GRESHAM'S
EST. 1555

Sixth Form Subject Guide
2025-2026

Contents

Advice, Information & Guidance for Sixth Form Choices

Introduction

This booklet is designed to help pupils in choosing their route through the Sixth Form. Here you will find an overview of the provision of the courses Gresham's offers as well as guidance on making suitable choices. Detailed descriptions for all subjects are in Part Two; each subject also gives an indication of the potential university and career pathways that their courses can lead to.

The Sixth Form curriculum at Gresham's is incredibly broad, offering pupils a multitude of pathways through which they can explore their personal academic passions. The Dyson Building enables us to develop an enriching route through the STEAM subjects and the courses we offer reflect cutting-edge learning in these areas. The International Baccalaureate continues to provide a very popular and successful curriculum which enables pupils to study a wide range of subjects, supporting applications to universities that draw on a range of skills and interests. BTECs offer a more vocational pathway and are assessed by 80% coursework, avoiding a heavy emphasis on final exams. Alternatively, the large number of A Levels we offer means pupils can choose a group of subjects to reflect their interests.

We encourage pupils and parents to read the information carefully and approach the choices available with an open mind. Mr Chart-Boyles (Deputy Head, Academic), Mr Seldon (Assistant Head, Pupil Progress) and Mrs Osborne (Head of Careers) are all available to offer guidance should you need it.

Transition from Year 11

All courses at Sixth Form are chosen to ensure pupils are inquisitive and industrious from their very first lessons. Our subject-specialist teachers will guide pupils in ways of studying and learning, and whichever route pupils choose there will be significant demands on their time to study independently and meet deadlines. Sixth Form at Gresham's poses an academic challenge whichever route pupils choose to follow so we strongly encourage them to make informed decisions.

All pupils will be directed to develop their study skills and time-management so that the transition to Sixth Form is as successful as it possibly can be. We explicitly teach pupils techniques of organisation, the importance of having a Growth Mindset and the impact good independent learning skills will have on their progress and outcomes. Our Learning Support Department, Library induction, academic intervention clinics and enrichment programme are just some of the ways in which pupils are supported, stretched and challenged every week.

Deadlines

Pupils will be asked to enter their choices in the second half of the Lent Term. Some pupils may look to change their choices after they receive their GCSE results. Although this is not encouraged as pupils should look to study what they are interested in, it may be sensible to do so but this must be done as soon as possible after GCSE Results Day. Please note the final cut-off date for any possible changes to Sixth Form choices is the first Home Weekend of the Michaelmas Term. No option changes will be permitted after this date so it is imperative that pupils choose their courses wisely.

Choices

Each course has an entry requirement, usually equivalent to a 6 at GCSE. Pupils concerned about grades for entry should contact Mr Chart-Boyles or Admissions in the first instance.

Choosing the appropriate pathway

Gresham's offers a significant choice: whether to study the IB or A Levels, or a combination of A Levels and BTECs.

The IB Diploma balances subject choices across different disciplines, and pupils are encouraged to explore aspects of learning and understanding across their choices. Each subject requires a short piece of coursework, the Internal Assessment (IA). The six subjects are complemented by the core: Theory of Knowledge; the Extended Essay; and Creativity, Activity and Service (CAS). The composition of the IB enables pupils to explore areas of expertise and strength whilst keeping breadth and directed time in their curriculum. The six groups are: 1) a Literature or Language course in your first or strongest language; 2) a second or additional Language; 3) a Humanities or Social Science course; 4) a Science; 5) Mathematics; 6) an Arts course (this may be replaced by a second Humanities or Social Science subject, a second experimental Science, or another Language). Pupils opting for the IB will study and take exams in six subjects; at least three will be studied at Higher Level (HL) and three at Standard Level (SL), according to the pupil preference. The subjects you most wish to study should be selected at Higher Level. Pupils normally choose three Higher Level subjects, though more than three may be studied. If Maths is selected as a Higher Level subject, you are advised to start on four Higher Level subjects. About 30% of pupils begin on four Higher Levels. You are strongly advised to check your selection of Mathematics course with the IB Coordinator, Mrs Futter (lfutter@greshams.com).

A Levels provide a focused and investigative curriculum from which pupils will see themselves as subject specialists, developing an understanding in real depth and detail. Pupils can extend their knowledge in a certain area by taking the IB Extended Essay in addition to their A Levels. If they wish, pupils can balance their curriculum by choosing a non-A Level course alongside one or two A Levels.

The school also offers subjects within the umbrella of **BTEC**. These are Level 3 qualifications and are therefore considered by universities as an equivalent to A Levels. These courses are assessed differently and do not rely on final summative assessments (Year 13 exams) as A Levels and the IB Diploma do. Assessments are by modules and coursework, and these often contain a practical element. These courses offer pupils the opportunity to develop practical skills and experience with a stronger eye on future vocations.

All pathways are complimented by academic clinics, teacher and pupil-led clubs and societies, enrichment opportunities, and the Sixth Form lecture programme.

Four A Levels

It is possible to choose four A Levels initially but pupils must indicate which is their fourth choice. This will enable pupils to keep their options open a little longer, although most ultimately settle upon three A Level subjects early in Year 12. The exception to this is pupils studying Further Mathematics: these pupils complete their A Level in Mathematics in Year 12 before moving on to the Further Mathematics course in Year 13.

The positive choice

At the heart of pupils' choices must be positives and the most important of these should be enjoyment of the subject. Whatever courses are chosen, high academic ambitions and commitment are required, and these come more easily if the subject is one about which pupils are passionate. Pupils could speak to teachers and their peers who are already taking the course to help with their decisions too.

Positive reasons for choosing the IB Diploma
Breadth - Particularly as this keeps your options open for university.
Some specialisations – The Higher Level subjects allow you to specialise in your favourite areas.
Preparation for university – With its breadth of skills, emphasis on academic referencing and independent study, the Diploma is excellent preparation for undergraduate life. This is strongly recognised by universities.
Coursework elements – The Extended Essay supports your study skills and with TOK enables you to bank points outside your exams. The Internal Assessments support your final marks in your exams too.
Structured Learning – The IB has more lessons and fewer study periods than A Levels.
Recognition – The IB is recognised by UK universities but is also an international passport for universities in Europe, the USA and further afield.

Positive reasons for choosing A Levels
Specialisation – Pupils can choose areas of strength and interest and focus on these.
Excellence – A Level grades are at a high standard and require you to strive for highly developed knowledge and understanding.
Less emphasis on coursework – Look closely at the descriptions in this booklet, but many A Levels do not require any coursework.
Independence – Study periods are essential to A Level success and therefore require self-motivation and focus.

Positive reasons for choosing BTECs
Recognition - They are highly regarded by universities.
Less emphasis on written exams - They place less emphasis on final assessment in written exams and there is greater emphasis on practical study and coursework.
Structure - The courses are structured around modules.
Specialisation – BTEC Sport and BTEC Agriculture are worth 2 A Levels and allow you to further specialise at Sixth Form study.
Vocational – Tasks are designed within a vocational context.

Subject Choice

Whichever programme pupils decide upon, choosing the right subject combinations is obviously crucial.

In some ways, selection for the **IB Diploma** is easier, as you select from six groups:

- A literature or language & literature course in your first or strongest language
- A second or additional language
- A humanities or social science course
- A science
- Mathematics
- An Arts course (this may be replaced by a second humanities or social science subject, a second experimental science, or another language)

The subjects you most want to study should be selected at Higher Level. Pupils normally choose three Higher Level subjects – though more than three may be studied.

If Maths is selected as a Higher-Level subject, you are advised to start on four Higher Level subjects. About 30% of pupils begin on 4 Higher Levels.

Reserve Choice

At **A Level**, pupils have a free choice as to the programmes studied. We always try our best to allow pupils to study the courses they want to but not every combination is possible to satisfy within the constraints of the timetable. Therefore, pupils **must** select a reserve subject when making their choices.

Good reasons for selecting a subject
You currently enjoy it You are likely to do well in it You can see how it supports your future plans You can see how it keeps your options for university or a career path open You are keen and interested to learn more about this subject It fits well with other subjects

Poor reasons for selecting a subject
You like the current teacher Your friends are doing it Your older sibling studied it You want new subjects at Sixth Form You think it will make the Sixth Form easier You think a BTEC or another subject is easier You think A Levels require less work than IB

What Sixth Form subjects are offered at Gresham's?

Please note all subjects are offered subject to there being sufficient demand.

Subject	A Level	IB	BTEC
Agriculture	No	No	Yes
***Art/Visual Arts**	Yes	Yes	
Biology	Yes	Yes	
Business / Management	Yes	Yes	
Chemistry	Yes	Yes	
Computer Science	Yes	Yes	
Digital Sound Production	No	No	Yes
Drama & Theatre Studies	No	No	Yes
Economics	Yes	Yes	
English Literature	Yes	No	
English Language & Literature	No	Yes	
Environmental Systems & Societies	No	Yes (SL only)	
Extended Essay	Yes (as an additional course)	Yes - compulsory	
Film	No	Yes	
French	Yes	Yes	
Geography	Yes	Yes	
German	No	Yes	
***Graphics**	Yes	No	
History	Yes	Yes	
History of Art	Yes	No	
Latin	Yes	Yes	
Mathematics	Yes	Yes	
Further Mathematics	Yes	No	
Music	Yes	Yes	
***Photography**	Yes	No – although Visual Arts can include this	
Physical Education	Yes	No	
Physics	Yes	Yes	
Psychology	Yes	Yes	
RS (Philosophy & Ethics) / Philosophy	Yes	Yes	
Spanish	Yes	Yes	
Sport	No	Yes	Yes
Theory of Knowledge	No	Yes – compulsory	
***Three-Dimensional Design**	Yes	No	

***If you would like to study three from Art, Graphics, Three-Dimensional Design and Photography, you will need to discuss this with the Deputy Head (Academic).**

The IB Languages and Mathematics Courses

It is important to select the correct language options if you choose the IB Diploma. These can be a bit confusing, so in general:

Language A is a **native language** – effectively your mother tongue or the language in which you are proficient - the options are Literature or Language and Literature at HL or SL – Literature is all about written texts in the four main genres (drama, poetry, prose: novel and short story, and prose other than the novel); Language & Literature includes the study of literary, non-fiction and literary non-fiction texts in a range of contexts such as the media, culture, film and journalism.

Language B is an **acquired language** – that is one that you have studied for a few years, say up to GCSE standard.

Language *ab initio* is for a **beginner's language** studied (or one that you have not studied for several years) and can be studied at Standard Level only.

Here is what we offer at Gresham's, **subject to demand**:

Language A	**Language B**	**Language *ab initio* SL**
English A: Language & Literature German A: Literature Spanish A: Language & Literature*	English B French B German B Classical Languages: Latin Spanish B	Mandarin *ab initio* Spanish *ab initio* French *ab initio* (rare) German *ab initio* (rare)

*Please contact Admissions if you are interested in taking Spanish A.

Modern Foreign Languages at IB

It is possible to choose a language in Group 6 to complement the Group 2 language. It is likely these will only be:

- French B
- Spanish *ab initio*

This will ultimately depend on the cohort's option, but it is likely these will be the choices. If you wish to study a different language in Group 6, please have a second choice for Group 6.

Mathematical Applications and Interpretations is offered at both Standard and Higher Level.

You are strongly advised to check your selection of maths course with the IB Coordinator.

Support

At every stage of the decision process and well into your Sixth Form career, a comprehensive range of support services are offered.

Frequently Asked Questions

1. When do I decide?

   You will make initial choices in the second half of the Lent Term.

2. What if I am undecided?

   Complete the form as fully as you are able to. If you want to change your choices, contact Mr Seldon, Assistant Head (Pupil Progress): mseldon@greshams.com.

3. What if I change my mind after my GCSE results?

   Changes can sometimes be made before the start of term, though this cannot be guaranteed. You are strongly advised to get in touch with Mr Chart-Boyles, Deputy Head (Academic), before the start of term if you are rethinking your options.

4. What if I change my mind after I have started?

   The final cut-off date for late changes is the September Home Weekend. No changes are permitted after this point.

5. What advice is out there?

   At Gresham's we are proud of the advice, information and guidance we offer our pupils. There are many sources of help available:

   - Your academic tutor
   - Your house staff
   - Subject teachers
   - School Library – many useful resources on choosing courses
   - Mrs Osborne - Head of Careers for careers information, advice and guidance on next stage subject study for university degree study or gaining a degree in early start employer programmes or degree apprenticeships
   - Mrs Futter (IB Diploma Programme Coordinator – essential to speak with her if you are thinking of the Diploma)
   - Mr Seldon (Assistant Head, Pupil Progress)
   - Mr Chart-Boyles (Deputy Head, Academic)

Learning Support

The Learning Support department continues to support current and new pupils in the Sixth Form. Pupils can have 1:1 lessons in their free periods as necessary. All LS teachers are qualified and experienced SpLD specialists. An IEP (Individual Education Plan) will be written for all pupils having 1:1 support and these are updated twice a year. The Learning Support department is open 4 evenings a week during prep for drop-in support or help with study/revision skills.

International English Language Testing System

This qualification is required by some universities in Anglophone countries as proof of competency in English for speakers of English as a Second Language.

The top score in each of the four papers (reading, writing, listening and speaking) is 9.0.

A typical entrance requirement for a Russell Group university is a minimum of at least a 7.0 in each of the four papers with an overall score of at least 7.5.

It is imperative that Year 13 pupils check the IELTS scores required by their chosen universities before they complete their UCAS application.

We would recommend that pupils obtain email confirmation of the IELTS requirements for their chosen courses from each individual course admissions tutor.

There is a fee for this test. The 2023/24 fee was approximately £200.00. Kindly note that the fee increases on an annual basis. In addition, there will be some travelling costs.

