2 hours 30 minutes, 40% of the qualification, 80 marks.

Section A: (20 marks) Students answer one extended response question based on a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Section B: (2 x 18 marks) After studying one of the prescribed performance texts (List A), students answer two extended response questions based on an unseen extract from the performance.

Section C: (24 marks) After studying one of the prescribed performance texts (List B), students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

WHERE NEXT? A-Level Drama and Theatre Studies is excellent preparation for a degree in Drama or for Drama School training; however, the skills developed through this course are relevant to many different academic and professional areas. During the two years, students will acquire many useful interpersonal and transferable skills which are vital in today's fluid job market.

OFTEN STUDIED WITH: English, History, Psychology, Philosophy and Ethics, Politics, Music, Dance, Art and Photography.

The Fine Art course provides a journey of personal, creative expression where students will follow their own path of artistic adventure. It is advisable that students have already completed a Fine Art GCSE gaining a grade 6 or higher in order to begin the course with confidence and basic artistic skills.

A level Fine Art students will learn to become mature, confident artists who will independently plan their own path through their A level projects. The course encourages students to use their imaginations, sensitive thought, conceptual thinking, and ability to take creative risks with their artwork. Students will be introduced to all manner of Fine Art practises; painting, mixed media, elements of photography and a range of technical skills. There are no limits in Fine Art A level and there are no wrong answers!

It is important to note that there will be an additional equipment charge when opting to study Fine Art at A level. This covers all equipment use, canvases, sketch books, folders etc.

EXAM BOARD: OCR A Level

ASSESSMENT: Coursework and assessment at the end of Year 13

COURSE CONTENT:

In Year 12, Fine Art students' main focus is to refine and develop their artistic skills. Students will experiment with texture, tonal drawing, painting, and elements of mixed media all within the framework of short, technique task based lessons and a longer project on one theme such as; 'Jumble', 'Holes' and 'Contortion'.

There is no external examination within this year but students will sit an internal summer Fine Art exam.

In Year 13, Fine Art students will produce a Personal Investigation Project on a theme of their choice, which also includes a Personal Study essay. The last project they will develop is their Externally Set task where students choose a title from a selection on the OCR exam paper. All work produced in Year 13 contributes towards their A level Final Art grade. The students will display their work from the year for a visiting moderator to assess in the Summer term.

Component 1: Personal Investigation, 60%

- Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.
- A related study: an extended response of a minimum of 1000 words

Component 2: Externally set task, 40% with a 15 hour exam to produce the final piece.

- Select one starting point from an early release question paper (February 1st) six weeks preparation time.

WHERE NEXT? There are many opportunities to consider beyond Fine Art A level. These include courses such as: Art Foundation, BTEC and GNVQ and a range of Degree (BA Hons) courses such as: Fine Art, Textiles, Fashion Design, Sculpture, Theatre, Graphic Design, Illustration, Architecture, Art History, 3D Design and Product Design.

OFTEN STUDIED WITH: Media Studies, English Literature or Photography.

The BTEC L3 Foundation Diploma in Music, equivalent to 1.5 A-Levels, is for learners looking to study Music as a two-year course alongside other subjects of choice. This course is purely coursework, which allows for students to develop skills in each area before applying them to larger-scale assessment briefs, which include ensemble performance, composition, and research projects.

BTEC Music develops students' skills in performance, composition, appraising and research. Students will learn and develop their knowledge, skills and understanding of the music industry and practical music-making in an integrated teaching approach. A creative and highly practical subject, Music is also academically rigorous; it provides a strong foundation for degrees in Music-related subjects, as well as careers within the industry and beyond.

Students should either have GCSE Music (Grade 5+), or demonstrate strong performance, composition, or music production skills.

UCAS points equivalent to 1.5 A levels.

EXAM BOARD: Pearson BTEC

ASSESSMENT: Coursework

COURSE CONTENT:

Unit A1: Performing as an ensemble

Students will develop their instrumental and ensemble performance skills through regular ensemble rehearsals. Students will develop their professional skills to plan and organise a music showcase, in which they will perform a variety of pieces.

Unit A2: Creating musical material

Students will develop DAW skills (including sequencing and effects application) and explore music theory in practice, using these skills to create and develop musical material in response to a brief.

Unit A3: Using musical styles

Students will learn about features and development of various popular music styles, applying this to the creation and development of musical material in response to a brief.

Unit C7: Planning a career in the industry

Students will learn about the development of music production and publishing, sectors and employment in the music industry, and future developments within the contemporary industry.

WHERE NEXT? BTEC Music is excellent preparation for a degree in Music / Music Technology, however the skills developed during this course are relevant to many academic and professional areas. Courses often studied at university include: Music, Music Technology, Music Production, or Business Studies. There are a number of careers which follow on from studying Music, including careers in: Marketing, Arts Management, Public Relations, and various Music Industry roles.



OFTEN STUDIED WITH: Any combination of Arts, Humanities or Science subjects.

A level Music Technology develops students' specialist skills in recording, sequencing and producing, as well as broader skills in project management, analysis and creativity. The course is highly practical yet academically rigorous, and enables students to progress to undergraduate study in Music Technology, Sound Production, Sound Engineering and many other music or technology related courses.

