



## **SIXTH FORM PROSPECTUS**

**2015/16**

Headteacher: Andrew Harris  
Tel: 01453 842227 Fax: 01453 845480 [info@klbschool.org.uk](mailto:info@klbschool.org.uk) [www.klbschool.org.uk](http://www.klbschool.org.uk)  
KATHARINE LADY BERKELEY'S SCHOOL, WOTTON-UNDER-EDGE, GL12 8RB

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## **The Sixth Form at Katharine Lady Berkeley's School**

Katharine Lady Berkeley's School is a rural comprehensive school with language college status. Situated in beautiful countryside on the edge of a Cotswold town, it was founded in 1384 making it one of the oldest state schools in the country. Currently it has 1454 students attracted from Wotton-under-Edge and nearby villages as well as a significant number from further afield.

The Sixth Form currently numbers 274 students, mainly from Katharine Lady Berkeley's School but with some having transferred from other schools or having moved into the area. It is organised on a traditional basis with students studying AS levels in the Lower Sixth and A2 levels in the Upper Sixth.

The next two years offer you many exciting opportunities, which will be rewarding as well as challenging. By taking Sixth Form courses at Katharine Lady Berkeley's School, you are choosing a caring and structured environment which will help you to realise your potential.

We provide excellent teaching, a good working environment and sound guidance on all aspects of post GCSE studies. The last two full OFSTED reports, in 2008 and 2012, have rated the achievement of students and quality of provision in our sixth form as being outstanding. In our last inspection, in October 2012, the following comments were made about our sixth form:

- The achievement of sixth form students is outstanding as a result of outstanding teaching.
- Sixth form students take an extremely positive role in creating the school's climate and ethos.
- The leadership and management of the sixth form are outstanding.

For existing students, the staff know you and you know them, but for new students you will find you quickly feel a part of this Sixth Form.

Many of our students go onto higher education and we have a strong tradition of students entering Oxbridge. Whatever your goals, we will help you to achieve them.

The Sixth Form is the time when some of the most important decisions in your life are made and our aim is that you feel supported and confident in the choices you make.

Hannah Khan  
November 2014

### **Key Contacts**

Mr A Harris (Headteacher):                    aharris@klbschool.org.uk

Miss H Khan (Head of Sixth Form):        hkhan@klbschool.org.uk

Mr J Sturt (Assistant Head of Sixth):      jsturt@klbschool.org.uk

Mrs L Price (Sixth Form Secretary):       lprice@klbschool.org.uk

Mr R Penman (HE consultant):            rpenman@klbschool.org.uk

## Choosing Courses

### Entry requirements and programmes of study

**There are two different programmes of study available in Year 12.**

- **4 AS courses**
- **3 AS courses**

Entry requirements are determined by subject – see page 6 for details. Admission is dependent upon having achieved at least 2B grades and 3C grades at GCSE and on being able to follow a programme of study (see below).

### Programmes of study:

**To study 4 AS:** We recommend that students with mainly A\*, A and B grades at GCSE would be best suited to studying 4 AS subjects. Please see the table on page 6 for specific subject requirements.

**To study 3 AS:** We recommend that students with mainly B and C grades at GCSE would be best suited to studying 3 AS subjects. Please see the table on the next page for specific subject requirements.

### A typical Year 12 timetable

With the current 50 period timetable over a fortnight, you will spend nine periods on each of your AS courses. All Year 12 students study AS General Studies. This course focuses on topics and issues in contemporary society with an emphasis on thinking and analytical skills. Your A level studies will be supported by private study sessions. In addition to this, students have one hour of enrichment each fortnight.

### Which courses can I choose?

There are many courses offered as described in this prospectus.

The schedule is as follows:

- Students choose their subjects in January;
- The option blocks will then be created (see below). During this process, we endeavour to achieve the best 'fit' with students' choices. It is also the stage at which we make decisions about the numbers of groups for each subject and also whether some subjects will not be timetabled due to low numbers;
- All students will be interviewed in March;
- Students can change their options after this time in light of altering circumstances or unexpected exam results. These changes can only be incorporated within the option blocks which will, by this stage, have been finalised.