Careers Advice

Sue Osborne, a qualified careers guidance advice practitioner, is our Head of Careers. Personal advice and guidance is available from Sue through an appointment system or on a drop-in basis. She is here to help all pupils make informed decisions about any aspect of planning for their future, including career choices, advice on growth employment sectors and the subjects and skills required for these, higher education, apprenticeships and training, summer jobs, work experience, Gap Years, CVs, coaching for psychometric assessments, interviews, applications, and employability.	
Careers Interviews	All pupils are able to book a careers interview with Mrs Osborne by emailing here: sosborne@greshams.com. A comprehensive action plan is always provided to the pupil following their interview.
UniFrog Careers online platform **Psychometric Assessments**	Unifrog is a careers platform that can help parents support their child's Higher Education and career choices. All year groups and parents from Years 10 – 13 have access to it. Psychometric testing is one of the ways Unifrog supports pupils to find the best post-school destinations for them. Pupils can explore their interests, strengths, and areas for development. Unifrog's psychometric testing consists of four quizzes, three tests, and one profile tool. There is no cost involved and pupils can book an appointment to discuss their results with Mrs Osborne.
Careers Education	This is provided through the PSHE/Wellbeing carousel and Academic Tutoring programmes. It focuses on developing self-awareness, key employability skills and personal presentation, exploring LMI growth employment sectors, writing CVs, coaching on interview skills, and how to use professional business networking platforms.
Business Breakfast	An excellent way for Sixth Form pupils to be trained on networking and personal presentation skills, which they can put into practice with local employers.
Enrichment talks with the Old Greshamian network	Curriculum time lectures to Sixth Form pupils to develop awareness, knowledge and discussion. Support from Old Greshamians for mentoring, job sector advice, skills, abilities and work experience, for example.
Higher Education Fair at the Royal Norfolk Exhibition Hall, Norfolk Showground	Year 12 pupils attend this event organised by UCAS and held in the Exhibition Hall at The Royal Norfolk Showground ground, Norwich. The event provides an opportunity for pupils to meet university ambassadors to find out more about degree courses / degree apprenticeships and student life. The Armed Forces, The Dyson Institute and the National Health Service also attend to give information on their routes of study.
Lower Sixth Careers Conference	Our annual conference for Year 12 pupils and their parents. It launches the UCAS application process, as well as providing information about routes other than university.
Gap Year Information	A Gap Year Presentation Evening is held during the Lent Term.
HE Open Days and Taster Days	Information on these is displayed on noticeboard in Tig's and sent out via our Sixth Form UCAS & Careers Teams channels.
International Study Event	At this event, Year 12 pupils hear about the potential opportunities to study overseas. Representatives attend from universities in the USA, Canada, Europe and Australia.
STEAM Careers Convention	Bi-annual event giving an opportunity to pupils and parents from all Senior School year groups to speak to a diverse range of employers from Science, Technology, the Arts, Engineering, Maths and Medicine, together with university and degree apprenticeship exhibitors showcasing qualification routes to these employment sectors.
Work Experience	Work Experience is actively encouraged for pupils in Years 11 and 12. Mrs Osborne has a wealth of employment contacts and the Old Greshamian network offers many opportunities for work placements too.
Summer Work	Vacancies for summer work are posted on the Teams noticeboard, Tig's noticeboard and House noticeboards.

BTEC National

BTEC Level 3 National Diploma or Extended Certificate in Agriculture

HEAD OF DEPARTMENT: Mr J Beales (jbeales@greshams.com)
EXAM BOARD: Pearson

Entry requirements	Strictly speaking there are no entry requirements for this course, however, having achieved grade 4 Science at GCSE will be a good starting point.
Where next?	Pupils completing their BTEC Nationals in Agriculture will be aiming to go on to employment in the industry or related industries, often via the steppingstone of higher education.

WHAT WILL I STUDY?

For the National Diploma (2 A Level Equivalent)

The following 7 units are mandatory:

- Professional Working Responsibilities
- Plant and Soil Science
- Work Experience in the Land-based Sectors
- Estate Skills
- Land-based Machinery Operations
- Managing Environmental Activities in Agriculture
- Managing Activities for Agricultural Enterprises

The following 2 units are selected by us:

- Livestock Husbandry
- Grass and Forage Crop Production

Pupils have a 'free choice' of 1 of the following units to suit their personalized learning needs:

- Crop Production
- Livestock Health and Disease
- Developing a Land-based Enterprise
- Combinable Crop Production and Processing
- Livestock Nutrition
- Organic Agricultural Production
- Land-based Workshop Practices

For the Extended Certificate (1 A-Level Equivalent)

The following 3 units are mandatory:

- Professional Working Responsibilities
- Work Experience in the Land-based Sectors
- Applied Agricultural Farming Practice

The following 1 unit is selected by us:

- Land-based Machinery Operations

HOW IS THE COURSE ASSESSED?

There are three main forms of assessment: external, internal and synoptic.

<u>Externally-assessed units:</u>

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome
- Set tasks – pupils take the assessment during a defined window and demonstrate understanding through completion of a vocational task

<u>Internally-assessed units:</u>

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Deliver presentations
- Construct portfolios to demonstrate practical skills

BTEC National Extended Certificate in Digital Music Production

HEAD OF DEPARTMENT: Mr J Myers (jmyers@greshams.com)
EXAM BOARD: Pearson

Entry requirements	There are no specific entry requirements for this course.
Where next?	Equivalent to one A Level, this course is designed to support progression to apprenticeship or employment when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. It supports pupils looking to study an academic subject at university, and it provides a strong basis of study for the sound engineering sector with a focus on studio recording techniques and DAW production.

WHAT WILL I STUDY?

There are two mandatory units, which cover the following aspects of sound engineering:

- **Music and Sound for Media** – Learners will explore the production of the music, sound and effects that are used for media products such as games, films and apps.
- **Digital Audio Workstation (DAW) production** – Pupils will develop an understanding of how a digital audio workstation can be used creatively to produce music, manipulate audio and mix music.

Pupils will also study three "optional" units.

- **Creative Synthesis and Sampling** - Learners will explore the creative functions of synthesisers and samplers in making music and sound design.
- **Mixing and Mastering Techniques -** This unit aims to give learners the skills to mix and master a digital audio workstation (DAW) project to a professional standard.
- **Commercial Music Production -** Learners will explore the audio production techniques and ear-catching songwriting styles associated with commercial music.

HOW IS THE COURSE ASSESSED?

There are three main forms of assessment: external, internal and synoptic.

Externally-assessed units:

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome
- Set tasks – pupils take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally-assessed units:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations

BTEC Level 3 National Diploma or Extended Certificate in Performing Arts

HEAD OF DEPARTMENT: Miss B O'Brien (bobrien@greshams.com)
EXAM BOARD: Pearson

Entry requirements	There are no specific requirements for this course, though GCSE Drama is a useful starting point. In the absence of Drama qualifications, we would expect pupils to have some performance experience and extra-curricular engagement within the Performing Arts. This is a practical course which requires a professional attitude and a commitment to get actively involved.
Where next?	Pupils completing their BTEC in Performing Arts will be aiming to go on to employment in the industry or related industries, often via the stepping stone of Drama and Theatre at university, or Performing Arts/Dance/Drama School, becoming a member of a Theatre/Performing Arts group, dancer/director in film, television or media, Drama teacher or workshop facilitator.

WHAT WILL I STUDY:
A mix of **Mandatory** and **Specialist Units** to give you a strong foundation and to allow for a pupil's personal interest and skills to develop their personal pathway

Certificate equivalent one A Level	
Certificate: **6 Units** **4 Mandatory Units** **2 External (in bold)**	Mandatory content (83%) External assessment (58%) **1 Investigating Practitioners' Work** 2 Developing Skills and Techniques for Live Performance **3 Group Performance Workshop**
BTEC Level 3 National Diploma equivalent two A Levels	
Diploma: **8 Units** **6 Mandatory Units** **3 External (in bold)**	Mandatory content (83%) External assessment (46%) **1 Investigating Practitioners' Work** 2 Developing Skills and Techniques for Live Performance **3 Group Performance Workshop** 4 Performing Arts in the Community **5 Individual Performance Commission** 6 Final Live Performance to an Audience

Specialist Units
The Specialist Units offered will reflect the skills and interests of the cohort but options include:
Unit 18: Interpreting Classical Text for Performance
Unit 19: Acting Styles
Unit 20: Developing the Voice for Performance
Unit 21: Improvisation
Unit 22: Movement in Performance
Unit 27: Musical Theatre Techniques
Unit 28: Variety Performance

HOW IS THE COURSE ASSESSED?

There are three main forms of assessment: external, internal and synoptic.

Externally-assessed units:

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome.
- Set tasks – pupils take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally-assessed units:

- Write up the findings of their own research.
- Use case studies to explore complex or unfamiliar situations.
- Deliver presentations.
- Construct portfolios to demonstrate practical skills.

BTEC Level 3 National Diploma in Sport

HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)
EXAM BOARD: Pearson

Entry Requirements	Strictly speaking there are no entry requirements for this course, however, having studied PE at GCSE will be a good starting point.
Where next?	Pupils completing their BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education.

WHAT WILL I STUDY?

There are 9 units, of which 6 are mandatory (75% of the course content), and 3 externally assessed (45% of the course content).

Mandatory

1. Anatomy and physiology
2. Fitness training and programming for health, sport and wellbeing
3. Professional development in the sports industry
4. Sports leadership
5. Investigating business in sport
6. Skills acquisition in sport

Optional

1. Application of fitness testing
2. Sports psychology
3. Practical sports performance
4. Coaching for performance
5. Research methods in sport
6. Sport event organisation
7. Research project in sport
8. Sports injury management
9. Work experience in active leisure
10. Leisure management
11. Leisure centre operations
12. Sports performance analysis
13. Rules, regulations and officiating in sport
14. Technical and tactical demands of sport
15. Principles and practices for outdoor and adventurous activities
16. Environmental sustainability for outdoor and adventurous activities

HOW IS THE COURSE ASSESSED?

There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally Assessed units:

- Examinations – all pupils take the same assessment at the same time, normally with a written outcome,
- Set tasks – pupils take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally Assessed Units:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills

Synoptic Assessment (may be internally or externally assessed):

- Completion of a vocational task.

A Levels

A Level Art (Fine Art)

HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)
EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Art or equivalent. Pupils who are focused on a future career path within the creative industries can choose to study more than one creative A Level subject. It is also highly recommended that all pupils choosing a creative arts A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may progress to study an Art Foundation course or degree in Fine Arts, Sculpture, Graphics, Architecture, Textiles, Illustration, Animation, Photography or Film.



WHAT WILL I STUDY?

- **Painting and drawing**
- **Printmaking**
- **Sculpture**
- **Lens-based image making**

Pupils will develop integrated knowledge, skills and understanding of the following:

Painting and drawing

- Characteristics of materials such as plasticity, opacity, translucence, malleability and transparency.
- Properties of colour, such as hue, tint, saturation, tone and colour perception.
- Materials such as graphite, wax crayon, oil pastel, soft pastel, charcoal, ink, chalk, watercolour, acrylic paint, oil paint, dyes, stitch and computer software.
- The potential for exploring combinations of materials, such as combining drawn and painted elements, collage, found objects, including inert materials to add textures/impart meaning.

Printmaking

- Print qualities and how they result from different printmaking tools, materials and processes.
- Printing processes such as screen printing, intaglio printing, relief printing and lithography.

Sculpture

- Producing forms in three dimensions, utilising volume, space, materials and movement.
- Modelling techniques such as the manipulation materials such as clay, plaster or wax.
- Construction techniques such as fixing or joining materials.
- Materials such as wood, plaster, leather, clay, textiles, card, plastics, wax, recyclable materials, ready-mades and found objects/materials.

Lens-based image making

- The production processes of artworks in a range of lens and time-based media, such as mixed media, installation, site-specific, montage, digital, film and video, animation and sound.

HOW IS THE COURSE ASSESSED?

- The Coursework Unit is internally set, internally assessed and externally moderated. It is worth 60% of the total qualification. This includes a written Personal Study that comprises of 12% of the total qualification.
- The Exam Unit is externally set, internally assessed and externally moderated and is worth 40% of the total qualification. There is a fifteen-hour exam over three days.

A Level Biology

HEAD OF DEPARTMENT: Mrs E Philpott (ephilpott@greshams.com)
EXAM BOARD: OCR

Entry Requirements	Grade 6 in Biology GCSE or 6:6 in Combined Sciences
Where next?	Biology is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means pupils enjoy learning about a range of areas, which can in turn lead to a variety of careers. Biology is a wide ranging and diverse group of subjects. Studying at Sixth Form Level opens the door to opportunities in zoology, medicine, conservation, genetic research, veterinary medicine, dentistry, forestry, physiotherapy and ecotourism amongst any others.

WHAT WILL I STUDY?

- Module 1 – Development of practical skills in Biology (covered through practical work throughout the course)
- Module 2 – Foundations in Biology (including Cell Biology, Cell Division, Enzymes and Biochemistry)
- Module 3 – Exchange and Transport (including gas exchange and the lungs, the heart and circulatory system and transport of materials in plants)
- Module 4 – Biodiversity, Evolution and Disease (including measuring biodiversity, conservation, classification and the immune system)
- Module 5 – Communication, Homeostasis and Energy (including the biochemistry of respiration and photosynthesis, the nervous system, the liver and kidneys and hormonal communication in animals and plants)
- Module 6 – Genetics, Evolution and Ecosystems (including genetic inheritance, the control of gene expression, populations and ecosystems and biotechnology).

HOW IS THE COURSE ASSESSED?

- Assessment is through three exams, taken towards the end of the course:
- Biological processes – 2 hours 15min (37%)
- Biological diversity – 2 hours 15min (37%)
- Unified Biology – 1 hour 30min (26%)

Experimental skills are recognised and lead to a practical endorsement in Biology awarded through completion of a series of practical experiments in lessons.

A Level Business Studies

HEAD OF DEPARTMENT: Mr A Coventry (acoventry@greshams.com)
EXAM BOARD: CIE

Entry Requirements	Grade 4/5 in IGCSE English and Mathematics or equivalent.
Where next?	A business qualification prepares you for a degree or career in business, which may stretch across any sector or industry. Industries as diverse as banking, chemicals, utilities, fashion, health, grocery and construction all require managers with a clear understanding of systems, efficiency and operational issues. Opportunities exist in the private, public and voluntary sectors, both in the UK and overseas. Courses range from Business Studies to Accounting to Business Management. Many courses now offer an industrial placement year which can prepare pupils for a life in business.

WHAT WILL I STUDY?

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

HOW IS THE COURSE ASSESSED?

Four papers are sat covering syllabus topics, comprising short questions, case studies and essay questions.

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

A Level Chemistry

HEAD OF DEPARTMENT: Mr C Oates (coates@greshams.com)
EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Chemistry or 6:6 in Combined Science or equivalent.
Where next?	The skills developed in Chemistry are extremely sought after. Chemists are problem solvers; they are trained to design novel solutions to problems and communicate them to others. Chemists display the qualities of inventiveness, imagination and communication that will be least vulnerable to replacement by computers in the future. Any pupil considering studying Medicine, Dentistry or Veterinary Science must study Chemistry. Other courses that benefit from studying the subject include natural sciences, (chemical) engineering, biochemical and biomedical sciences, pharmacology and a host of other science related degree courses. Indirectly, through the skills you learn while studying Chemistry, it is also great training for careers in law, business and finance, consultancy, investment banking, publishing and sales and marketing.

WHAT WILL I STUDY?

Chemistry is divided into 3 disciplines:

Organic – study of carbon-based molecules.
Inorganic– study of the rest of the periodic table.
Physical – study of the laws underlying what atoms and molecules do.

HOW IS THE COURSE ASSESSED?

The course consists of three linear exams sat at the end of two years.