It also provides a strong foundation for degrees in a wide range of subjects including: Physics, Mathematics, Arts and Humanities.

There are no prerequisites for this course, however an understanding of basic music theory or prior experience in composition or music experience is desired.

EXAM BOARD: Edexcel A Level

ASSESSMENT: Two coursework units and two exams

COURSE CONTENT:

Component 1: Multi-track recording (20%).

Students learn the production tools and techniques needed to capture, edit, process and mix an audio recording. The project is externally assessed.

Component 2: Technology-based composition (20%).

Students develop skills in synthesis, sampling and creative effects, applying these to a technology-based composition. This is externally assessed.

Component 3: Listening and analysing (25%).

Students learn about recording and production techniques and technology, and the principles of sound and audio technology. Assessment is in the form of an externally-assessed written exam.

Component 4: Producing and analysing (35%).

Students apply their knowledge and understanding of editing, mixing and production techniques to unfamiliar materials in exam conditions. Assessment is in the form of an externally-assessed practical and written exam.

WHERE NEXT? Courses often studied at university include: Music Technology, Music for Film, or Audio Engineering. There are a number of careers which follow on from a degree in Music Technology, including careers in: Record Production, Sound Engineering, Arts Management and various other Music Industry roles.



OFTEN STUDIED WITH: Any combination of Arts, Mathematics or Science subjects.

Photography at A level is a vibrant, dynamic course which allows you to explore the processes of both digital and print related techniques such as photograms and cyanotypes.. It is advisable that students have already completed a creative GCSE (Fine Art, Graphic design, Photography) gaining a grade 6 or higher in order to begin the course with confidence and basic creative knowledge. Photography students will learn how to use their own digital SLR camera which will need to be purchased independently before the course starts.They will learn and understand focus, aperture, and shutter speed. They will also work creatively with the computer program Photoshop.

It is important to note that there will be an additional equipment charge when opting to study Photography at A level. This covers all printer ink, paper,darkroom chemicals, mount board, photography books, folders etc.

EXAM BOARD: OCR A Level

ASSESSMENT: Coursework and assessment at the end of Year 13

COURSE CONTENT:

In Year 12, Photography students' main focus is to refine and develop their creative and photographic skills. Students will experiment with digital editing, dark room techniques and camera functions all within the framework of short, technique task based lessons and a longer project on one theme such as; 'Passageway', 'Carrier', 'Holes' and 'Contortion'.

There is no external examination within this year but students will sit an internal summer Photography exam.

In Year 13, Photography students will produce a Personal Investigation Project on a theme of their choice which, also includes a Personal Study essay. The last project they will develop is their Externally Set Task where students choose a title from a selection on the OCR exam paper. All the student's work produced in Year 13 contributes towards their final A level Photography grade. The students will display their work from the year for a visiting moderator to assess in the summer term.

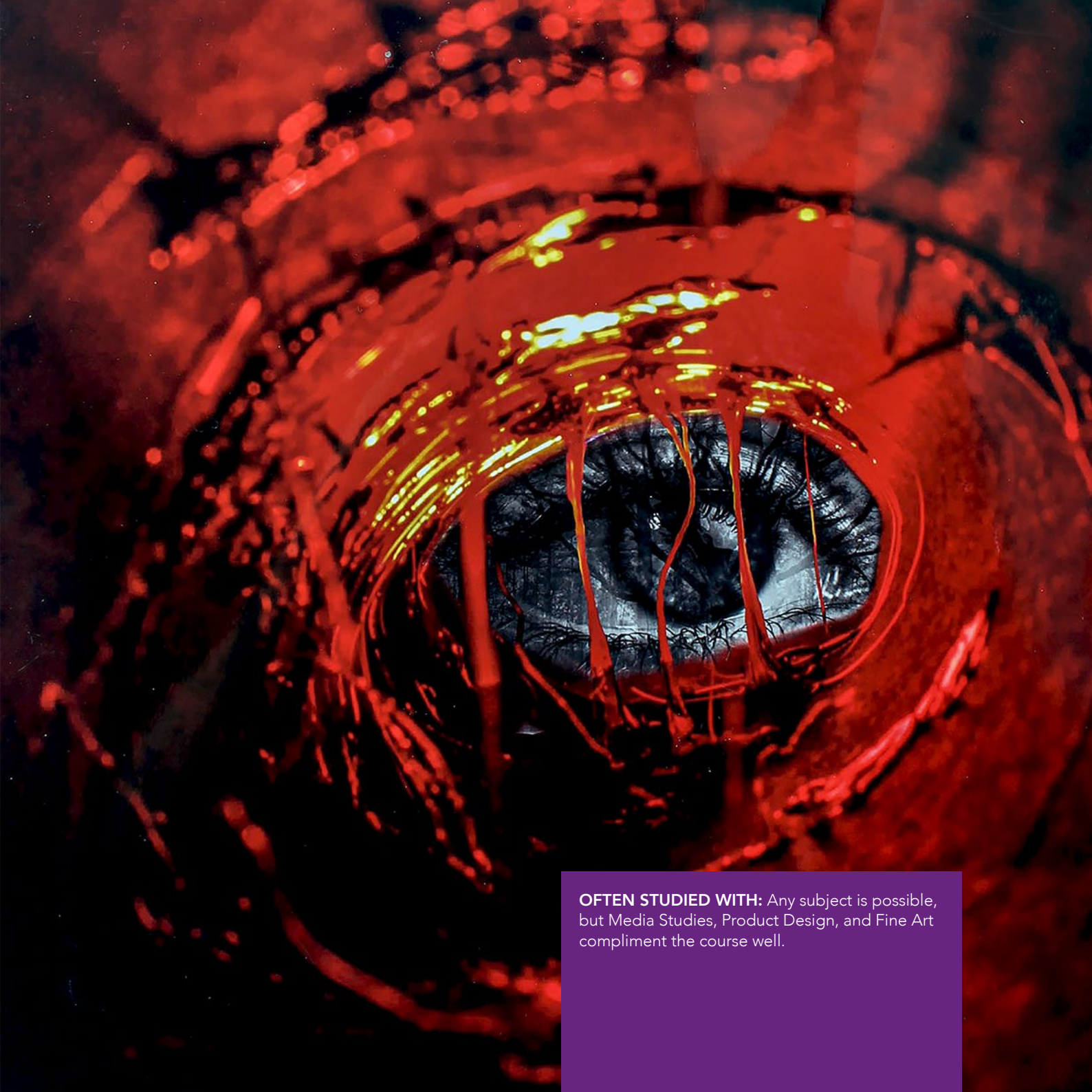
Component 1: Personal Investigation, 60%

- Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.
- A related study: an extended response of a minimum of 1000 words

Component 2: Externally set task, 40% with a 15 hour exam to produce the final piece.

Select one starting point from an early release question paper (February 1st) six weeks preparation time.

WHERE NEXT? There are many opportunities to consider beyond A level Photography; these include courses such as: Art Foundation, BTEC and GNVQ and a range of Degree (BA Hons) courses including Photography, Fashion Photography, Graphic Design, Illustration and Product Design.



OFTEN STUDIED WITH: Any subject is possible, but Media Studies, Product Design, and Fine Art compliment the course well.

Design skills and the ability to visualise new ideas is useful in many career fields such as Architecture, Interior Design, Product & Furniture design, Advertising, Arts & Crafts, Broadcast Media & Performing arts, Journalism & Publishing, Construction, as well as Engineering and Manufacturing.

The course is designed to encourage learners to develop skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. Learners show this through their responses to a range of stimuli.

During this course students will learn to critically analyse existing products and the work of other designers, artists and architects. Students will design and develop their own concepts leading to high quality working prototypes. Learning takes place through a balance of independent research and supported design projects, as well as an opportunity to develop practical skills in a range of materials. This course is suited to creative students who like to see their ideas become a three dimensional reality.

EXAM BOARD: OCR A Level

ASSESSMENT: 2 x non-exam assessment

COURSE CONTENT:

With an emphasis on independent learning and self organisation this course provides an excellent, yet fun preparation for University level study.

Component 01: Personal investigation (60% of qualification)

Learners should produce two elements:

- (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre.
- (ii) a related study: an extended response of a guided minimum of 1000 words.

Component 02: Externally set task (40% of qualification)

- The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.
- A response should be based on one of these options.

WHERE NEXT? A level Product Design is ideal for those wanting to pursue continued education or employment in any area of design, engineering and the creative industries. It also supports a number of other careers as universities and employers recognise the personal application required to successfully complete and value the core skills of extended research, evaluation, communication and project management.



OFTEN STUDIED WITH: Mathematics, Economics, Photography, Physics, Biology, Business Studies, Geography, Fine Art and Computer Science.





ENTERPRISE

This course is for students who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification aims to provide a coherent introduction to study of the business sector. This programme may include other BTEC Nationals or A levels to support progression to higher education courses in business areas before entering employment.

EXAM BOARD: Edexcel BTEC Level 3 Extended Certificate

ASSESSMENT: Coursework and modular exams.

UCAS points equivalent to 1 A level

COURSE CONTENT:

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education, apprenticeship or employment.

The course helps students

- Develop a critical understanding of businesses, the environment in which they operate and analyse what makes them successful
- Acquire business acumen in the principles and purpose of marketing and data, develop a rationale; plan and develop a marketing campaign
- Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context
- Investigate, undertake and reflect on work experience on own personal and professional development

Examination:

Four units of which two are internally moderated and two are external.

WHERE NEXT? Business is a highly practical subject that can lead students to either university courses such as Business and Finance or into the workplace. Employers particularly appreciate the practical understanding the subject brings. Universities appreciate the style of learning with this type of course, which prepares students for degree level studies using independent research skills together with applying theory.



OFTEN STUDIED WITH: Business can be taken with a wide range of subjects, but links very effectively with other Social Sciences (Politics and Psychology). It is also often taken with Mathematics. Some universities are sceptical about students taking both Economics and Business together.