### Option Blocks

The A levels subjects will be grouped into four option blocks. These blocks are created in order to allow as many students as possible to take the combination they request. If a particular student's requested combination cannot be accommodated, discussions will take place in order to try to identify an alternative combination which does fit into the option blocks.

### **What advice can you give on subject combinations?**

The first point is that all AS subjects are worth the same points. All courses will entail hard work and require commitment.

You need to ask the question, "What am I going to do after my A levels?"

- Some university courses require specific subject combinations. For example, Engineering and Physics require Mathematics and Physics, medical subjects often require Chemistry. If you know what subjects you will be doing, it is a good idea to look at the websites of the universities that are of interest to you.
- There are some subjects such as Business Studies and Economics that may be seen as too closely related and therefore not demonstrating commitment to a broad range of study. You need to find out more about the courses and whether the combination is right for you.
- The choice needs to be a positive one based on good research. You will be spending two years studying the subject so it is an important decision.

### **When can I drop the fourth AS?**

A levels are currently going through a transitional stage. The changes affect some subjects started in 2015 and others in 2016. Each subject page states when the changes come into effect for the subject. In order to support our students to choose the best pathway for Year 13, all of our students will be entered for AS examinations at the end of Year 12. The results of these examinations will be used, together with other assessments over the course of Year 12, to help students to decide on the subjects that they will continue to study in order to gain the full A level qualification.

### **What should I do next?**

If you are considering taking A levels:

- decide which subjects you enjoy and in which you are achieving good grades;
- ask your teachers for their views about your suitability for different courses;
- look at your career options and check which subjects are needed;
- seek advice from Miss Khan, careers staff, your tutor, teachers, parents etc, but **make the decision yourself**;
- keep your options open, perhaps by applying to more than one establishment, e.g. school and a college.

### **What happens when I get my GCSE results?**

If your grades are what you had hoped for and you have met the entry requirements for your chosen subjects, you will need to confirm with us that you wish to take up your place in the sixth form. If, however, you have not gained the results that you needed, you must come and talk to us on results day. If you are not sure, be on the safe side and talk to us.

## GCSE<sup>(1)</sup> requirements for individual courses

Subject	Requirement if studied at Year 11	Requirement if not studied at GCSE
Art: Fine Art or Graphic Design	B in Art or Graphic Art <sup>(2)</sup>	B in Design Technology
Biology	B in Biology and one other science or B in Core (Y10) and B in Additional (Y11) <sup>(3)</sup>	
Business Studies	B in Business Studies or BTEC Business (Merit) <sup>(2)</sup>	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full)
Chemistry	B in Chemistry and one other science or B in Core (Y10) and B in Additional (Y11) <sup>(3)</sup>	
Drama	B in Drama <sup>(2)</sup>	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full)
Economics	NA	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full) AND B in Mathematics (OR B in Bus. Studies)
English Literature	B in English Language AND Literature	
Film Studies	NA	B in one of English Lit, English Lang, Geography, History, Sociology, RE (full)
French	B in French	
Further Mathematics	A in Mathematics	
Geography	B in Geography <sup>(2)</sup>	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full)
History	B in History <sup>(2)</sup>	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full)
Japanese	B in Japanese	
Mandarin Chinese	B in Mandarin Chinese	
Mathematics	B in Mathematics	
Music	B in Music	
Physical Education	B in Physical Education <sup>(2)</sup>	Entry requirements for Biology
Photography	NA	B in Art, Graphic Art or Design Technology
Physics	B in Physics and one other science or B in Core (Y10) and B in Additional (Y11) <sup>(3)</sup>	
Product Design	B in Design Technology or BTEC Engineering (Merit) <sup>(2)</sup>	B in Fine or Graphic Art
Psychology	NA	B in one of English Lit, English Lang, Geography, History, Sociology or RE (full)
Sociology	B in Sociology <sup>(2)</sup>	B in one of English Lit, English Lang, Geography, History or RE (full)
Spanish	B in Spanish	