- Paper 1: 35% Physical and Inorganic Chemistry (short and long answer questions)
- Paper 2: 35% Physical and Organic Chemistry (short and long answer questions)
- Paper 3: 30% Practical techniques and Synoptic (data analysis and multiple-choice questions)

A Level Computer Science

HEAD OF DEPARTMENT: Mr W Robinson (brobinson@greshams.com)
EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Computer Science or, since the syllabus is specifically designed to be equally accessible by those who have **not** studied the subject at GCSE, grade 6 in Mathematics.
Where next?	Programming skills, and especially Python, are increasingly required by a wide range of university degree courses, as data analysis and modelling, as well as machine learning, have assumed an ever-greater role across many fields in recent years. Computational methods underpin a wide range of commercial, scientific, and academic activities, and studying Computer Science develops both the pupil's knowledge and understanding of such methods and an appreciation of when and how they may be best applied. The programming, logical and analytical skills which are developed in this course are highly sought after in careers at the cutting edge of financial technology, artificial intelligence, robotics, engineering, "big data", and across numerous fields of business. Both challenging and intellectually rewarding, Computer Science offers its pupils the opportunity to acquire valuable real-world skills whilst engaged in what Seymour Paper, former Professor of Education at MIT and a leading figure in the development of artificial intelligence, described as "hard fun".

WHAT WILL I STUDY?

A considerable part of both A Level and IB courses is focused on algorithms and data structures, and how these can be expressed in, and manipulated by, computer programs. Consequently, there is large programming element, particularly Python. Computer graphics and functional and object-oriented programming are explored as well as networking and databases.

HOW IS THE COURSE ASSESSED?

Two linear exams sat at the end of two years, plus completion of a course work project in the second year.

Principal languages: Python, ASM, Haskell, SQL, Javascript

Paper 1 (40%) On screen exam

This paper tests a pupil's ability to program, as well as their theoretical knowledge of:

- Fundamentals of Programming
- Fundamentals of Data Structures
- Fundamentals of Algorithms
- Theory of Computation

Paper 2 (40%) Written exam, testing the pupil's knowledge of these aspects

- Data Representation
- Computer Systems
- Computer Organisation & Architecture
- Consequences of the use of Computing
- Communication & Networking
- Fundamentals of Databases
- Big Data
- Functional programming

Course Work (20%)
A very wide range of projects can be tackled, requiring a practical programming solution/application to be created to solve a real-world problem of the pupil's choosing. Previous projects have included *inter alia* machine learning applied to psychometric testing, computer vision/robotics, and e-commerce and automated online financial trading systems.

A Level Economics

HEAD OF DEPARTMENT: Mr C Mack (cmack@greshams.com)
EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in IGCSE Mathematics and English or equivalent.
Where next?	Economics is a widely accepted and well respected subject, particularly amongst the Russell Group Universities. According to Prospects UK (http://www.prospects.ac.uk/options_economics.htm) "A degree in economics provides you with a wide array of both subject-specific and transferable skills, all of which are highly sought after by employers." It is suggested that the following are potential careers for those with Economics related degrees: Accountant, Economist, Financial Risk Analyst, Statistician, Actuary, Civil Service Fast Streamer, Diplomatic Services Operational Officer, Local Government Officer, Management Consultant, Quantity Surveyor.

WHAT WILL I STUDY?

Theme 1: Introduction to markets and market failure
Theme 2: The UK economy – performance and policies
Theme 3: Business behaviour and the labour market
Theme 4: A global perspective

HOW IS THE COURSE ASSESSED?

Four units assessed with 3 x 2 hour papers, which comprise multi choice, data response and extended open-response questions.

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

A Level English Literature

HEAD OF DEPARTMENT: Mr F Hardy (fhardy@greshams.com)
EXAM BOARD: Edexcel

Entry Requirements	Grade 6 in IGCSE English Literature or equivalent
Where next?	Universities offer a range of English Language and English Literature courses as well as combined Language and Literature courses. The ability to scrutinise and debate a variety of texts, write comprehensively, argue a point, analyse levels of meaning and communicate ideas clearly, make pupils highly employable in all sectors.

WHAT WILL I STUDY?

Component 1: Drama
This component is worth 30% of the qualification.
Section A is based on your study of one Shakespeare play (either Tragedy or Comedy).
Section B is based on your study of one other drama text (either Tragedy or Comedy).
You may take a clean copy of your drama texts into the exam with you.

Component 2: Prose
This component is worth 20% of the qualification.
Your exam is based on the study of two prose texts from a chosen theme. You will answer one comparative essay question on your two texts.
You may take a clean copy of your prose texts into the exam with you.

Component 3: Poetry
This component is worth 30% of the qualification.
You will study a post-2000 anthology of poetry as well as a selection of poetry by a named poet or movement.
Section A of the exam will ask you to compare one unseen poem written post-2000 with one of the named poems from your studied post-2000 poetry anthology.
Section B of the exam requires you to answer one essay question based on your named poet or movement.
You may take a clean copy of your poetry texts into the exam with you.

Component 4: NEA (Coursework)
This component is worth 20% of the qualification.
You have a free choice of texts to study from poetry, prose fiction, prose non-fiction and drama that may be linked by theme, author, movement or period.
Pupils will produce a comparative essay of 2500-3500 words.

HOW IS THE COURSE ASSESSED?

The course consists of three linear examinations sat at the end of two years and a coursework element for Component 4.

A Level French

HEAD OF DEPARTMENT: Mrs A G A Brighton-Watt (awatt@greshams.com)
EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE French.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is **better respected** by Russell Group universities and employers, and it will open more doors for you. Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the i**ntellectual rigour** and **cultural understanding** which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an **advantageous position** in the job market. Furthermore, having spent a year abroad you are a more mature, adaptable and independent individual, what is termed a "**global citizen**." According to recruitment consultants a language can add 10-15% to your salary and most language graduates do jobs where languages are advantageous, but not central to their work. Furthermore, linguists have **one of the lowest unemployment rates** overall. They find their way into a wide range of jobs – including banks and other financial institutions, the travel and hospitality business, the media (including journalism), advertising, PR, retail, education, charities, international organisations and many others. About 10% choose to work abroad, mostly in commercial and business areas.

HOW IS THE COURSE ASSESSED?

The course is assessed at the end of the 2-year linear course and is separated into the following components:

- French Component 1: Listening, Reading and Translation. 2hrs, 40%
  Section A: Listening - comprehension questions and translation from French to English.

- French Component 2: Written response to works and translation, 2hrs 40mins, 30%
  Section A: Translation from English to French and an essay on literature and film.

- French Component 3: Speaking. 21-23 minutes, 30%
  Task 1: Pupils discuss one theme from the specification based on a stimulus containing two different statements.
  Task 2, Part 1: Pupils summarise two written sources they have used for their independent research project as a presentation.
  Task 2, Part 2: Pupils answer questions on their presentation.

A Level Geography

HEAD OF DEPARTMENT: Mrs E Wilson (ewilson@greshams.com)
EXAM BOARD: Cambridge International A Level

Entry Requirements	Preferably a Grade 5 (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad academic subject that leads to banking, accountancy, law, planning, geology, hydrology and international development. Geography at university can be human (social sciences) or physical oriented (science) oriented.

WHAT WILL I STUDY?

Core Physical Geography

- Hydrology and fluvial Geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography

- Population
- Migration
- Settlement dynamics

Advanced Physical Geography Options:

- Coastal environments
- Hazardous environments

Advanced Human Geography Options:

- Environmental management
- Economic transition

Field Trips:
There are a series of day trips run to complement the delivery of the course.

The department have run trips to Iceland and Morocco. We are currently looking into trips to Chamonix and British Columbia.

HOW IS THE COURSE ASSESSED?

Paper 1 (25% final grade)
Paper 2 (25% final grade)
Paper 3 (25% final grade)
Paper 4 (25% final grade)

A Level Graphic Communication

HEAD OF DEPARTMENT: Mr A Gray (agray@greshams.com)
Exam Board: Edexcel

Entry Requirements	Grade 6 in GCSE Art or equivalent. A Level pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. We would also strongly recommend that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.

WHAT WILL I STUDY?

Pupils will explore all aspects of graphic communication from the design of typography through to digital animation and everything else in between. They will develop key technical skills in the manipulation of image and colour as well as a broader understanding of contemporary approaches to visual communication. Pupils will not only be taught how to create impacting and inventive work, but also the importance of presentation in bringing this work to the audience.

HOW IS THE COURSE ASSESSED?

- The coursework unit is a combination of preparatory work and sustained outcomes, and accounts for 60% of the total mark.
- The exam unit combines preparatory work and a final outcome produced during a timed period (15 hours) and, accounts for 40% of the total mark.

A Level History

HEAD OF DEPARTMENT: Mr S Kinder (skinder@greshams.com)
EXAM BOARD**:** AQA

Entry Requirements	A grade 5 or better in GCSE History would be preferred. What is essential is enthusiasm, commitment, and enjoyment of reading and a genuine interest in the subject.
Where next?	History degrees leave open many careers pathways including the law, administration, journalism, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employers continue to value the literary, analytical and linguistic skills with which strong pupils of History are endowed. History remains a popular and competitive subject for a university degree and OGs are or have recently read History at the following universities: Aberdeen, Bangor, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Essex, Exeter, Leeds, Oxford, Newcastle, Sussex, Warwick and the UEA. In the past decade, half a dozen pupils have read History at Oxford or Cambridge. History remains very well respected as a qualification because it requires effective oral and written communication and the ability to synthesise, analyse and evaluate demanding material.

WHAT WILL I STUDY?

1C The Tudors: England, 1485–1603 & 2O Democracy and Nazism: Germany, 1918–1945

Or

1K The Making of a Superpower: USA, 1865–1975 & 2B The Wars of the Roses, 1450–1499

All pupils undertake a Historical Investigation on EITHER The Development of African American Civil Rights 1863-1965 OR the British Empire and slavery 1730-1838.

HOW IS THE COURSE ASSESSED?

The course consists of two linear examinations, sat at the end of two years. Each is worth 40% of the A Level Grade. The remaining 20% is based upon the Historical Investigation, which is internally marked and externally moderated.

A Level History of Art

HEAD OF DEPARTMENT: Mrs H Robinson (hrobinson@greshams.com)
EXAM BOARD: Edexcel

Entry Requirements	None required, although a Grade 6 in IGCSE English or equivalent would be beneficial. A genuine enthusiasm for all aspects of the subject are expected.
Where next?	History of Art is a well-respected qualification with the academic credentials for university. History of Art is offered as a Single or Joint Honours degree at most universities, including Oxford and Cambridge. There is a rich variety of career paths including education, journalism, curating, sales, interior design, stylist, art restoration and conservation, and art therapy.

WHAT WILL I STUDY?

The qualification inspires pupils to engage with visual culture in many forms and with a new global perspective. Pupils will gain an understanding of the relationship between art and society; art historical terms, concepts and issues; the influence of cultural and political factors, differences in materials, techniques and processes in both art and architecture over time.

Year 12 Paper 1: THEMES

- Visual analysis (painting, sculpture and architecture)
- Two Themes are studied in depth:
- Nature in Art
- Identities in Art

Year 13 Paper 2: PERIODS

Two Periods are studied in depth:

- Power and Persuasion: The Baroque in Catholic Europe (1597-1685)
- Brave New World: 'Modernism' in Europe (1900-1939)

HOW IS THE COURSE ASSESSED?

How it's assessed

- There are two written exams at the end of Year 13
- Each exam is worth 50% of the A Level grade

A Level Latin

HEAD OF DEPARTMENT: Mr J Brettell (jbrettell@greshams.com)
Exam Board: OCR

Entry Requirements	Grade 6 in GCSE Latin or equivalent.
Where next?	Both universities and employers value the logical thinking skills which are intrinsic to learning a complex inflected language like Latin. In addition, pupils have to write effectively and persuasively about a range of literary authors with diverse styles, and have to have the ability to assimilate large portions of text. A degree in Classics can lead to careers in the civil service, law, accountancy or even computer programming.

WHAT WILL I STUDY?

The course builds on the ability to translate and comprehend unseen Latin stories already acquired at GCSE. Pupils have to get to grips with more complex syntax and accidence in order to be able to translate unabridged Latin from both prose and verse authors. In addition, they have to study prescribed authors from two different genres.

HOW IS THE COURSE ASSESSED?

(1) Unseen translation exam (Livy and Ovid), 1 hour and 45 minutes (33% weighting).
(2) Unseen comprehension exam from a different prose author, 1 hour and 15 minutes (17% weighting).
(3) Prose set text exam on Tacitus 'Annals' Book XII, 2 hours (25% weighting).
(4) Verse set text exam on Virgil 'The Aeneid' Book II, 2 hours (25% weighting).

A Level Mathematics

HEAD OF DEPARTMENT: Mr J Thomson (jthomson@greshams.com)
Exam Board: Edexcel

Entry Requirements	As high a grade as possible at IGCSE, such as grade 8 or 9, possibly a 7.
Where next?	Mathematics is a versatile qualification, well respected by universities and employers alike. Pupils with a good Mathematics qualification from school, indicating good numeracy, problem solving and analytical skills are attractive to all employers be it in, for example, accounting, banking, business, economics, management, marketing, medicine, the military, politics, psychology or surveying. There is still a huge demand from science, engineering and manufacturing employers. Careers requiring good mathematical skills and qualifications are frequently well paid, interesting and rewarding. The skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business Studies. A Level Mathematics is an interesting and challenging course which extends the methods you have learnt at GCSE and is made up of 'Applied Mathematics' and 'Core Mathematics'.

WHAT WILL I STUDY?

Applied Mathematics

This is the mathematics that is used to describe or to solve 'real-world' situations and problems. Within this section there are three main areas: Statistics, Mechanics and Decision Mathematics (Decision Mathematics is only available to Further Mathematicians).

Statistics – Collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers including insurance, medicine, engineering and sciences.

Mechanics – Modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particularly useful to pupils studying physics and engineering.

Decision Mathematics – Using algorithms and other methods to find efficient solutions to real life problems, such as finding the shortest route between two points in a network. Decision is particularly useful for business, computing and economics careers.

Core Mathematics

The easiest way to think of Core Mathematics is that it is mathematics done for its own sake, often referred to as Pure Mathematics. In fact, it is not that simple because even the most abstract mathematics will almost always have applications.

HOW IS THE COURSE ASSESSED?

Three externally-examined papers which are taken in the Summer Term of Upper Sixth carrying equal weight for the overall grade:
Paper 1: Pure Mathematics 1 (Paper code 9MA0/01)
Paper 2: Pure Mathematics 2 (Paper code 9MA0/02)
Paper 3: Statistics and Mechanics (Paper code 9MA0/03)

A Level Further Mathematics

HEAD OF DEPARTMENT: Mr J Thomson (jthomson@greshams.com)
Exam Board: Edexcel

Entry Requirements	Grade A*, 8 or 9 Additional Mathematics, or equivalent, is very desirable for pupils intending to follow this course but not essential.
Where next?	A Level Further Mathematics is a separate qualification from A Level Mathematics and is both fun and rewarding. It broadens your skills and promotes deeper mathematical thinking.

WHAT WILL I STUDY?

The course extends many of the topics that are covered in A Level and also introduces brand new concepts, such as complex numbers and Decision Mathematics. Further Mathematics pupils study the course separately from those who take single Mathematics and so will have a greater number of lessons devoted to these two subjects.