This course is for students who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification aims to provide a coherent introduction to study of the business sector. This programme may include other BTEC Nationals or A levels to support progression to higher education courses in business areas before entering employment.

EXAM BOARD: Edexcel BTEC Level 3 Diploma

ASSESSMENT: Coursework and modular exams.

UCAS points equivalent to 2 A levels

COURSE CONTENT:

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education, apprenticeship or employment.

The course helps students

- Develop a critical understanding of businesses, the environment in which they operate and analyse what makes them successful
- Acquire business acumen in the principles and purpose of marketing and data, develop a rationale; plan and develop a marketing campaign
- Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context
- Investigate, undertake and reflect on work experience on own personal and professional development
- Coordinate and manage a business or social enterprise event and evaluate the skills gained.
- Understand how UK businesses develop strategies to trade globally.
- Understand how the role of management and leadership in the workplace contributes towards business success.
- Develop an understanding of how businesses adopt policies to respond to challenges and how they are socially responsible.

Examination

Eight units: five are internally moderated and three are external.

WHERE NEXT? Business is a highly practical subject that can lead students to either university courses such as Business and Finance, Higher Apprenticeships or into the workplace. Employers particularly appreciate the practical understanding the subject brings. Universities appreciate the style of learning with this type of course which prepares students for degree level studies using independent research skills together with applying theory.



OFTEN STUDIED WITH: Business can be taken with a wide range of subjects, but links very effectively with other Social Sciences (Politics and Psychology) or Mathematics. Some universities are sceptical about students taking both Economics and Business together.

The Level 3 Alternative Academic Qualification Btec National in Computing (Extended Certificate) is a course that is concerned with how computers work and the nature and substance of programming. Emphasising technical aspects of the discipline, students taking the subject tend to have a Mathematical or Scientific background. It is a subject that looks at how computers communicate with each other, how they store and process data and how computer programs are written.

Mixing practical and theoretical work, it looks at diverse areas such as design methodologies, computer networks, human-computer interaction as well as software development.

UCAS points equivalent to 1 A level.

EXAM BOARD: Pearson

ASSESSMENT: Coursework and modular exams

A2 COURSE CONTENT:

The course has four mandatory units covering the following topic areas:

Programming Fundamentals – Computing concepts and their application through programming and design methodologies. Assessed using an external examination..

Computer Network Security and Encryption – Types and origins of security threats, relevant regulations, methods and tools to detect and prevent threats, and concepts and algorithms of encryption. Assessed using an external examination..

Human-Computer Interaction – User experience (UX) and user interface (UI) design principles and their application in creating interfaces; key principles of HCI design, including meeting diverse needs of users. Practical task, internally assessed

Practical Programming – Principles of computer science related to software development and their application in developing and managing a software solution. Practical task, internally assessed

WHERE NEXT? One can study Computing and go on to a career in Medicine, Law, Business, Politics or any type of Science. One of the fastest growing and relevant A levels on the curriculum, this is a subject which is very much in demand within businesses and there remains a huge range of different opportunities within industry for those with these skills.



OFTEN STUDIED WITH: Mathematics, any Science, Design & Technology – however, it can be coupled with any A level.

Economics deals with “microeconomics”, which looks at different markets e.g. cars or oil, and “macroeconomics” which analyses economies as a whole. Challenging in its scope and detail, Economics looks to address some of the world’s key issues: inequality, poverty, pollution, addiction, to name but a few, and how decision making should be managed to reflect the allocation of the world’s scarce resources. The qualification encourages students to ‘think as economists’ and develop the appropriate range of analytical, questioning and reasoning skills to achieve this objective. The A level rewards those with a good sense of logic, who are comfortable in coming to reasoned judgements when faced with different, practical scenarios. Students will be taught using local, national and global contexts.

EXAM BOARD: Edexcel A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

The A level is assessed via three written, essay-style papers, each of two hours in duration. The papers are sat by students at the end of Year 13.

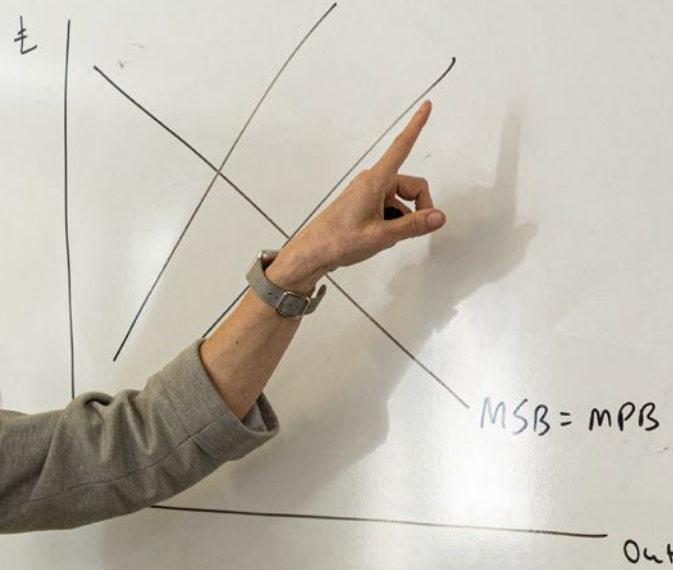
Students will study the following topics:

- How markets operate
- Why markets fail
- Government intervention to correct market failure
- Core macroeconomic themes: Economic growth; inflation; unemployment; trade; inequality; government finances; environmental protection
- Economic policy approaches: fiscal, monetary and supply-side policy (including the use of interest rates and taxation)
- Economic shocks: the 2008 financial crisis and Covid-19
- Trade, the balance of payments and globalisation
- Development economics
- Behavioural economics and “nudge” theory

WHERE NEXT? An A level in Economics is highly valued by leading universities and can lead to a wide range of different courses including Finance, Business Management, Law and Economics itself. Economics is also attractive to prospective employers and students of Economics often choose careers paths in Finance, Banking, Accountancy, Law or the commercial sector.



Negative Externalities



OFTEN STUDIED WITH: Economics is a flexible subject choice because it works well as a combination, with Maths and Science, History and Geography, or other humanities subjects.

Mathematics is the most ancient and yet the most modern of all the disciplines. Mathematics is highly valued by employers in industry, information technology, commerce and the scientific community. Mathematics is often criticised as being abstract, in truth it is one of the most useful tools in developing lateral thinking and problem solving ability, definitely transferable skills. It would be hard to surpass the breadth of opportunity that lies before young people with a Mathematics qualification at A level. A level Maths is made up of two units, Pure and Applied, and is assessed with three written exams (Pure Mathematics 1 & 2 and Statistics & Mechanics) at the end of two years of study.

EXAM BOARD: Edexcel A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Pure Mathematics builds on a student's prior knowledge of algebra and number. It extends their range of mathematical skills and techniques. By introducing differentiation, integration, logarithms and trigonometric functions. They will also create and analyse mathematical models for real-life situations. A greater emphasis is placed on using technology, allowing them to delve deeper into the subject. Students will also learn how to construct rigorous mathematical proofs.

Applied Mathematics places an emphasis on mathematical modelling by teaching them techniques to analyse data and explain the interaction of objects in the real world. As part of the Statistics module students are introduced to large data and ways in which they can manipulate, sample, interpret and present it. There is also a section on probability and statistical distributions. For the mechanics unit they are introduced to forces, kinematics and Newton's laws.

WHERE NEXT? Mathematics is the most versatile subject when it comes to application and has influences which far outreach any other subject. Mathematics is everywhere. Mathematics develops logical thinking, problem solving, creativity, perseverance and critical thinking. It is a rigorous course which prepares you for life outside the Sixth Form and is highly regarded by all industries. Simply stated, studying A level Mathematics will put you on a course to future success.



OFTEN STUDIED WITH: Physics, Further Mathematics, Chemistry, Biology, Business Studies, Accounting and Music

Through the Further Mathematics course, students develop the ability to consider abstract concepts and the ability to reason and question logically. They will learn to adopt a curious and questioning approach and become more effective thinkers. Students will learn to self-criticise and improve their weaknesses instead of just focusing on their strengths. A pupil achieving a Grade 8 or 9 at GCSE and looking at a further career in either Engineering or other Mathematics based careers, should seriously consider studying Further Mathematics. Fifty per cent of Further Maths is core content and fifty per cent is made up of optional content. It is assessed with four written exams (Core Pure Mathematics 1 & 2, Further Mathematics Options 1 & 2) at the end of two years of study.

EXAM BOARD: Edexcel A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Core Pure Mathematics builds on GCSE Mathematics and A level Mathematics, introducing students to many wonderful new concepts and techniques, such as complex numbers, matrices, hyperbolic functions and polar coordinates. Students will be expected to translate situations in context into mathematical models and, where appropriate, evaluate their accuracy and limitations. It is whilst studying these units that students are introduced to differential equations. Anything in the real world, such as the financial markets and waves, that involve some sort of 'rate of change' can be modelled using these.

For Further Mathematics Options 1 & 2 students study 2 of 8 possible options. Currently the School suggests that students study Further Pure 1 and Further Mechanics 1. There are also options that cover Statistics and Decision Maths.

WHERE NEXT? If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics. Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied Further Mathematics find the transition to such degrees far more straightforward.



OFTEN STUDIED WITH: Physics, Chemistry,
Biology and Mathematics





HUMANITIES

This course is designed to encourage interest and enthusiasm for the study of society, social interactions, modern life and the issues that impact on all our lives. This course will enable you to develop insights into behaviours and beliefs central to an understanding of the modern world. Through studying Sociology, you will be equipped with a range of skills which will help you make sense of contemporary themes. Many challenging questions are asked: Should criminals be punished or rehabilitated? (Even re-offenders?) Has feminism gone too far? What factors cause social inequalities? Can social problems ever be eradicated? How is British society changing and why? Are the changes in society good or bad? How has the internet and social media, in particular, changed society? Is globalisation a force for good? All of these issues and many more, will be considered.

A knowledge of, and interest in, current affairs is a must for this A level!