- (1) GCSE and iGCSE are regarded as being equivalent to each other.
- (2) If a student achieves a grade C but **has** met the entry requirements demanded of a student who has not studied the subject at GCSE, the department will consider the application based on the student's approach to the GCSE course.
- (3) If a student achieves grades A and C for Core Science and Additional Science (either way round), they may be accepted with consideration of work ethic and approach to the GCSE course and the breakdown of their specific modular marks.

## Supporting your studies

All students are assigned to a tutor who sees you on a daily basis. Your tutor will monitor your welfare and progress and is likely to contribute to a reference when you leave the school. There is an emphasis on mentoring and monitoring through tracking sheets, formal reports and parents evenings.

The change from teacher-directed learning to self-directed learning will be one of the main changes that you experience.

Private study is a crucial aspect of every student's routine. You will be expected to spend some of your free periods in the Sixth Form study library. This provides an ideal working environment and is resourced with computers, linked to the school network and internet. The main school library is also available for independent study.

## Post 16 Bursary Funding Support

Katharine Lady Berkeley's School will award bursaries to students in Years 12, 13 and 14 in order to support those with limited financial resources in following their chosen course of study. Bursaries are available at three levels:

- Vulnerable Student Bursary
- (Priority) Discretionary Bursary
- (General) Discretionary Bursary

### 1 Vulnerable Student Bursary

The Vulnerable Student Bursary is a payment of up to £1,200 per year paid in monthly instalments. To be eligible for the Vulnerable Student bursary, students must meet the following conditions:

- be starting Year 12, 13 or 14 in September 2014
- be aged between 16 and 18 on 31 August 2014
- belong to one of the following groups:
  - In local authority care; or
  - Have left local authority care recently; or
  - Be receiving income support or Universal Credit in your own name; or
  - Disabled and receive both Employment Support Allowance and Disability Living Allowance or Personal Independence Payments.

### 2 Discretionary Bursary

These are available at two levels:

**Priority Discretionary Bursary (PDB)** is available to any student who is in receipt of Free School Meals. Support for the costs shown below will be met. To be eligible for a PDB, we will require a copy of the certified letter from the local authority regarding Free School Meals eligibility.

**General Discretionary Bursary (GDB)** to students where the household income is such that it is difficult for the costs related to sixth form study to be met.

A general discretionary bursary will be awarded to a student on the basis of an application which describes the household financial circumstances with supporting evidence.

Discretionary bursaries are intended to provide support with the following costs:

<b>Cost</b>	<b>Description</b>	<b>PDB</b>	<b>GDB</b>
Transport	Normal costs of home to school transport for those who were, or would have been, entitled to <u>free</u> transport in Y 11. Bursary will be at the daily rate of the relevant school transport service	100%	100%
Field trips, course related visits and work experience costs	Individual applications above the amounts shown for high costs visits will be considered only where there is a compelling argument for an individual's social and personal development which would make a particular visit a unique opportunity for them, or where a visit can be demonstrated to be a mandatory or an essential part of the programme for all students on the course	50%	50%
Music Tuition	Available to PDB students only	50%	0%
Textbooks, equipment, materials etc	While the school provides the textbooks and equipment that are required for course completion, there may be additional costs. Support will be available on a case by case basis		

### **3 Attendance**

Payment of bursary funding is dependent on good attendance. For any bursary, a lesson attendance rate of at least 90% will be required. For a Vulnerable Student Bursary, this attendance rate will be required in the month preceding payment for that month's payment to be made.