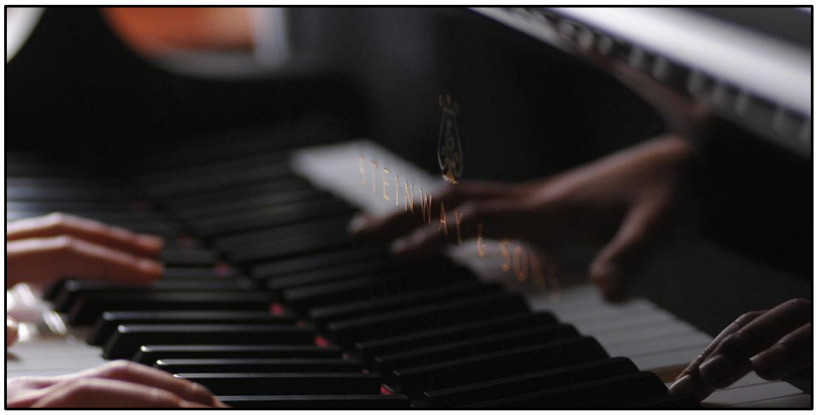
HOW IS THE COURSE ASSESSED?

Four externally-examined papers which are taken in the Summer Term of Upper Sixth. Two of the papers are compulsory whilst two can be selected from a number of options (Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics)
Paper 1: Core Pure Mathematics 1 (Paper code 9FM0/01)
Paper 2: Core Pure Mathematics 2 (Paper code 9FM0/02)
Paper 3: Further Mathematics Statistics
Paper 4: Further Mathematics Mechanics

A Level Music

HEAD OF DEPARTMENT: Mrs M Wolfe (mwolfe@greshams.com)
EXAM BOARD: AQA

Entry Requirements	Grade 6 in GCSE Music or equivalent and ideally at least Grade IV Theory Skills. Performing skills equivalent to Grade VI
Where next?	Music A Level offers the academic pursuit of investigating and understanding music, creativity and the acknowledged achievement of pursuing a highly skilled activity and demonstrating your ability. It is an incredibly complimentary course for any range of subjects form the sciences and the arts. University options include studying Traditional or Popular Music at a University, performance at a Conservatoire, Music Technology, Musical Theatre and Performing Arts, as well as broader Media and Communications courses. Many universities offer choral and organ scholarships, and music can be a fantastic avenue into broadening your experience in Higher Education. Specific careers include performing, composing and arranging (following in the footsteps of alumni Benjamin Britten and Lennox Berkeley), teaching, arts administration, music publishing, music therapy and production in the music industry.



WHAT WILL I STUDY?

C1: Listening & Appraising You will study a wide range of pieces of music from across the world and from different time periods, developing listening and analysing skills. The Areas of Study cover the following areas:

- **Western Classical Tradition** – Solo Baroque Concerto, Operas of Mozart, Romantic Piano Music
- **Popular Music** – Soul, Funk, Dance, Popular, Rock, Rap and Studio Production Techniques
- **Music for Media** - Music for film, music featured in gaming and commercial media outlets

The final exam will include listening to music you have studied and responding to what you hear.

C2: Performance You will prepare with your instrumental teacher a solo or ensemble performance of 10-12 minutes in length to perform in front of an audience, which will be recorded and assessed.

C3: Composition You will compose two pieces of music of 2½-4 minutes in length. There is considerable breadth to the options available for composition, free choice and set briefs. At least one of the compositions will include Music Technology skills and processes

HOW IS THE COURSE ASSESSED?

40% **C1** Final listening & appraising exam at the end of the two-year course
35% **C2** Performance is assessed by a recital concert performed in the final year
25% **C3** Composition coursework

A Level Photography

HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)
EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Art or equivalent. Pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. It is also highly recommended that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may progress to study an Art Foundation course, or a degree in Photography, Film, Fine Art, Graphics, Architecture or Illustration.

WHAT WILL I STUDY?

- Film-based photography
- Digital photography
- Film and video

Pupils will develop integrated knowledge, skills and understanding of the following:

Film-based photography

- Specialised films which will facilitate the processes of generating and developing ideas.
- Viewpoint, composition, focus, aperture, shutter speed, exposure, through the lens metering.
- Darkroom techniques, using appropriate paper types, developing and printing, emulsions, exposures, tone and contrast.
- Techniques such as chemigrams, cyanotypes, photograms, photomontage.
- Manipulation of the image through computers, scanners and computer software.

Digital photography

- The principles of digital photography, including the pixel and digital processing.
- Viewpoint, white balance, composition, focus, aperture, shutter speed, exposure, shooting modes, histograms.
- The use and qualities of image acquisition hardware and software, image manipulation and analogies between digital and other forms of photography.

- The relationships between colour and tone for screen and print-based media, screen calibration, colour gamut, file formats such as raw, jpeg, tiff.
- The use of a range of source material, software and hardware in the generation and development of ideas.

Film and video

- Camera angles, viewpoints, length of shot, cutting, composition, cropping and pacing, which may include computer generated ideas.
- Various animation processes, such as stop-frame.
- Qualities and functions of various film and video formats, such as 8mm film, analogue video, digital video, animated gif.
- The use of sound, narration and storyline and their relation to moving images.
- Editing.

The studio facilities allow pupils to combine photographic techniques with other processes such as laser cutting, silk screen printing, heat transfer and sublimation printing.

HOW IS THE COURSE ASSESSED?

- The Coursework Unit is internally set, internally assessed, and externally moderated. It is worth 60% of the total qualification. This includes a written Personal Study that comprises of 12% of the total qualification.
- The Exam Unit is externally set, internally assessed, and externally moderated and is worth 40% of the total qualification. There is a fifteen-hour exam over three days.

A Level Physical Education

HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)
EXAM BOARD: OCR

Entry Requirements	Minimum grade 6 in GCSE PE and 6 in GCSE Biology, or 6:6 in Combined Science, and the potential to play at 1st team level in at least one sport.
Where next?	Obviously physical education provides a natural progression onto one of the many sports-related degree courses. However, the real benefit is that it enables you to grasp a wide range of skills - from scientific research through to public speaking. It helps develop an organised well rounded pupil who can cope with the demands of university life. This wide variety of skill will stand you in good stead for most university courses. The same applies to the workplace. Sport is now such a huge industry that there are endless employment opportunities. A few examples include: coaching, teaching, health, leisure and fitness, sports technology development, sports administration, sports management and media. It is also valuable for medically-related professions such as nursing and physiotherapy.

WHAT WILL I STUDY?

The course is extremely diverse, it allows you to explore and enhance your own sporting ability, but also bridges the academic divide between the arts and sciences. Experience has shown that physical education can be combined with a wide range of other subjects.

The course is a natural extension from the GCSE with many similarities in the theoretical components covered. It has a good balance of practical and theory lessons with a slight emphasis on the theory. However, those pupils with a keen interest in sport will be able to relate their practical experiences to the theoretical concepts. More specifically, the theory is based on modular units incorporating:

- Anatomy and Exercise Physiology
- Sport and Technology
- Acquisition of Skill
- Sport and Society
- Contemporary Studies
- Psychology of Sport
- Biomechanics

HOW IS THE COURSE ASSESSED?

The A Level is examined at the end of the two years of study with:

70% written exam
15% oral exam
15% practical assessment

A Level assesses the candidate in just one physical activity over the duration of the course as opposed to three at GCSE PE level.

From the practical perspective you would be expected to be representing the school at 1st team level in at least one sport and if you were competing at a higher representative level this would be very advantageous.

A Level Physics

HEAD OF DEPARTMENT: Mr D Saker (dsaker@greshams.com)
EXAM BOARD: OCR

Entry Requirements	Grade 7 in GCSE Physics or 7.7 in Combined Science
Where Next?	A physics qualification opens the doors to all sorts of jobs and courses. All the technology that surrounds us is based on the principles of physics, so if you are considering working in any area related to technology from music to medicine, or lasers to law – studying physics is an essential first step. Do you want to investigate the limits of space, the beginning of time and everything in between? How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Studying Physics can develop: Technology in our everyday lives, help you understand your surroundings along with shaping and building a sustainable future. For everything Physics take a look at www.iop.org

What will I study?

We follow OCR A Physics, which covers the following topics.

The six modules are each divided into key topics:

Module 1: Development of practical skills in physics
- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2: Foundations in physics
- Physical quantities and units
- Making measurements and analysing data
- Nature of quantities

Module 3: Forces and motion
- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton's laws of motion and momentum

Module 4: Electrons, waves and photons
- Charge and current
- Energy, power and resistance
- Electrical circuits

- Waves
- Quantum physics

Module 5: Newtonian world and astrophysics

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology

Module 6: Particles and medical physics

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

How is the course assessed?

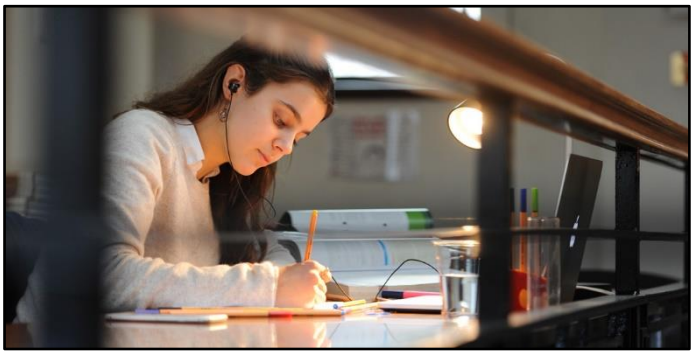
The course is assessed with three exams at the end of year 13. Pupils also gain practical skills throughout the course. These are assessed in the written examinations and in the practical endorsement.

Paper	Marks	Duration	Weighting	Assessed topics
Modelling physics	100	2 Hours 15 Minutes	37%	Assesses content from modules 1, 2, 3 and 5
Exploring physics	100	2 Hours 15 Minutes	37%	Assesses content from modules 1, 2, 4 and 6
Unified physics	70	1 Hour 30 Minutes	26%	Assesses content from all modules (1 to 6)

A Level Psychology

HEAD OF DEPARTMENT: Miss E Whittle (ewhittle@greshams.com)
EXAM BOARD: AQA

Entry Requirements	A grade 6 or better in GCSE English and Science would be preferred. A grade 5 or better in GCSE Maths would be beneficial. What is essential is enthusiasm, commitment, curiosity, and a genuine interest in the subject.
Where next?	Completion of this course will benefit those wishing to read Psychology at university as well as those thinking of studying degrees in English, Business, Teaching, Sport or Law. Future career choices are diverse and include: Forensic Psychologist, Clinical Psychologist, Educational Psychologist, Occupational Therapist, Nursing, Teaching and Marketing, to name just a few.



WHAT WILL I STUDY?

Introductory topics in Psychology
Four topics, all studied in Year 1:

- Social Influence
- Memory
- Attachment
- Clinical Psychology and Mental Health

Psychology in context
Three topics studied in Year 1 & 2:

- Approaches
- Biopsychology
- Research Methods

Issues and options in Psychology
The following topics are studied in Year 2:

- Gender
- Schizophrenia
- Forensic Psychology

Issues and Debates
Studied in Year 1 & 2, includes the following:

- Nature v Nurture
- Gender and Culture Bias
- Determinism v Free will

HOW IS THE COURSE ASSESSED?

Three papers at the end of the two year course, each worth 33.3% of the final mark.

A Level Religious Studies

HEAD OF DEPARTMENT: Mr S Gates (sgates@greshams.com)
EXAM BOARD: OCR

Entry Requirements	None.
Where next?	Religious Studies is highly respected amongst University admissions tutors as it places thinking skills at the heart of study. The course leads directly to Philosophy, Theology & Religious Studies at University as well as to almost any course that requires logical thinking and cogent argument including Law, Business, Medicine and a wide range of Humanities degrees. Future careers are also considerably varied with opportunities presented in education, management, law, business, broadcasting, marketing, medicine and the Civil Service to name just a few. It is an excellent preparation for any career that requires the transferable skills of analysing information, precise evaluation and clear thinking.

WHAT WILL I STUDY?

There are three components to the course and it is intended that these will be taught by the three members of the department simultaneously, with each delivering the paper connected to their specialist interest.

[1] Philosophy of Religion (H573/01) – candidates will study a variety of philosophical issues including ancient philosophical influences, issues of soul & body, life after death, religious experience, the existence & nature of God, challenges to belief, religious language and 20th century perspectives.

[2] Religion & Ethics (H573/02) – candidates will study the principles & development of ethical theories, applied ethics including medical and business ethics, ethical language, conscience, and developments in ethical thought.

[3] Developments in Religious Thought (H573/06 Buddhism option) – candidates will study the philosophy and practices of Buddhism as a contrast to the western thought studied in the other two modules. Topics include the life & ideas of the Buddha, the noble truths & eightfold path, meditative practice, different schools of Buddhist thought and modern influences.

In addition to the curriculum lessons all sixth form pupils have the opportunity to attend meetings of the philosophy society, presentations by visiting speakers and external conferences delivered by experts in this field.

HOW IS THE COURSE ASSESSED?

Each of the three components in the course is assessed by a 2hr written linear examination, sat at the end of the two year course. Each paper is worth 33.3% and the marks from each paper form a combined total for the A Level result.

A Level Spanish

HEAD OF DEPARTMENT: Miss J Challis (jchallis@greshams.com)
EXAM BOARD: EDEXCEL

Entry Requirements	Grade 6 in GCSE Spanish or equivalent
Where next?	It is impossible to list all the jobs that studying Spanish facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking Spanish would also enable you to work abroad, providing more possibilities and options in the currently very competitive job market and its importance and continued growth is undeniable. Studying Spanish at A Level gives you access to a range of university courses and fits alongside a huge variety of subjects if you wish to study it as a main or joint subject, giving you the opportunity to spend part of your degree abroad. In addition to this, studying Spanish not only enables you to develop your analytical skills and linguistic accuracy but also enables pupils to express themselves in a persuasive manner. Spanish is the second most spoken language by native speakers in the world and the third most used language on the internet and as such, Spanish is not just a means of communication but a gateway to numerous opportunities.

WHAT WILL I STUDY?

The themes of the A Level course are:

1. The Evolution of Spanish Society
2. Political and Artistic Culture in the Spanish Speaking World
3. Immigration & Multiculturalism
4. Dictatorship and the transition to Democracy

HOW IS THE COURSE ASSESSED?