EXAM BOARD: OCR

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Unit 1: Socialisation, Culture & Identity. Written examination (90 minutes)

- Personal & social identity
- High & low culture
- Cultural diversity
- Subcultures
- Forces in society (family, media, work, religions etc)
- Models of the family
- Issues such as influences of peers on behaviour
- Sexual ethics / Feminism / sexual identity
- Changes in the family and society

Unit 2: Social Inequalities. Written examination (135 minutes)

- Theories of society
- Key thinkers and links to other disciplines (economics, politics, psychology, philosophy)
- Research methods
- Understanding, reading and manipulating data
- Social inequalities in the UK today
- Social groups and trends in British society, and their challenges
- Issues around age, gender, geography, ethnicity and much more...

Unit 3: Debates in Contemporary Society Written examination (135 minutes)

- Globalisation and its impact on society & individuals
- Impact on the internet age on society
- Crime and punishment
- Causes and effects of crime
- Rehabilitation v. Retribution

WHERE NEXT? Many Sociology students go on to higher education and study a wide range of courses including Law, Journalism, Philosophy, Sociology, Criminology and Anthropology. Jobs in business, the legal profession, the church, education, civil service, government and diplomacy commonly follow.



OFTEN STUDIED WITH: Any of the other humanities subjects and also the social sciences including Psychology, Sociology and Media Studies.

People who choose Geography will gain a deeper understanding of how the world works and how the people in it interact. Geography is a great choice of subject to study as it ties together Art and Sciences and, at a time of growing concern about climate change, shrinking energy resources and global poverty; it is one of the most relevant courses people could choose to study in our times. If you have enjoyed Geography in the past, you will love it at A level. Level 7 or above at GCSE Geography is highly recommended as an entry requirement. To be successful in Geography, students need to 'think like geographers'. Knowing what is happening in the world today is important to gain a broad, up-to-date understanding of the subject. Students are advised to watch the news and collect articles about any Geography related topics.

EXAM BOARD: AQA A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Component 1: Physical Geography and People and the Environment.

This component lends itself to various fieldwork opportunities and the chance to observe, measure, map and undertake statistical analysis. These opportunities will present themselves as students explore key systems at a variety of scales, each relevant to wider geography and their central importance to human populations. Students will be examined on their understanding of the coastal zone as a system, the implications presented to human populations from natural hazards, and the role of water and carbon cycles in maintaining life on Earth.

Component 2: Human Geography and Geography Fieldwork Investigation.

Focusing upon people's engagement with places, their experiences of them and the quality they ascribe to them, this component allows students to examine concepts of continuity and change in place. Students will be examined on their understanding of changing places, global systems and governance as well as population and the environment.

Students will also undertake an individual fieldwork investigation and submit a 4000 word report.

WHERE NEXT? Geography A level equips students for a range of careers and degrees. The combination of practical and analytical skills is valued and feeds into a diverse range of career possibilities, such as Environmental Work, Development Studies, Agriculture or Land Management.



OFTEN STUDIED WITH: History, Economics, Media, Psychology, Biology, Physics, or any Modern Foreign Language.

This course provides a relevant, topical and exciting introduction to the world of politics. Topics include an exploration of the key institutions in UK politics, the nature of political participation and an exploration of key political ideologies, such as Liberalism, Feminism, Socialism and Conservatism. The second year is focused on an in-depth study of global political issues. In introducing students to political ideas and contexts, it provides a foundation for understanding a globalised world in the 21st century. It suits those who have an interest in current affairs and in what makes the world go round!

EXAM BOARD: Edexcel A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Unit 1: UK Politics & Core Political Ideas:

This unit explores political participation in the UK and assesses the health of UK democracy. It explores the work of political parties and pressure groups as they deliver and influence government. It also explores electoral systems, the rise of direct democracy, voting behaviour and the influence of the media. The second part of the course explores the core political ideologies: Liberalism, Conservatism and Socialism.

Unit 2: UK Government & Non-Core Political Ideas:

This unit explores political institutions in the UK and assesses the effectiveness of Parliament, the Judiciary and the Executive in delivering democracy. The unit begins with the UK Constitution. It then analyses the changing relationships in Westminster and examines the diverse Prime Ministerial styles of recent years. The second element looks at alternative ideologies, specifically feminism.

Unit 3: Comparative Politics - Global Political Issues:

The final unit assesses some of the key issues facing the modern world and places them in a comparative theoretical framework. There are different topics explored here including Globalisation, Global Governance, Human Rights, the Environment and the role played by regional organisations. This module will provide a fantastic introduction to the world of International Relations, including an exploration of Realist and Liberal worldviews.

WHERE NEXT? Politics A level equips students with a range of skills sought by employers and universities. In particular, the ability to critically evaluate complex information, build sustained written arguments and develop knowledge of current affairs is developed. It leads naturally into any Humanities subject at university and lends itself particularly to a career in Law, Journalism, Education, Business, Finance or even Politics itself!

OFTEN STUDIED WITH: History, Economics,
Media Studies, Psychology, English Literature or
any Modern Foreign Language.