### **4 Payments**

**Transport** – Successful applicants will receive a cheque which can be used to cover the costs of payments to the relevant transport provider

**Other Costs** – The school will credit the student's or nominated parent's/carer's SCOPay Account with an amount equivalent to 50% of the bursary funding.



## **Higher Education and Careers Advice**

You may have already given some thought to your future plans. It may seem like a long way ahead for many of you. At Katharine Lady Berkeley's School, help and advice is on hand throughout the Sixth Form. Your tutors, subject staff and the Sixth Form team are all available to offer guidance in addition to the Careers Adviser.

The Higher Education programme begins in earnest in the summer term of Year 12 when the whole of Year 12 attends a regional university convention. Most universities and colleges are represented here and provide information on the range of courses open to students.

In the summer term, we focus on the application process for Higher Education. This commences with the Higher Education evening for parents and students. Students are taken through the procedures in assemblies and tutorial activities. There are copies of all prospectuses in the Sixth Form study library and students are encouraged to access relevant web-sites.

For those seeking employment, we offer specialist support from the Sixth Form careers adviser and careers advice and recommend employment 'fairs' which detail opportunities. Assistance is given in the preparation of CVs and interview techniques.

## **Enrichment**

All Year 12 students select an enrichment programme which they will follow for the year. Enrichment activities take place every fortnight and they provide an excellent opportunity for students to add breadth to what they have to offer a future employer and, in many cases, it will be rewarding for students to give something back to the community. Students can select from the following activities:

- First Aid Course
- PE
- Sports Leaders (Levels 2 and 3)
- Book club
- Community service in a primary school
- Community service in care homes
- Other community service e.g. working with charities
- Young Enterprise
- Relevant work experience (e.g. veterinary practice)
- Help with younger students in lessons

## **Extra-curricular activities**

All students are encouraged to pursue other interests outside of their studies. You all have an important role to play within the school and local community.

Listed below are some of the opportunities available to Sixth Form students:

- Sixth Form committee – an active group of students who meet weekly to discuss Sixth Form issues and organise events
- Prefects
- Paired reading with students in Years 7 and 8
- Supporting Year 7 tutor groups
- Supporting the Year 8 literacy programme
- Counselling younger students (Talk In Confidence)
- Helping out at open evenings and parents' evenings
- Organising fund raising events
- Ten Tors and Outdoor Club
- Work Experience
- Drama and music productions

There are also regular trips and social events.

## **Katharine Lady Berkeley's School Sixth Form Contract**

Successful education is based on a good partnership between students, parents or carers, and the school. All partners must recognise their responsibilities and seek to carry them out to the best of their abilities.

### **The responsibilities of students**

I will:

- take responsibility for my own learning;
- attend regularly and punctually;
- abide by the school's rules and behaviour policy;
- complete work on time and to the best of my ability;
- work quietly and independently in private study areas respecting others' right to work;
- comply with the rules in relation to the computer network;
- treat the Common Room with respect;
- dress in accordance with the published dress code;
- show respect for the needs of all other students and staff, regardless of their race, gender, sexuality, religion or other personal circumstances.

I understand that if I do not keep to the terms of this contract I may be asked to leave the Sixth Form.

### **The responsibilities of parents and carers**

I/We will:

- ensure that my/our son/daughter attends school punctually and complies with the dress code;
- avoid taking holidays during term time;
- support my/our son/daughter in their studies and other opportunities for learning;
- support the authority of the school in its expectations of hard work, good behaviour, respect for others and care of school equipment and premises;
- respond quickly to enquiries about my/our son's/daughter's education and welfare and make every effort to attend meetings and report evenings affecting his/her progress;
- make the school aware of any concerns or problems that might affect my/our son's/daughter's work or behaviour.

### **The responsibilities of the school**

The school will:

- provide an ethos based on learning, achievement, aspiration and student responsibility;
- aim for the highest standards of work and behaviour through good teaching and pastoral care;
- report regularly on your son's/daughter's progress and keep you informed of any concerns;
- respond quickly to all enquiries about your son's/daughter's education and welfare;
- provide comprehensive and personalised careers advice;
- provide information and offer opportunities for you to know more about and be involved in the daily life of the school.