The course is assessed at the end of the 2-year linear course and is separated into the following components:

- Spanish Component 1 (Listening, Reading and Translation. 2hrs, EDEXCEL, 40%)
  Section A: A listening assessment based on a recording. Pupils will respond to comprehension questions based on a variety of contexts and sources. Section B: A reading assessment based on a variety of text types and genres. Section C: An unseen passage to be translated from Spanish to English.
- Spanish Component 2 (Written response to works and translation), 2hrs 40mins, EDEXCEL, 30%)
- Section A: Pupils translate an unseen passage from English into Spanish. Section B: Pupils write an extended response on either one or two of the literary texts listed. Section C: Pupils who only answer one question from Section B must write an extended response on one of the films listed.
- Spanish Component 3 (Oral examination internally conducted and externally assessed, 21-23 mins with 5 minutes preparation time, 30%)
  Task 1 – Discussion on a Theme
  Task 2, Part 1 – Independent Research Project. Pupils present a summary of at least 2 written sources they have used.
  Task 2, Part 2 – Discussion on Project

A Level Three-Dimensional Design

HEAD OF DEPARTMENT: Mr A Gray (agray@greshams.com)
Exam Board: Edexcel

Entry Requirements	Grade 6 in GCSE Art or equivalent. A Level pupils who are focused on a future path within the creative industries can choose to study more than one creative A Level. We would also strongly recommend that all pupils choosing a creative A Level should have GCSE experience in a creative subject.
Where next?	Pupils who study this subject may move on to study Industrial Design, Art Foundation and a Degree in Fine Arts, Graphics, Architecture, Illustration, Photography and Film.

WHAT WILL I STUDY?

Pupils will study the techniques used within contemporary design to generate ideas and then bring these ideas to fruition as fully functioning objects. They will develop skills across a wide range of 2D and 3D processes and also reflect on the work of other practitioners within the realm of contemporary design. Projects are designed to encourage innovation and a risk-taking approach to the subject, where playing with ideas becomes a natural part of the design process.
As part of the course parents will be asked to contribute approximately £100 towards the cost of materials for the furniture project.

HOW IS THE COURSE ASSESSED?

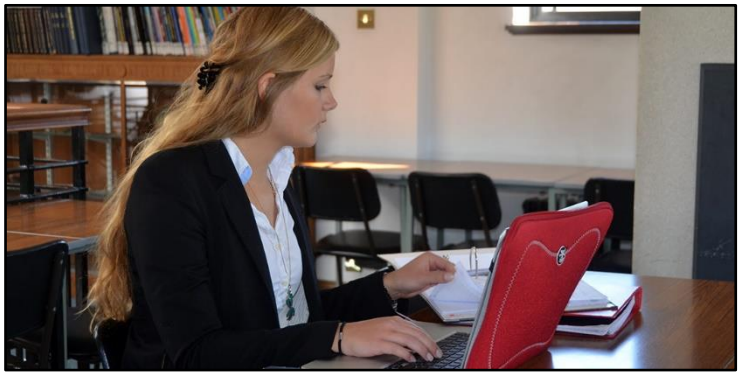
- The coursework is a combination of preparatory work and sustained outcomes, and accounts for 60% of the final mark.
- The exam unit combines preparatory work and a final outcome produced during a timed period (15 hours), and accounts for 40% of the total mark.

The International Baccalaureate Diploma Programme

The Extended Essay

HEAD OF DEPARTMENT: Mrs K Mousley (kmousley@greshams.com)

Entry Requirements	None.
Where next?	The Extended Essay is highly regarded by universities as it develops research and academic writing skills that will be required for undergraduate study and beyond. In addition, many pupils have found it advantageous to be able to talk expertly on a specific subject at interview.



WHAT WILL I STUDY?

The Extended Essay is an in-depth study of a focused topic chosen from a broad range of subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides pupils with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a subject specialist in the school). This leads to a major piece of formally presented, structured writing of 4000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

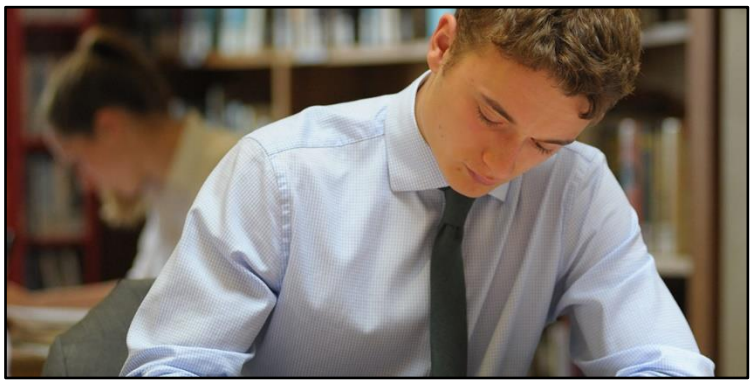
HOW WILL THE COURSE BE ASSESSED?

The essay is marked externally, although first drafts will receive comments from the supervisor. Completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor. The supervisor also completes a short report on the performance of the pupil, which is then combined with the pupil's reflections recorded throughout the process. For those studying towards the IB Diploma, the grade (A-E) is combined with the grade from Theory of Knowledge to determine a score out of 3 for the core points. A Level pupils will receive the grade, which is certificated.

Theory of Knowledge (ToK)

HEAD OF DEPARTMENT: Miss A Cann (acann@greshams.com)

Entry Requirements	None.
Where next?	ToK is a multi-disciplinary subject and prepares all pupils for any future higher education course or career. It teaches pupils to explore knowledge and think critically in a range of ways, developing the skills of evaluation, analysis, self-presentation, cogent argument and confident reasoning that are highly prized by any University department or any prospective employer.



WHAT WILL I STUDY?

The Theory of Knowledge (TOK) course is an integral part of the core of the IB Diploma Programme intended to develop independent, critical thinkers.

Pupils study a wide variety of different approaches to knowledge and information with the emphasis on exploring knowledge questions such as 'What shapes my perspective as a knower?'; 'Should the pursuit of knowledge be subject to ethical constraints?'; 'Is it possible to think or know without language?' and 'What kinds of knowledge inform our political opinion?'

The course is structured around a core theme that considers the ideas related to ‘Knowledge and the Knower’ followed by optional themes that explore ‘Knowledge and Language’ and ‘Knowledge and Politics’. A series of collective ‘Areas of Knowledge’ including Natural Sciences, Human Sciences, Maths, Art and History, also form a basis for analysing different forms of knowledge.

Pupils engage in a variety of classroom exercises, hear speakers from a range of subject areas and explore different knowledge questions through contemporary issues.

HOW IS THE COURSE ASSESSED?

All candidates produce a ToK exhibition, which involves selecting three objects related to a ToK prompt. Each item requires a short typed commentary and the whole exhibition will be showcased to an audience. They are also required to write an essay on a choice of titles set by the IBO which will focus on a knowledge question and provide the pupil to explore this through real-life examples and their chosen areas of knowledge.

The mark for TOK forms part of the Core of the Diploma Programme and the grade contributes to the allocation of the 3 marks available for this component.

Group 1 – Studies in Language and Literature

IB English A: Language & Literature

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr F Hardy (fhardy@greshams.com)

Entry Requirements	Grade 6 in IGCSE English Language and IGCSE English Literature or equivalent
Where next?	Universities offer a range of English Language and English Literature courses as well as combined Language and Literature courses. As the degree is non-vocational it can be transferred to a range of careers, most typically media, journalism, publishing, advertising, marketing, law, public sector, human resources, business and finance, public relations, social work, teaching, academia, tourism and events management.

WHAT WILL I STUDY?

This course allows pupils to experience a wide range of literary and non-literary texts, covering at least six different text types, from around the world, including some not originally written in English. You will be given opportunities to consider a wide range of different reading perspectives in relation to a diverse range of international texts.

Higher Level pupils study six literary works, including two in translation, covering three major literary genres, three periods and three places.

Standard Level pupils study four literary works, including two in translation, covering two major literary genres, two periods and two places.

In addition to studying these literary texts, pupils will also study a wide range of non-literary and media texts of an amount comparable to the number of literary texts in the English A: Literature course.

The three areas of exploration are the same for the two courses. English A: Language & Literature includes the study of non-literary and media texts in addition to literary ones:

- **Readers, Writers and Texts** looks the nature of texts and the relationships formed between all three;
- **Time and Space** looks at the various contexts of literary, linguistic and media production and reception;
- **Intertextuality** aims to connect diverse texts, traditions, creators and ideas.

HOW IS THE COURSE ASSESSED?

EXTERNAL ASSESSMENT: Higher Level
Paper 1 (30%): The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Pupils write an analysis of each of the passages.
Paper 2 (25%): The paper consists of four general questions. In response to one question pupils write a comparative essay based on two literary works studied in the course.
Higher Level Essay (20%): Pupils submit an essay of 1,200 to 1,500 words on one non-literary body of work, or a literary work studied during the course.

EXTERNAL ASSESSMENT: Standard Level
Paper 1 (35%): The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Pupils choose one passage and write an analysis of it.

Paper 2 (35%): The paper consists of four general questions. In response to one question pupils write a comparative essay based on two literary works studied in the course.

INTERNAL ASSESSMENT: Higher and Standard Level
Individual Oral: Supported by an extract from one work written originally in the language studied and one from a work studied in translation, pupils will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it.

IB German A: Literature

(Higher and Standard Level)
HEAD OF DEPARTMENT: Miss C S Hayes (chayes@greshams.com)

Entry Requirements	German as a first language and Pre-IB German course from Gresham's or equivalent
Where next?	Insight into the power of language in many different contexts is a pre-requisite for a critical analysis of the world that surrounds us. The ability to express a thought in detail and clarity is essential for obtaining a good university degree. Courses like Politics, Philosophy, History, the Arts or Law will place great importance on how well a candidate has shown their ability to appreciate thought and literary tradition in their first language culture and within a world context.

WHAT WILL I STUDY?

In this course we study how a text establishes communication between readers and writers and in which way different genres influence the portrayal of global issues. We look at a variety of literary texts from both male and female authors, from different time-periods and different regions – some of them in the German translation.
The course encourages pupils to explore the power of language through fiction and literary non-fiction. The reading list covers both famous 'classics' and more current works. Pupils will read at least nine works for Standard Level and 13 for Higher Level.

HOW IS THE COURSE ASSESSED?

Pupils' knowledge and understanding will be tested in two exam papers at the end of the course: Paper 1 deals with a random text; and Paper 2 requires the comparison of two works from the reading list. There is also an oral component, sat at the end of the first year. In addition, Higher Level pupils write a literary essay over the summer holidays.

ASSESSMENT DETAILS

EXTERNAL ASSESSMENT: Higher Level
Paper 1 (35%): The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Pupils write an analysis of each of the passages.
Paper 2 (25%): The paper consists of four general questions. In response to one question, pupils write a comparative essay based on two works studied in the course.
Higher Level Essay (20%): An essay of 1,200 to 1,500 words on one work studied during the course.

EXTERNAL ASSESSMENT: Standard Level
Paper 1 (35%): The paper consists of two passages from two different literary forms, each accompanied by a question. Pupils choose one passage and write an analysis of it.
Paper 2 (35%): The paper consists of four general questions. In response to one question, pupils write a comparative essay based on two works studied in the course.

INTERNAL ASSESSMENT: Higher and Standard Level
Individual Oral: Supported by an extract from one work written originally in the language studied and one from a work studied in translation, pupils will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it.

IB School Supported Self-Taught A Literature

(Standard Level)
SSST COORDINATOR: Mrs V Seldon (vseldon@greshams.com)

This is an additional option we may be able to offer to candidates who feel their strongest language (A Language) is their native language and who would like to explore the concepts of an A Literature course through literature in their native language.

This applies to candidates where we do not offer a taught course in this particular language, but will support their learning through a well-coordinated, guided self-study.

Entry requirements	Ideally a good level of competence in the candidate's native language and some well-founded knowledge on literature and text analysis (equivalent to GCSE English 1st Language)
Where next?	Please see A Literature course descriptions above; specifics depend on the candidate's native country/countries
How is the course assessed?	Pupils' knowledge and understanding will be tested in two exam papers at the end of the course – Paper 1 deals with an unseen text, and Paper 2 requires the comparison of two works from the reading list. There is also an oral component, this consists of a presentation the candidate will prepare in advance.

ASSESSMENT DETAILS
EXTERNAL ASSESSMENT ONLY

Paper 1 (35%): The paper consists of two passages from two different literary forms, each accompanied by a question. Pupils choose one passage and write an analysis of it.

Paper 2 (35%): The paper consists of four general questions. In response to one question, pupils write a comparative essay based on two works studied in the course.

Individual Oral (30%): Supported by an extract from one work written originally in the language studied and one from a work studied in translation, pupils will offer a prepared response of 15 minutes to a prompt which asks pupils to examine a text for the ways in which a global issue is presented within it. This will be recorded and sent off for external examination.

Those interested in the course should contact Mrs Futter at lfutter@greshams.com.

Group 2 – Language Acquisition

IB English B

(Higher and Standard Level)

Entry Requirements	No additional English requirements above those required for entry to Gresham's.
Where next?	English B is a language acquisition course designed for pupils with some previous experience of the target language.

WHAT WILL I STUDY?

Most pupils follow a Higher Level course where pupils are expected to extend the range and complexity of the language they use. Focus will be on receptive, productive and interactive skills.

HOW IS THE COURSE ASSESSED?

The HL course is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

External Assessment: Paper 1, Writing (1hr 30mins, 25%), Paper 2 (50%) Listening comprehension (1hr) and Reading comprehension (1hr).

Internal Assessment: Individual oral assessment (25%).

IB French B

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mrs A Brighton-Watt (awatt@greshams.com)

Entry Requirements	Grade 6 in IGCSE French or equivalent.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is **better respected** by Russell Group universities and employers, and it will open more doors for you. Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the i**ntellectual rigour** and **cultural understanding** which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an **advantageous position** in the job market. Furthermore, having spent a year abroad you are a more mature, adaptable and independent individual, what is termed a "**global citizen**."

WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

HOW IS THE COURSE ASSESSED?

The course is examined at the end of the 2 year linear course and consists of 70% External Assessment and 30% Internal Assessment

- External Assessment: Paper 1, Productive Skills
  (1hr 15mins Standard Level, 1hr 30 Higher Level, 25%),
- External Assessment Paper 2, Receptive Skills
  (1hr, 45mins Standard Level, 2 hrs Higher Level, 50%),
- Internal Assessment: Oral, 12-15mins,
  (plus 15 mins formal preparation time at Standard Level and 20 mins at Higher 25%), which is based on a visual stimulus at Standard Level and an extract from a literary work at Higher Level.

IB French *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Mrs A Brighton-Watt (awatt@greshams.com)

Entry Requirements	No previous knowledge of the language is required but you must have studied another language at GCSE.
Where next?	Linguists are in constant demand and French - and the same is true for any Modern Language - is viewed by Russell Group universities as a facilitating subject, which means that it is **better respected** by Russell Group universities and employers, and it will open more doors for you. Linguists are trained to think structurally, to express themselves articulately and present focused arguments, which are skills that employers seek and value highly. Language graduates are sought after by employers not merely for their linguistic skills, but for the i**ntellectual rigour** and **cultural understanding** which their course has offered. Young people with language skills are in short demand and so by taking a language you place yourself in an **advantageous position** in the job market. Furthermore, having spent a year abroad you are a more mature, adaptable and independent individual, what is termed a "**global citizen**."

WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

HOW IS THE COURSE ASSESSED?