History remains one of the 'Gold Standard' A levels recognised around the world for the rigor of its demands and the intellectual training it provides for its students. Claremont pursues a course that runs across 300 years of history, from the rule of the French Bourbon King, Louis XVI, through to modern American history. Covering a range of different areas of global history, it aims to provide candidates with a broad knowledge of historical processes, as well as a deep understanding of how societies have emerged and changed. It suits any candidate who has a desire to develop an awareness of the past and the events that have created the modern, globalised world we live in today.

EXAM BOARD: OCR A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Unit 1: Churchill and the Making of Modern Britain 1929-1997 (25% - Exam)

This unit provides a look at the political life of Winston Churchill focusing on the 'wilderness' during the 1930s and his dramatic return to power. Content also includes the post-war Labour Government, the 1960s social and political revolution, and the rise of Thatcher and the Falklands War.

Unit 2: The French Revolution and Napoleon 1776-1815 (15% - Exam)

Students will study the causes of the 1789 Revolution, the events that followed, including The Terror and finish with a look at Napoleon's domestic rule and foreign conquests. The French Revolution is often seen as the defining event that starts the 'modern' era of European history.

Unit 3: Civil Rights in the USA 1865-1992 (40% - Exam)

This unit focuses on the struggle of citizens in the United States to gain equality before the law. They will study the experience and struggles of a range of different groups such as African Americans, Native Americans, women and workers.

Unit 4: Coursework (20%)

Students focus on Russian history looking at the build up to, and the aftermath of, the Bolshevik Revolution in October 1917. They will also study Lenin, Stalin's rise to power and the tyranny that followed. After being taught key aspects of this period, students will research in depth – and then produce a coursework essay of 4000 words, which gives students the experience of writing an academic paper similar to university standard.

WHERE NEXT? History A level equips students with a range of skills sought by employers and universities, in particular the ability to critically evaluate complex information, build sustained written arguments and develop knowledge of our past. It leads naturally into any Humanities subject at university and lends itself particularly to a career in Law, Journalism, Marketing, Education, Business, and a wide range of management roles.



OFTEN STUDIED WITH: Anything – but particularly with Politics, Economics, Media, Psychology, English or any Modern Foreign Language.





SCIENCE

This is a course for students who want to further their interest in and enthusiasm for the subject, including developing an interest in further study and careers in Biology. Lots of the topics are familiar from GCSE but they are covered in much more detail at GCE level. The course begins with the fundamental building blocks of life and ends with how this knowledge can be, and will be used in the future, in genetic engineering, cloning and biotechnology. Students will also learn to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

EXAM BOARD: OCR A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

The new linear A level is split into six teaching modules and assessed with three written exams (Biological Processes, Biological Diversity & Unified Biology) at the end of two years of study. It also contains a non-exam practical assessment. Modules 2,3 and 4 are taught in Year 1 and modules 5 and 6 in year 2.

Module 1: Development of Practical Skills in Biology

Module 2: Foundations in Biology

Module 3: Exchange and Transport.

Module 4: Biodiversity, Evolution and Disease

Module 5: Communication, Homeostasis and Energy

Module 6: Genetics, evolution and ecosystems

WHERE NEXT? Biology A level develops the scientific skills of analysing and evaluating information. These transferable skills are sought after by many future employers and universities. When combined with other sciences it can lead to courses in human and veterinary medicine. It will also open up further more specific fields of Biology, such as Marine Biology, Human Physiology, Genetics, Biochemistry or Ecology.



OFTEN STUDIED WITH: Chemistry, Physics and Mathematics. In more recent times it is also seen as a good combination with PE, Psychology or Geography.

Chemistry is the study of all chemical substances and how to change one chemical into another. At A level, students take the ideas they learnt about at GCSE further and in a variety of different contexts. They build up a picture of how Chemistry is important to our modern way of life, with a focus on using those concepts to answer questions, such as: Why does ice float? How is Nitrogen similar to Arsenic? Where do medicines come from and how are they made? There is an emphasis on problem solving, research and decision making, which gives Chemistry students highly transferable skills to take into their future studies. If you want to know what makes up the world around you, like logical problems and thinking hard then Chemistry is for you.

EXAM BOARD: OCR A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Students are assessed in three papers. The content examined in Paper 1 and Paper 2 is split based on topic areas. Paper 3 is a synoptic assessment covering content from the whole course. Practical work is embedded and assessed throughout the course and students are awarded a Pass / Fail grade in a Practical Endorsement which confirms that they have reached the required level of skill in their practical work.

Topics studied include:

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure
- The periodic table and periodicity
- Group 2 and the halogens
- Reaction rates and equilibrium
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements
- Organic chemistry
- Polymers
- Organic synthesis
- Analytical techniques (IR and MS) chromatography and spectroscopy (NMR)

WHERE NEXT? Chemistry is particularly important for students wishing to study Medicine, Veterinary Science, Dentistry or Biochemistry. More modern courses such as Nutrition, Environmental Chemistry or Medical Chemistry also allow students to specialise in certain fields. Chemistry is recognised for its analytical and logical method and so is highly valued by employers or by other degree courses such as Law.