Teachers will:

- set, mark and monitor work;
- take account of the individual circumstances of students;
- be firm and fair in their dealings with students

### **Further Guidance on Expectations**

- Prompt attendance is required to registration, all lessons and assemblies. See later guidance on the use of study periods.
- If you know that you will be absent from a lesson you should obtain permission from the Head of Sixth Form or Deputy Head of Sixth Form.
- Teachers will expect you to have caught up with work before the next lesson.
- Work will be set by staff, but you should also set yourself wider reading.
- Part-time work might be important for some sixth formers, but should be carefully limited in terms of hours.
- You will be expected to dress in a way that is suitable for the working day. This includes not wearing outfits that are too revealing.
- Mobile phones/headphones should not be used when walking around the school site.
- Please be aware at all times that you are a role model to younger students.

## Dress Code

The aim of the dress code is to create a good image of the sixth form to the rest of the school and the community.

Boys      Dark blue/black/dark grey, plain or pinstripe suit  
            Plain or striped shirt  
            School sixth form tie (available from the school shop or Reception)  
            Dark shoes  
            V-necked sweater – dark, plain  
            Boys are not permitted to wear jewellery

Hairstyles should be tidy and inconspicuous. No artificial hair colour e.g. pink, blue streaks

Girls      Dark blue/black/brown/dark grey plain or pinstripe suit  
            Worn with a smart shirt or top

The following are NOT acceptable:

Casual T-shirts	Mini Skirts	Strappy tops
Tops with writing	Plunging necklines	Fashion skirts
Aertex polo shirts	Denim, Corduroy	Tight stretchy skirts
Rugby shirts	Cropped tops	
Hoodies	T-shirts worn underneath unbuttoned shirts	

Footwear should be smart dark shoes, boots or sandals (in summer). No trainers, flip-flops.

Girls are allowed to wear one pair of earrings.

Clothing to be worn in a smart manner e.g. shirts not below sweater etc.

Hairstyles should be tidy and inconspicuous. No artificial hair colour e.g. pink, blue streaks

## Biology

**Examinations Board:** OCR    **AS Specification**    **H021**  
**A2 specification**    **H421**  
**Head of Subject**    **Miss J Crick**

*The first teaching of the new AS/A level in biology starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and the first year of the A level have been designed to be 'co-teachable'.*

The OCR Biology A-level course is designed to stimulate the enthusiasm of students and to present biology as a subject that is exciting, relevant and challenging. Students of biology will build on GCSE knowledge, study new biological concepts and explore the applications of biology in real life situations and those still in development. The course emphasises the way in which scientists work and the contributions of scientists to modern society, studying this course will develop students' ability to evaluate the presentation of scientific studies in the media. Throughout the course, students will also develop skills such as essay writing, investigative skills and manipulation of scientific data.

### AS Level

Teaching Modules	Assessment
<b>1. Development of practical skills in biology</b> Planning, implementing, analysis and evaluation.	<b>Exam 1</b> – Breadth in biology 1 hour 30 minutes written paper 50% of total AS level  <b>Exam 2</b> – Depth in biology 1 hour 30 minutes written paper 50% of total AS level  Both exams will assess content from all four modules
<b>2. Foundations in biology</b> Cells, membranes, organisation, biological molecules and enzymes.	
<b>3. Exchange and transport</b> Exchange surfaces, transport in animals and transport in plants.	
<b>4. Biodiversity, evolution and disease</b> Disease and the immune system, biodiversity, classification and evolution.	