- Internal Assessment: Oral Component 25% 7-10 minutes plus 15 mins of formal preparation time.
- External Assessment: Productive Skills 25% Paper 1: Writing (1 hour)
- External Assessment: Receptive Skills 50% Paper 2: Reading (1 hour) Listening (45 mins)

IB German B

(Higher and Standard Level)
HEAD OF DEPARTMENT: Miss C S Hayes (chayes@greshams.com)

Entry Requirements	Level 6 in GCSE German or equivalent.
Where next?	It is impossible to list all the jobs that studying a language facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking German would enable you to work abroad, providing more possibilities and options in the currently very competitive job market.

WHAT WILL I STUDY?

The course covers a breadth of 5 topics: Identities, Experiences, Human Ingenuity Social Organisations and Saving the Planet. It is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

HOW IS THE COURSE ASSESSED?

External Assessment: Paper 1 – Composition (25%)
Paper 2 – Reading & Listening Comprehension (50%)
Internal Assessment: Individual Oral, (12-15mins, 25%)

IB German *ab initio*

(Standard Level)

HEAD OF DEPARTMENT: Mr C S Hayes (chayes@greshams.com)

Entry Requirements	No previous knowledge of German is required but you must have studied another language at GCSE or equivalent.
Where next?	This course meets the needs of pupils who are interested in learning a new language as part of their IB Diploma. It would suit pupils who have previously completed a short course in German, for example Year 9 here at Gresham's.

WHAT WILL I STUDY?

The course covers a breadth of 5 topics: Identities, Experiences, Human Ingenuity, Social Organisation and Saving the Planet. It is examined at the end of the 2 year linear course and consists of 75% External Assessment and 25% Internal Assessment.

HOW IS THE COURSE ASSESSED?

Internal Assessment: Oral Component 25%: oral activity to be internally assessed by the teacher and externally moderated by the IBO.

External Assessment: Written Component 75% Paper 1: Composition 25% (2 written tasks), Paper 2: Reading and Listening Comprehension 50%.

IB Latin B

HEAD OF DEPARTMENT: Mr J Brettell (jbrettell@greshams.com)
(Higher Level and Standard Level)

Entry Requirements	Grade 6 in GCSE Latin or equivalent.
Where next?	Both universities and employers value the logical thinking skills which are intrinsic to learning a complex inflected language like Latin. In addition, pupils have to write effectively and persuasively about a range of literary authors with diverse styles, and have to have the ability to assimilate large portions of text. A degree in Classics can lead to careers in the civil service, law, accountancy or even computer programming.

WHAT WILL I STUDY?

The course builds on the ability to translate and comprehend unseen Latin stories already acquired at GCSE. Pupils have to get to grips with more complex syntax and accidences to be able to translate unabridged Latin from both prose and verse authors, although they do have access to a dictionary in the examination to help them with this task. In addition, they have to study prescribed authors from two different genres.

HOW IS THE COURSE ASSESSED?

Paper 1: short unseen passages to translate from two authors (45% weighting).
Paper 2: prose (history) and verse (epic poetry) literature (45% weighting).
IA Research Dossier – a collection of annotated source material on a topic of the pupil's choice from the classical world/Latin language (10% weighting).

IB Spanish B

(Higher and Standard Level)
HEAD OF DEPARTMENT: Miss J Challis (jchallis@greshams.com)

Entry Requirements	Grade 6 in GCSE Spanish or equivalent
Where next?	It is impossible to list all the jobs that studying Spanish facilitates. The ability to communicate fluently is a vital skill in almost all areas of professional life. Language specific jobs such as teaching, translation, diplomacy, foreign affairs, journalism, publishing, advertising, the civil service, and tourism spring immediately to mind and a language is obviously highly desirable in the business, economic and commercial world with the internationalisation/globalisation of many companies. Obviously, speaking Spanish would also enable you to work abroad, providing more possibilities and options in the currently very competitive job market and its importance and continued growth is undeniable. Studying Spanish for the IB Diploma gives you access to a range of university courses and fits alongside a huge variety of subjects if you wish to study it as a main or joint subject, giving you the opportunity to spend part of your degree abroad. In addition to this, studying Spanish not only enables you to develop your analytical skills and linguistic accuracy but also enables pupils to express themselves in a persuasive manner. Spanish is the second most spoken language by native speakers in the world and the third most used language on the internet and as such, Spanish is not just a means of communication but a gateway to numerous opportunities.

WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

HOW IS THE COURSE ASSESSED?

The course is examined at the end of the 2 year linear course and consists of 70% External Assessment and 30% Internal Assessment

- External Assessment: Paper 1, Productive Skills
  (1hr 15mins Standard Level, 1hr 30 Higher Level, 25%),
- External Assessment Paper 2, Receptive Skills
  (1hr, 45mins Standard Level, 2 hrs Higher Level, 50%),
- Internal Assessment: Oral, 12-15mins,
  (plus 15 mins formal preparation time at Standard Level and 20 mins at Higher 25%), which is based on a visual stimulus at Standard Level and an extract from a literary work at Higher Level

IB Spanish *ab initio*

(Standard Level)
HEAD OF DEPARTMENT: Miss J Challis (jchallis@greshams.com)

Entry Requirements	No previous knowledge of the language is required but you must have studied another language at GCSE.
Where next?	This course meets the needs of pupils who are interested in learning a new language as part of the IB Diploma.

WHAT WILL I STUDY?

The five themes of the IB course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

HOW IS THE COURSE ASSESSED?

- Internal Assessment: Oral Component 25% 7-10 minutes plus 15 mins of formal preparation time.
- External Assessment: Productive Skills 25% Paper 1: Writing (1 hours)
- External Assessment: Receptive Skills 50% Paper 2: Reading (1 hour) Listening (45 mins)

Group 3 – Individuals and Societies

IB Business Management

(Higher and Standard Levels)
HEAD OF DEPARTMENT: Mr A Coventry (acoventry@greshams.com)

Entry Requirements	Grade C in IGCSE English and Mathematics or equivalent
Where next?	A business qualification prepares you for a degree or career in business, which may stretch across any sector or industry. Industries as diverse as banking, chemicals, utilities, fashion, health, grocery and construction all require managers with a clear understanding of systems, efficiency and operational issues. Opportunities exist in the private, public and voluntary sectors, both in the UK and overseas. All universities offer Business courses varying from Business Studies to Accounting to Business Management. Many courses now offer an industrial placement year which can prepare pupils for a life in business.

WHAT WILL I STUDY?

Unit 1: Business organization and environment
Unit 2: Human resource management
Unit 3: Finance and accounts
Unit 4: Marketing
Unit 5: Operations management
Unit 6: Business Strategy (HL only)

HOW IS THE COURSE ASSESSED?

Two papers at the end of the year worth 40 and 35% one on a pre-issued case study. Internal Assessment is worth 25%

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

IB Economics

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr C Mack (cmack@greshams.com)

Entry Requirements	Grade B in IGCSE Maths and English or equivalent
Where next?	Economics is a widely accepted and well respected subject, particularly amongst the Russell Group Universities. According to Prospects UK (http://www.prospects.ac.uk/options_economics.htm) "A degree in economics provides you with a wide array of both subject-specific and transferable skills, all of which are highly sought after by employers." It is suggested that the following are potential careers for those with Economics related degrees: Accountant, Economist, Financial Risk Analyst, Statistician, Actuary, Civil Service Fast Streamer, Diplomatic Services Operational Officer, Local Government Officer, Management Consultant, Quantity Surveyor.

WHAT WILL I STUDY?

The syllabus consists of four sections.

- Intro to Economics
- Microeconomics
- Macroeconomics
- Global Economics

HOW IS THE COURSE ASSESSED?

Assessment is through 2 papers for SL and 3 papers for HL Pupils, comprising data response and extended open-response questions. 3 Internal Assessments (coursework) make up 20% of the total marks for the exam (HL) and 30% for SL.

The more competitive universities may see a combination of Business Studies and Economics as too narrow. If you are thinking of choosing both these courses, please contact Mr Chart-Boyles: dchartboyles@greshams.com.

IB Geography

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mrs E Wilson (ewilson@greshams.com)

Entry Requirements	Preferably a Grade 5 (or higher) in GCSE Geography, or a related discipline.
Where next?	Geography is a broad subject that leads to banking, accountancy, law, planning, geology, hydrology and international development. Geography at university can be human (social sciences) or physical (science) oriented.

WHAT WILL I STUDY?

Paper 1 (SL 2 of 3, HL 3 of 4)
Freshwater and drainage basins
Oceans and coastal margins
Geographical hazards

Paper 2 (SL & HL)
Changing population, Global climate vulnerability and resilience, Global resource consumption and security

Paper 3 (HL only)
Geographic perspectives—global interactions. Power, places and networks. Human development and diversity. Global risks and resilience

Internal Assessment:
Fieldwork, leading to one written report of 2,500 words based on a fieldwork question, information collection and analysis with evaluation.

Field Trips:
There are a series of day trips run to complement the delivery of the course.

HOW IS THE COURSE ASSESSED?

Paper 1: (35% HL+SL) SL pupils only do 2 options, 45 minutes per option question. Total 2 hours 15 minutes. Each option has a structured question and one extended answer question from a choice of two: 20 (10 + 10) marks per option Total 60 marks.

Paper 2 (SL 40% and HL 25%) Section A- Three structured questions, based on each SL/HL core unit 30 marks Section B- Infographic or visual stimulus, with structured questions 10 marks Section C - One extended answer question from a choice of two 10 marks - Total 50 marks.

Paper 3 (HL 20%) Total 1 hour - Choice of three extended answer questions, with two parts, based on each HL core unit 28 marks - Part A 12 marks Part B 16 marks.

Internal Assessment (20% HL and 25% SL).

IB History

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr S Kinder (skinder@greshams.com)

Entry Requirements	A grade 5 or better in GCSE History would be preferred. What is essential is enthusiasm, commitment, and enjoyment of reading and a genuine interest in the subject.
Where next?	History degrees leave open many careers pathways including the law, administration, journalism, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employers continue to value the literary, analytical and linguistic skills with which strong pupils of History are endowed. History remains a popular and competitive subject for a university degree and OGs are or have recently read History at the following universities: Aberdeen, Bangor, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Essex, Exeter, Leeds, Oxford, Newcastle, Sussex, Warwick and the UEA. In the past decade, half a dozen pupils have read History at Oxford or Cambridge. History remains very well respected as a qualification because it requires effective oral and written communication and the ability to synthesise, analyse and evaluate demanding material.

WHAT WILL I STUDY?

Paper One (Standard and Higher Level): Prescribed subject 4: Rights and protest

Paper Two (Standard and Higher Level): World history topic 10: Authoritarian States (20th century)

Paper Two (Standard and Higher Level): World history topic 11: Causes and Effects of 20th Century Wars

Paper Three (Higher Level Only): 9. France 1815-1914 OR 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

Paper Three (Higher Level Only): 9.European States in the Inter-War Years (1918–1939)

All pupils undertake an Internal Assessment on an enquiry of their choosing.

HOW IS THE COURSE ASSESSED?

Standard Level: At Standard Level pupils are assessed in two examinations sat at the end of the course. Paper One carries a value of 30%, Paper Two is worth 45% and the Internal Assessment carries a weighting of 25%.

Higher Level: At Higher Level pupils are assessed in three examinations sat at the end of the course. Paper One carries a value of 20%, Paper Two is worth 25%, Paper Three carries a weighting of 35% and the IA is worth 20%.

IB Philosophy

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr S Gates (sgates@greshams.com)

Entry Requirements	None.
Where next?	Philosophy is highly respected amongst University admissions tutors as it places thinking skills at the heart of study. The course leads directly to Philosophy, Theology & Religious Studies at University as well as to almost any course that requires logical thinking and cogent argument including Law, Business, Medicine and a wide range of Humanities degrees. Future careers are also considerably varied with opportunities presented in education, management, law, business, broadcasting, marketing, medicine and the Civil Service to name just a few. It is an excellent preparation for any career that requires the transferable skills of analysing information, precise evaluation and clear thinking.

WHAT WILL I STUDY?

Part 1 - Themes
Core Theme – [All pupils] Being Human
Pupils explore the nature of the human condition, concepts of freedom, individuality and meaning. This is a wide-ranging module looking at ideas and questions from a broad section of cultures, perspectives and understandings of humanity.
Optional Themes – [Standard Level ONE Theme; Higher Level TWO themes]
Theories & Problems of Ethics
Pupils explore the principles which underpin moral action as well as the application of morality in areas of medical technology, business and wealth.
Political Philosophy
Pupils examine the nature of the state, government, rights and justice. This includes study of crime and punishment, equality, political ideologies and civic duty.
Part 2 – Prescribed Philosophical Text
Pupils are required to study one text from the IBO list of prescribed philosophical texts.
Part 3 – Internal Assessment
Pupils are required to produce a philosophical analysis of non-philosophical material, such as a film, artwork or television programme, to demonstrate their philosophical skills.
Part 4 – Unseen Text [Higher Level Only]
Pupils are required to develop a philosophical response to an unseen text that demonstrates the idea of 'doing philosophy', and shows a holistic appreciation of the skills, material and ideas developed throughout the course. Pupils reflect on the role of philosophy in exploring issues raised by modern technology and current environmental concerns.

HOW IS THE COURSE ASSESSED?

All candidates sit written linear exam papers at the end of the course. Paper 1 involves essay answers which cover each of the themes studied (SL 1hr45, HL 2hr30) and Paper 2 is focused on the prescribed text (1hr). All candidates also complete an Internal Assessment (coursework assignment) and Higher Level candidates have an additional written exam, responding to an unseen text.

At Standard Level (SL) Paper 1 is worth 50% with Paper 2 and the IA worth 25% each. At Higher Level (HL) Paper 1 is worth 40% with Paper 2, Paper 3 and the IA worth 20% each.

IB Psychology

(Higher and Standard Level)
HEAD OF DEPARTMENT: Miss E Whittle (ewhittle@greshams.com)

Entry Requirements	A grade 6 or equivalent in (I)GCSE English and Science would be preferred. A grade 5 or equivalent in (I)GCSE Maths would be beneficial. What is essential is enthusiasm, commitment, curiosity, and a genuine interest in the subject.
Where next?	Completion of this course will benefit those wishing to read Psychology at university as well as those thinking of studying degrees in English, Business, Teaching, Sport or Law. Future career choices are diverse and include: Forensic Psychologist, Clinical Psychologist, Educational Psychologist, Occupational Therapist, Nursing, Teaching and Marketing, to name just a few.

WHAT WILL I STUDY?

The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy. The aims of the psychology course are for pupils to:

• develop knowledge and understanding of psychological concepts, content and contexts including models and theories
• think critically and creatively about behaviour and cognitive processes
• engage with problems facing individuals, groups and societies using psychological understanding and skills.

The focus will be on biological, cognitive and sociocultural explanations for human behaviour.

Paper 1: Concepts, contexts and content (HL and SL)

Section A: Two short-answer questions designed to assess knowledge and content from two of the three content areas (biological, cognitive, sociocultural).