OFTEN STUDIED WITH: Chemistry fits well with Biology, Physics or Mathematics. It is also good to balance more essay driven English or Humanities A level programmes.

The A level Physics course takes you into the heart of what is widely regarded as the most fundamental of all sciences. Studying Physics can see you grasping the scope of massive galaxies or probing the tiniest component particles of atoms. Physics is the study of how everything works and the basic rules of the universe and is full of challenges and opportunities.

EXAM BOARD: AQA A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Over the two years of the course, the following topics will be studied:

- Particles and Quantum Phenomena
- Waves and Oscillations
- Electricity
- Mechanics and Energy
- Materials
- Fields
- Electromagnetism
- Capacitance
- Nuclear Physics
- Thermal Physics
- Astrophysics

Practical work is at the heart of physics, the explicit teaching of practical skills will build students' competence. A separate endorsement of practical skills will be taken alongside the A level. This will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

WHERE NEXT? Physics doesn't restrict your options, it expands them. As well as being needed for many careers in science and engineering, the skills and knowledge that you can develop by studying Physics keeps the door open to doing just about everything else. Physics won't give you all the answers, but it will teach you how to ask the right questions.

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OFTEN STUDIED WITH: Other scientific A level courses, such as Biology, Chemistry and Mathematics. It is highly recommended that students also study Mathematics.



Psychology is a critical element in every aspect of human life and performance. It is the science of human mind, behaviour and experience, looking at how individuals think, why they do what they do and how their biological make up, up bringing and wider social group affects their behaviour. It is an invaluable education for life. This course aims to give learners a broad knowledge of psychology and the various issues, debates and perspectives that are currently shaping the field. As a science, it is valued by universities and employers for the systematic approach and critical analysis skills that are developed on the course.

The course is suitable for students with no previous formal knowledge of psychology, provided they are curious about human nature, enjoy essay writing and are prepared to work diligently to understand sophisticated ideas and apply complex specialist terminology with precision. A Grade 7 or above in GCSE Biology is strongly advised for success on the course.

EXAM BOARD: AQA A Level

ASSESSMENT: Exams at the end of Year 13

COURSE CONTENT:

Paper 1: Introductory Topics: Social Influence; Memory; Attachment in Childhood; Psychopathology (mental illness)

Paper 2: Psychology in Context: Contrasting approaches to explaining behaviour; Biopsychology (functions of the brain and nervous system); Research Methods in Psychology; use of Inferential Statistical Tests to determine significance in results. Note that GCSE level mathematical skills make up 10% of the marks overall.

Paper 3: Issues and Options in Psychology: Issues and Debates in Psychological Research; Schizophrenia; Forensic Psychology; Relationships.

All the units are assessed through three two hour examinations at the end of two years of study. There is no coursework component, but practical psychological experiments are carried out to enhance learning.

WHERE NEXT? This A level course equips students with an awareness of how to apply psychological principles to any career involving human behaviour, performance and interaction. Claremont graduates regularly go on to study degrees in Psychology, Criminology, Sport & Exercise Science, Speech and Language Therapy and Business.



OFTEN STUDIED WITH: Business Studies, Politics, Economics, Media Studies and PE as a basis for understanding human mindsets and motivations. It also fits well with Biology and Chemistry as a route into clinical research and therapeutic roles.

The Pearson BTEC Level 3 National Diploma in Sport and Exercise Science is intended to be an Applied General qualification for post-16 students who want to continue their education through applied learning, and who aim to progress to higher education. The qualification is equivalent in size to two A levels, and has been designed as a full two-year programme.

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

EXAM BOARD: Edexcel BTEC Level 3 Diploma

ASSESSMENT: Coursework and modular exams. UCAS points equivalent to 2 A levels

COURSE CONTENT:

The qualification gives students the knowledge, understanding and skills that underpin the Sport and Exercise Science sector, to prepare students for further study or training at a higher level. The course consists of eight units spread over the two years which include exams, research based projects and report writing. All units are highlighted below:

Mandatory units:

- Sport and Exercise Physiology (Exam)
- Functional Anatomy (Exam)
- Sport Psychology (Exam)
- Field and Laboratory Based Fitness Testing
- Applied Research Methods
- Sports Coaching for Performance.

Optional units have been designed to support progression to a range of sector-related courses in higher education. Two of the below units will need to be completed.

Optional Units:

- Specialised Fitness Training
- Sport and Exercise Research Project
- Physical Activity for Exercise
- Biomechanics in Sport and Exercise Science

WHERE NEXT? This qualification will help develop multiple skills that lead to further study of sport-related subjects at university such as Sports and Exercise Science, Physiotherapy or Sports Coaching. However, the skills gained during this course can open many other doors in a wide range of industries that include; Business, Medicine and Teaching.



OFTEN STUDIED WITH: The Sports and Exercise Science course often lends itself very nicely alongside Psychology and Biology due to the cross over of content from the units of work that are taught.





H FORM



“Being able to prepare young people for Maths degrees at Harvard as effectively as for Fashion courses in London is something all our staff are deeply proud of”

ED DICKIE, HEAD OF SENIOR SCHOOL

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