Section B: Two compulsory short answer questions that are designed to assess the pupil's ability to apply knowledge to a new situation or in a new scenario.

Section C: Two concept-based extended response questions, each from a different context. Pupils will choose one of the two questions to answer.

Paper 2: Research Methodology (HL and SL)

Section A: Four compulsory questions that focus on the class practicals.

Section B: An experiment or non-experimental study from one of the contexts is provided as stimulus material for which pupils discuss applying two or more concepts.

Paper 3: Source-based questions (HL Only)

Pupils will be presented with 4–6 sources with research from one of the HL extension topics. Questions will be on the interpretation of graphs, data analysis, research considerations and a synthesis of the sources.

HOW IS THE COURSE ASSESSED?

At HL there are three IB examinations at the end of the two-year course – Paper 1, Paper 2 and Paper 3.
At SL there are two IB examinations at the end of the two-year course – Paper 1 and Paper 2.

Internal Assessment (HL and SL)

The IA is worth 20% for both HL and SL pupils - a Psychology research proposal to investigate a topic in relation to a specified population of interest.

Group 4 – The Sciences

IB Biology

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mrs E Philpott (ephilpott@greshams.com)

Entry Requirements	Grade 6 in Biology GCSE or 6:6 in Combined Science
Where next?	Biology is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means pupils enjoy learning about a range of areas, which can in turn lead to a variety of careers. Biology is a wide ranging and diverse group of subjects. Studying at Sixth Form level opens the door to opportunities in zoology, medicine, conservation, genetic research, veterinary medicine, dentistry, forestry, physiotherapy and ecotourism amongst any others.

WHAT WILL I STUDY?

There are four overarching themes within IB Biology and within each of these, a number of different topics are taught covering a wide range of the Biological Sciences. These include Cellular Biology, Biochemistry, Genetics, Ecology, Evolutionary Biology, Physiology, Plant Biology, Microbiology, Biotechnology and Neurobiology. An outline of the topics taught within the four themes are shown below:

Unity and diversity
• Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity

Form and function
• Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches

Interaction and interdependence
• Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling * • Neural signalling
• Integration of body systems • Defence against disease • Populations and communities
• Transfer of energy and matter

Continuity and change
• DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • *Gene expression
• Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change
• Climate change

*Higher Level only topics

HOW IS THE COURSE ASSESSED?

Pupils will complete two exam papers at the end of the course:

Paper 1 – Multiple-choice questions and data-based questions. This contributes 36% of the final grade.

Paper 2 - Data-based and short-answer questions and extended-response questions. This contributes 44% of the final grade.

Each paper is 1.5 hours for Standard Level. For Higher Level, paper 1 is 2 hours and paper 2 is 2.5 hours.

The remaining 20% of the grade is awarded for the scientific investigation. The scientific investigation is an open-ended task in which the pupil gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.

IB Chemistry

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr C Oates (coates@greshams.com)

Entry Requirements	Grade 6 in Chemistry GCSE or 6:6 in Combined Science
Where next?	The skills developed in Chemistry are extremely sought after. Chemists are problem solvers; they are trained to design novel solutions to problems and communicate them to others. Chemists display the qualities of inventiveness, imagination and communication that will be least vulnerable to replacement by computers in the future. Any pupil considering studying Medicine, Dentistry or Veterinary Science must study Chemistry. Other courses that benefit from studying the subject include natural sciences, (chemical) engineering, biochemical and biomedical sciences, pharmacology and a host of other science related degree courses. Indirectly, through the skills you learn while studying Chemistry, it is also great training for careers in law, business and finance, consultancy, investment banking, publishing and sales and marketing.

WHAT WILL I STUDY?

Structure and Reactivity are the two overarching themes within IB. An outline of the topics taught within the two themes are shown below:

STRUCTURE
1. Models of the particulate nature of matter
• Introduction to the particulate nature of matter • The nuclear atom • Electron configurations • Counting particles by mass (the mole) • Ideal gases
2. Models of bonding and structure
• The ionic model Structure • The covalent model • The metallic model • From models to materials
3. Classification of matter
• The periodic table: Classification of elements • Functional groups: Classification of organic compounds

REACTIVITY
1. What drives chemical reactions?
• Measuring enthalpy change Reactivity • Energy cycles in reactions • Energy from fuels Reactivity • Entropy and spontaneity (Additional Higher Level)
2. How much, how fast and how far?
• How much? The amount of chemical change • How fast? The rate of chemical change • How far? The extent of chemical change
3. What are the mechanisms of chemical change?
• Proton transfer reactions Reactivity • Electron transfer reactions • Electron sharing reactions • Electron-pair sharing reactions

HOW IS THE COURSE ASSESSED?

Pupils will complete two exam papers at the end of the course:

Paper 1 – Multiple-choice questions and data-based questions. 1.5 hours for Standard Level and 2 hours for Higher Level. This contributes 36% of the final grade.

Paper 2 - Data-based and short-answer questions and extended-response questions. 1.5 hours for Standard Level and 2.5 hours for Higher Level. This contributes 44% of the final grade.

The remaining 20% of the grade is awarded for the scientific investigation. The scientific investigation is an open-ended task in which the pupil gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.

IB Computer Science

(Higher and Standard Level)

HEAD OF DEPARTMENT: Mr W Robinson (brobinson@greshams.com)

Entry Requirements	Higher Level: GCSE Computer Science or previous programming experience of a similar level is required. Standard Level: No previous knowledge is assumed, although previous programming experience would be advantageous.
Where next?	Computer Science is not only an intellectual discipline in its own right but also one that has direct practical application within many other fields. Computational methods underpin a wide range of scientific, academic and commercial activities, and studying Computer Science develops both the pupil's knowledge and understanding of such methods and an appreciation of when and how they may be best applied. The logical and analytical skills, which are developed as a result, are highly sought after in careers at the cutting edge of financial technology, artificial intelligence, robotics, engineering, "big data", the rapidly developing field of virtual reality and across numerous fields of business. Both challenging and intellectually rewarding, Computer Science offers its pupils what Seymour Paper, former Professor of Education at MIT and a leading figure in the development of both artificial intelligence and the beginners' programming language Scratch, described as "hard fun".

WHAT WILL I STUDY?

A considerable part the IB course is focused on algorithms and data structures, and how these can be expressed in, and manipulated by, computer programs. Consequently, there is large programming element, particularly Python. Computer graphics and functional and object-oriented programming are explored as well as networking and databases.

Standard Level:

- System Fundamentals
- Computer organisation
- Networks
- Computational thinking, problem-solving and programming
- Object-Oriented Programming
- Development of a Computational Solution

Higher Level:

As Standard Level, plus

- Abstract Data Structures
- Resource Management
- Control
- Object-Oriented Programming
- Analysis of case study
- Development of a Computational Solution

HOW IS THE COURSE ASSESSED?

Standard Level: Two written Exams sat at the end of the second year, and Internal Assessment.

Higher Level: Three written exams sat at the end of the second year, and Internal Assessment.

IB Environmental Systems and Societies

(Standard Level)
HEAD OF DEPARTMENT: Miss F Gathercole (fgathercole@greshams.com)

Entry Requirements	No specific subject requirements, just an interest in the world.
Where next?	As an interdisciplinary subject it allows flexibility within the IB programme and prepares pupils for any degree with ecological content and supports a degree leading to a Biological Science or for those who study Geography.

WHAT WILL I STUDY?

- Foundations of environmental systems and societies
  - Perspectives, systems and sustainability
- Ecosystems and ecology
  - Ecosystem structure, energy in ecosystems, biogeochemical cycles, climate, zonation and succession
- Biodiversity and conservation
  - Evolution, human impact on biodiversity, conservation and regeneration
- Water
  - Systems, access, security, aquatic food production systems and water pollution
- Land
  - Soil, agriculture and food
- Atmosphere and climate change
  - The atmosphere, climate change – cause, impact, mitigation, stratospheric ozone
- Natural Resources
  - Use and management of natural resources and energy, solid waste
- Human populations and urban systems
  - Population dynamics, urban systems and planning, urban air pollution

HOW IS THE COURSE ASSESSED?

The course culminates in two linear examinations, sat at the end of two years.

Paper 1 –
Questions will be based on the analysis and evaluation of data provided in a previously unseen case study - worth 25%

Paper 2 – Section A (40 marks) short-answer and data-based questions.
Section B (20 marks) answer one structured essay question from a choice of two - worth 50%

Internal assessment – worth 25%

IB Physics

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr D Saker (dsaker@greshams.com)

Entry Requirements	Grade 7 in Physics GCSE or 7:7 in Combined Science
Where next?	A physics qualification opens the doors to all sorts of jobs and courses. All the technology that surrounds us is based on the principles of physics, so if you are considering working in any area related to technology from music to medicine, or lasers to law – studying physics is an essential first step. Do you want to investigate the limits of space, the beginning of time and everything in between? How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Studying Physics can develop: Technology in our everyday lives, help you understand your surroundings along with shaping and building a sustainable future. For everything Physics take a look at www.iop.org

WHAT WILL I STUDY?

A. Space, time and motion, B. The particulate nature of matter, C. Wave behaviour, D. Fields

E. Nuclear and quantum physics

HOW IS THE COURSE ASSESSED?

The IB course will be assessed with terminal exams after two years of studying. There will be a practical assessment throughout the two years in the form of lab reports in both SL and HL courses.

Type of assessment SL	Format of assessment	Weighting of final grade
Paper 1 (1 hour 30 minutes)	1A Multiple choice 1B Data-based	36%
Paper 2 (1 hour 30 minutes)	Short answers and extended response questions on SL content	44%
Internal Assessment (10 hours)	Lab report	20%
Type of assessment HL	Format of assessment	Weighting of final grade
Paper 1 (2 hours)	1A Multiple choice 1B Data-based	36%
Paper 2 (2 hour 30 minutes)	Short answers and extended response questions on SL and HL content	44%
Internal Assessment (10hours)	Lab report	20%

IB Sports, Exercise and Health Science (SEHS)

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mrs S Knightbridge (sknightbridge@greshams.com)

Entry Requirements	Grade 6 In Physics/Chemistry/Biology or 6:6 in Combined Science. Grade 6 in Mathematics. Grade 6 In Physical Education (if taken at GCSE but this is not essential). No practical performance requirement.
Where next?	Sports, Exercise and Health Science is highly regarded by universities as an academically challenging subject and the depth and breadth of the course means pupils enjoy learning about a range of areas, which can in turn lead to a variety of careers. Studying at Sixth Form level opens the door to opportunities in Sports Science, Sports Medicine, Sports Psychology, Nutrition, Biomechanics, Physiology, Physiotherapy, Strength and Conditioning amongst many others.

WHAT WILL I STUDY?

A. Exercise Physiology and Nutrition.

The nervous system, the endocrine system, maintaining homeostasis, short term and long term effects (HL), the cardiovascular system, the respiratory system, water and electrolyte balance, macronutrients, micronutrients (HL), microbiome influences (HL), energy systems, VO2 max, lactate (HL), EPOC (HL), recovery, training design, an active lifestyle and its effects on well-being, exercise prescription (HL), fatigue and recovery (HL).

B. Biomechanics.

The axial and appendicular skeleton, planes and axes of movement, anthropometry (HL), structure and function of connective tissue and joints, muscular function, muscular contraction (HL), levers, Newton's Laws, linear and angular motion, momentum (HL), friction (HL), force (HL), work, power, projectile motion, environmental conditions and their effect on an object (HL), buoyancy, lift and drag (HL), Bernoulli's Principle (HL), Magnus Effect (HL), movement analysis, injury, chronic injuries (HL), injury prevention, rehab and treatment.

C. Sports Psychology and Motor Learning.

Personality, Social Learning Theory (HL), effects of experience, coaching and reflection on personality (HL), mental toughness, motor learning, reaction time, attentional focus, motivation and self-determination, ego-oreientation and task orientation (HL), self-determination theory as a meta-theory (HL), motivational climate, stress, problem-focused coping and emotional-focused coping (HL), arousal and anxiety, coping strategies (HL), goal setting, goal adjustment (HL), imagery (HL).

HOW IS THE COURSE ASSESSED?

Paper 1A – multiple choice questions. 36% of overall grade.
Paper 1B – data-based questions and questions on experimental work. 40% of overall grade.
Paper 2 – short answer and extended response questions. 24% of overall grade.

Scientific Investigation – an open-ended task where the pupil gathers and analyses data in order to answer their own formulated research question. This is assessed through the form of a written report (maximum word count of 3200 words).

Group 5 – Mathematics

IB Mathematics: Applications and Interpretations

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr J Thomson (jthomson@greshams.com)

Entry Requirements	A passing grade at GCSE or equivalent is necessary to study at Standard Level, or a grade 9 at GCSE or equivalent to study at Higher Level
Where next?	Pupils studying this course at Higher Level may go on to study social sciences, business, some economics, psychology, chemistry, biological sciences, medicine and possibly some engineering at university. It is worth checking university requirements for the suitability of the course. For some mathematics, computer science, physics and engineering courses Further Mathematics, see page 34, maybe more appropriate.

WHAT WILL I STUDY?

This course aims to emphasise and make explicit the applications and of the mathematics being taught. Maths Studies has evolved into this Standard Level course. A supplementary course on Vectors will also be followed for all Standard Level pupils.

HOW IS THE COURSE ASSESSED?

Standard Level:

Paper 1 (90 minutes)	Graphic Display Calculator (GDC) required. (80 marks)	Weighting: 40%
Paper 2 (90 minutes)	GDC required. (80 marks)	Weighting: 40%
Internal Assessment	Mathematical Exploration (20 marks)	Weighting: 20%

Higher Level:

Paper 1 (120 minutes)	GDC required (110 marks)	Weighting: 30%
Paper 2 (120 minutes)	GDC required (110 marks)	Weighting: 30%
Paper 3 (60 minutes)	GDC required (55 marks) Two compulsory extended response problem-solving questions	Weighting: 20%
Internal Assessment	Mathematical Exploration	Weighting: 20%

Group 6 – The Arts

IB Film

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mr D Chart-Boyles (dchartboyles@greshams.com)

Entry Requirements	None required. Simply a passion for all aspects of film analysis, comparison and production is all that's needed!
Where next?	IB Film is excellent preparation for a range of different courses and careers due to its creative, practical and analytical nature. University options include practical Filmmaking degrees as well as Film Studies, further learning about the processes of making films and analysing them. In the UK alone, the film industry is worth nearly £1.5 billion and employs nearly 200,000 people. There are a myriad of career opportunities in film and television, many of which will have been explored as part of IB Film.

What will I study?

The course is split into four sections:

Film Portfolio: You will undertake a variety of filmmaking exercises in a range of film production roles such as director, cinematographer, editor and writer. You will produce a film reel to evidence the film production roles you have held, and a portfolio reflecting on how successfully you achieved your intentions.

Textual Analysis: You will demonstrate your knowledge and understanding of how meaning is constructed in film. You will do this through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film. You will need to consider the cultural context of the film and a variety of film elements in your analysis, which is written using appropriate film vocabulary within a maximum limit of 1,750 words.

Comparative Study: You will explore a range of film genres and styles (such as film noir, feminist film or German expressionism) and undertake a comparison of two films within your chosen area of film. You will submit a recorded multimedia comparative study (10 minutes maximum) and a list of the sources you have used for your research.

Collaborative Film Project (HL only): Bringing together all you have encountered during the film course (including films and filmmakers studied, concepts and contexts explored, and skills and techniques acquired), you will work collaboratively to plan and create an original completed film. You will work in core production teams of two to four pupils for this project, with each individual taking a different role, and write a project report reflecting on your collaborative contribution to the project.

How is the course assessed?

The IB Film course is 100% coursework with no final exams.

Film Portfolio: A film reel and written portfolio showcasing experimentation with three filmmaker roles. SL 40%, HL 25%.
Textual Analysis: A written analysis of an extract from a prescribed film text. SL 30%, HL 20%.
Comparative Study: A recorded multimedia comparison of two films. SL 30%, HL 20%.
Collaborative Project: A completed film and project report. HL 35%

IB Music

(Higher and Standard Level)
HEAD OF DEPARTMENT: Mrs M Wolfe (mwolfe@greshams.com)

Entry Requirements	The music course has been transformed to focus on creativity; discovery and pupil lead learning, and at both SL and HL requires no formal prior training in music. The course is designed to allow pupils to experience music on a personal level while expanding their musical identity. The individual pupil's prior experiences will determine the pupils' pathways through, and engagement with, the course. It is, however, advantageous to have a musical interest, passion and ability to discover music linked to personal, local and global contexts.
Where next?	IB Music completely pulls apart conceptions of music and encourages you to explore and experiment what music is, how it is used and viewed and engage your own creative path that is relevant to you. It is an incredibly complimentary course for any range of subjects form the sciences and the arts. University options include studying Traditional or Popular Music at a University, performance at a Conservatoire, Music Technology, Musical Theatre and Performing Arts, as well as broader Performance Arts, Media and Communications courses. Many universities offer choral and organ scholarships, and music can be a fantastic avenue into broadening your experience in Higher Education. Specific careers include performing, composing and arranging (following in the footsteps of alumni Benjamin Britten and Lennox Berkeley), teaching, arts administration, music publishing, music therapy and production in the music industry.

WHAT WILL I STUDY?

The course is divided into 3 sections (an additional 4 section is required if studying Higher Level)
Exploring music in context: Researching and analysing music across different styles and responding to what you find creatively through performing and composing
Experimenting with music: Taking musical ideas, changing and transforming them and presenting your ideas and findings through practical discovery
Presenting music: Respond to your favourite piece an perform, compose and create in your chosen styles
Contemporary music maker (Higher Level Only): Work on a new project with other art forms and create a multimedia presentation to share your work and outcomes, using real life skills and collaborative approaches

HOW IS THE COURSE ASSESSED?

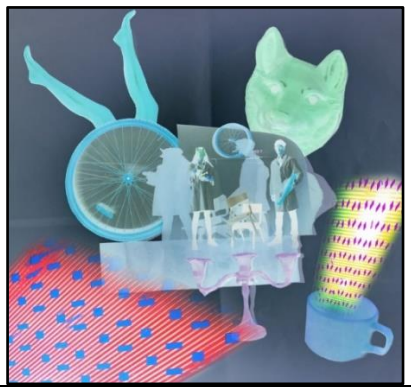
The course is designed to assess a diverse and in depth learning journal or digital portfolio of work, that best represents each area of inquiry. Each unit is uploaded for verification. There is no final examination or recital. The weighting for each portfolio is as follows:

- Exploring music in context SL 30% HL 20%
- Experimenting with music SL 30% HL 20%
- Presenting music SL 40% HL 30%
- Contemporary music maker HL 40%

IB Visual Arts

(Higher and Standard Level)
HEAD OF DEPARTMENT: Miss S Pink (spink@greshams.com)

Entry Requirements	Grade 6 in GCSE Art or equivalent
Where next?	Pupils who study this subject may progress to study an Art Foundation course or degree in Fine Art, Architecture, Sculpture, Graphics, Textiles, Illustration, Animation, Photography or Film.



WHAT WILL I STUDY?

The curriculum revolves around three main aspects of art practice: *theoretical practice, art-making practice and curatorial practice.* An IB Visual Arts pupil is all of these: a critic, a maker and a curator:

Theoretical practice (the critic)
Using investigative strategies, critical thinking, comparative analysis and reflection, pupils will examine various art forms and artists from different times, places and cultures. They will investigate different techniques and processes, enquiring into their contextual evolution. They will explore ways of communicating knowledge in both visual and written forms.
Art-making practice (the maker)
Through exploration and experimentation pupils will discover and apply a variety of artistic techniques. They will develop their own concepts throughout this explorative process and, with reflection and self-evaluation, produce a considered body of work.
Curatorial practice (the curator)
Through careful, informed viewing of artworks and exhibitions pupils will develop an ability to formulate their own considered response. They will begin to articulate your intentions for developing and displaying their own work. They will also consider the relationship between artist and audience and what it means to exhibit work; learn to select and present their own work effectively; and articulate intentions and the connections between their artworks.

HOW IS THE COURSE ASSESSED?

Part 1 The Comparative Study for points 20% Externally Assessed
Compare and contrast the work of (at least 2) different artists from different cultural contexts (HL pupils will also include a reflection of how this relates to their own work)
SL 10-15 screens
HL 10-15 screens & 3-5 screens comparing own work
Part 2 Process Portfolio for points 40% Externally Assessed
The pupils journey of art-making: their engagement with different media and techniques, documentation of process, reflections on artists & artworks and the development of ideas.
SL: 9-18 pages/screens submitted.
HL: 13-25 pages/screens submitted.
Part 3 The Exhibition with a Curatorial Rationale for points 40% Internally Assessed by Teacher
Pupils reflect on their chosen body of work and provide a rationale for the decisions regarding the selection of certain pieces for exhibition.
SL: 4-7 artworks, exhibition text and a curatorial rationale of max 400 words
HL: 8-11 artworks, exhibition text & curatorial rationale max 700 words

Sixth Form Subjects and University

The information provided below can change and therefore pupils should always consult university websites for admissions criteria. *Most further education courses require a grade 4 at GCSE Maths and English Language.*

Degree Programme	Subjects
Accounting/ Finance	Maths A Level essential or HL at IB, alongside other facilitating subjects. Worth checking GCSE requirements too particularly in Maths.
Agriculture	These degree programmes vary, but many focus on business, crop development or animal science. BTEC Agriculture would be an asset, or Biology A Level or another science.
Anthropology	Some programmes require a science (may be Biology) – subjects which involve cultural elements in study will be advantageous (e.g. geography, psychology, philosophy, history)
Archaeology	Some programmes require a science (may be Biology) – depends on emphasis in the course. History will be advantageous.
Architecture	A diverse combination is often a strength. Portfolio submission is very likely which is very hard unless Art or Design is studied. In addition, Physics and Maths (Higher Level for IB for some courses) may be required for some courses.
Art	Art + portfolio submission. Some courses will require a foundation course at their university after Sixth Form studies.
Biology	Biology plus 1 other science and maths e.g. Biology, Chemistry, Maths. In IB, Maths Standard Level is acceptable. 2 sciences should be taken (e.g. Chemistry and Biology) at Higher Level.
Bioscience	Chemistry and Biology usually both required. A third 'science' (i.e. maths or physics) also helpful. In IB, Maths Standard Level acceptable. Other sciences should be Higher Level.
Business and Management	Mathematics required for some courses. Business Studies/Economics may be an advantage. Some universities do not accept Economics and Business A Levels together. Consider a range of subjects that shows a diversity of skills in numeracy and literacy. *Grade 6 GCSE Maths*.
Chemistry	Chemistry plus 1 other science and maths (e.g. Chemistry, Physics, Maths). In IB, Maths Standard Level is acceptable. 2 sciences (e.g. Chemistry and Biology) should be taken at Higher Level.
Classics	Latin and/or Greek required. Many courses allow ab initio entry where only one of these is taken (usually only Latin).
Computer Science	Computer Science A level alongside maths and another facilitating subject would be advantageous. Higher Level Maths would need to be taken for IB. Evidence of independent programming and project work would complement a personal statement. *GCSE Maths grade 6.*
Dentistry	As for medicine. Also note requirement for UCAT aptitude test – a mix of science questions, aptitudes and skills and essay writing.
Drama/ Performing Arts	BTEC Performing Arts alongside another facilitating subject. You will be required to attend auditions/ interviews and should have as much extra-curricular 'evidence' of performances to draw from and refer to.
Economics	Mathematics required for many courses; Higher Level Maths / Further Mathematics required for some. Highly competitive. Different courses will look for slightly different profiles in terms of raw academic profile and an engaging personal statement. Some universities do not accept Economics and Business A Levels together.
Engineering	Mathematics and Physics required. Further Mathematics or Maths Higher Level required for many courses. IB pupils must take Physics and Maths Higher Level. GCSE Maths grade 6, English and Sciences grade 5.
English	English Literature required. Additional essay-based subjects will be an advantage as may be a modern foreign language or classical language.

Degree Programme	Subjects
Film Studies	Entry requirements vary and no specific subjects are required however, subjects such as I.B. Film Studies, BTEC Digital Music Production or BTEC Performing Arts may help provide 'evidence' for a good personal statement.
Geography	Geography required. Science / Maths vs. other humanities / languages might be preferred depending on route as social science or science in the degree (sometimes available as BSc or BA).
Geology	Chemistry and another science are key. Mathematics is an asset. Depends on type of geology / geophysics course. If the latter, then Physics will be important. Other, environmental subjects such as Biology or Geography may be helpful but not essential. IB pupils should take 2 sciences at Higher Level. Mathematics Standard Level is perfectly acceptable for some courses – pupils should check. Geo-physics is likely to require Maths Higher Level as well as Chemistry and Physics Higher Level. For A Level, further mathematics would be required for these courses.
History	History required. Modern Language often seen as an advantage, or a classical language (depending on modern or ancient history chosen).
International Relations	No specific requirements although ability to convey current knowledge of real world issues may be an advantage – e.g. philosophy and ethics/ economics / geography. A foreign language has obvious relevance.
Law	No specific requirements. 'Traditional' subjects preferred, such as English and History. Ability to convey logic, to handle large amounts of information, skills of analysis etc. Note requirement for LNAT or other aptitude test (at Cambridge) a requirement. Study of evaluative subjects – e.g. from humanities, literature, foreign language an advantage. Maths and/or science a possible benefit. Whatever taken, pupils must achieve high results.
Materials Science	Physics and Mathematics. Chemistry likely to be useful. In IB, Physics and Maths should be Higher Level. Chemistry is likely to be Higher Level.
Mathematics	As much mathematics as possible. Physics likely to be an advantage as a complement. Further Mathematics a requirement of many courses if taking A Level (otherwise Maths Higher Level is fine). STEP maths preparation course might also be necessary. IB pupils should seek advice in this area.
Media Production	Entry requirements vary and no specific subjects are required however, subjects such as I.B. Film Studies or BTEC Digital Music Production may help provide 'evidence' for a good personal statement.
Medicine	Very competitive so highest grades a must. Biology and Chemistry. Mathematical skills are important. An essay-based subject can also assist. Work experience essential – greatly preferred to show a long term (substantially over 1 year) commitment to entry to the profession. Work experience should be varied – not just work shadowing (E,g, care home work). Highly competitive. Performance in interview critical. UCAT required for virtually every course. A level pupils could take Physics instead of Mathematics to show the mathematical skills. For IB, Biology and Chemistry must be Higher Level subjects and are preferable, although some will take Physics, Maths is perfect as Standard Level. *6 GCSEs at grade 7 or above, including Maths and two Sciences, English Language grade 6.*
Midwifery	Subject combination similar to that for medicine. Work experience in medically-related areas and performance in interview essential.
Modern Language	First modern language, a second modern foreign language is likely to be an advantage. Depending upon the course, additional study of literature may be advantageous. In IB, one of the languages may be a Standard Level – depends on the course chosen.
Law	A Level English is highly regarded alongside humanities and languages. *GCSE English language grade 5 minimum, 6 for some top universities.*
Music	Music. Other subjects may influence depending on type of music degree applied for. For example, study of history, literature, language or other evaluative subject can be relevant. BTEC Digital Music production would be beneficial to production/media courses.

Degree Programme	Subjects
Natural Sciences	Specific requirements depend on the exact course and the university chosen – this degree subject varies notably in content and options between institutions. Two sciences plus mathematics would be the base-line requirement. In IB, the Maths Standard Level is perfectly acceptable for Biological Nat. Sci. Physical Nat. Sci. should take Maths and Physics Higher Level as the starting point, likely also Chemistry Higher Level.
Pharmacology	Chemistry plus two other sciences including maths (e.g. Chemistry, Biology, Maths). In IB, the Maths SL is perfectly acceptable. *Minimum grade 6 in Maths, English Language and a Science.*
Philosophy	Mathematics an advantage for many courses (logic). In IB this would mean Maths Standard Level if results will be high but Maths Studies Standard Level is perfectly acceptable for most. Diversity of subjects may be an advantage with at least one essay-based subject. Foreign or classic language can be helpful as can RS / Philosophy.
Physics	As much Physics and Maths as you can! For IB this means Maths Higher Level and Physics Higher Level. For A Level, take Physics and Further Maths. Other subjects such as Chemistry can help – depends on exact course – see Natural Sciences.
Politics	No specific requirement. Ability to show engagement with current issues (e.g. economics, geography) will be useful as may be knowledge and study of History or Philosophy / RS. Foreign language likely to be a strong asset.
Psychology	Mathematics and Biology, or at least one of these, is strong advisable. In IB, Maths Standard Level or Maths Studies Standard Level is perfectly acceptable – no need for Maths Higher Level. Courses vary – check entry requirements according to the route – depends on how scientific / medical the course is. *GCSE Maths grade 7, English 6 at top universities.*
Real Estate	No specific subject requirements. Maths could be advantageous due to the financial elements of the course, Geography would help with property development and planning and a Business or Economics A Level.
Sports Science/ Coaching	BTEC Sport or an A Level in Biology (some top universities require 2 Science A Levels) would be an asset alongside extra-curricular 'evidence' of team sports and helping to coach younger players for a good personal statement. *Minimum grade 6 in Maths, English Language and a Science.*
Theology	No specific requirements. Philosophy / RS, history and modern or classic language likely to be an advantage.
Veterinary Science	As for medicine. Also note requirement for BMAT / UKCAT aptitude test – a mix of science questions, aptitudes and skills and essay writing. Work experience essential. Diversity of work experience highly advisable – farms, domestic, volunteering in zoos, animal welfare, abattoir. Highly competitive – even more so than for medicine.
Zoology	A Biology A Level or BTEC Agriculture (when choosing 5 or more Biological modules) would be an advantage, but check with the individual university.