### A Level

Teaching Modules	Assessment
<b>1. Development of practical skills in biology</b> Planning, implementing, analysis and evaluation.	<b>Exam 1</b> – Biological processes 2 hour 15 minutes written paper 37% of total A level (100 marks)  <b>Exam 2</b> – Biological Diversity 2 hour 15 minutes written paper 37% of total A level (100 marks)  <b>Exam 3</b> – Unified Biology 1 hour 30 minutes written paper 26% of total A level (70 marks)  Exams will assess content from a combination of modules 1-6.  <b>Practical Endorsement in Biology</b> Non-exam assessment. Reported separately to grade.
<b>2. Foundations in biology</b> Cells, membranes, organisation, biological molecules and enzymes.	
<b>3. Exchange and transport</b> Exchange surfaces, transport in animals and transport in plants.	
<b>4. Biodiversity, evolution and disease</b> Disease and the immune system, biodiversity, classification and evolution.	
<b>5. Communication, homeostasis and energy</b> Communication, homeostasis, excretion, hormones, the nervous system, plant and animal responses, photosynthesis and respiration.	
<b>6. Genetics, evolution and ecosystems</b> Cellular control, inheritance, genetic engineering, biotechnology, cloning, ecosystems and sustainability.	

**Trips**

An integral part of the Year 13 course is fieldwork. The students are encouraged to attend a residential course in the summer at the end of Year 12 in order to strengthen their understanding in this aspect. The cost is to be confirmed but is usually in the region of £120.

In Year 13, students get the opportunity to go on a day trip to the Royal College of Surgeons and other venues in London. Opportunities may also arise for external speakers to talk to the students at school.

**Entry Requirements**

B in Biology or B in Core (Y10) and B in Additional (Y11). See table on page 6. Due to the level of the language and mathematical content there is a recommendation (not a requirement) of a minimum grade B in GCSE Maths and English.

**Career Possibilities**

In addition to providing a sound basis for careers in many non-related fields, A-level biology may be a specific requirement for degree courses in Medicine, Dentistry, Veterinary Science and Biological Sciences. Other opportunities arise in Environmental Science and allied Medical Studies, such as Physiotherapy.

## **Business Studies**

**Examinations Board:** AQA **AS level specification** 7131  
**A2 level specification** 7132  
**Head of Subject** Mr S Pegg

*The first teaching of the new AS / A level in business starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and first year of the A level have been designed to be 'co-teachable'.*

### **Course Outline**

Business A level is designed to demonstrate the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. Therefore students, in addition to studying more traditional topics such as marketing, finance, operations and HR, will investigate relevant current issues such as digital technology, business ethics and globalisation.

### **AS LEVEL**

Students will investigate;

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance, operational performance, financial performance and human resource performance

#### Assessment

Assessment is by two one-and-a-half hour written exams at the end of the course.

Paper 1: Two compulsory sections, including multiple choice, short answer questions and data response questions. 50% of AS Level

Paper 2: One compulsory case study consisting of seven questions. 50% of AS Level

### **A LEVEL**

In addition to the AS Level components, students will also investigate;

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

#### Assessment

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

Paper 1: Multiple-choice questions, short answer and two essays. 33.33% of A Level

Paper 2: Three compulsory data response questions. 33.33% of A Level

Paper 3: One compulsory case study consisting of six questions. 33.33% of A Level

### **Entry Requirements**

See table on page 6

### **Career Possibilities**

Although an A level in business is not a necessary requirement for any route beyond A level, higher education or employment, an AS or A level qualification in business clearly provides a good general introduction to the world of business which we all face daily and as such is relevant in a wide range of vocational areas. All businesses (and other organisations like charities and hospitals) need sound business skills behind them!

## Chemistry

Examinations board: tbc

Head of Subject      Dr M Ziegler

*The first teaching of the new AS/A level in Chemistry starts in September 2015, and we are in the process of evaluating each course to choose the most appropriate specification for KLB students. The new courses will have the first AS level examinations in June 2016, and the first A level examinations in June 2017. The courses have been designed to be 'co-teachable'.*

Chemistry is the science of the composition, structure, properties, and reactions of matter. In their study of A level chemistry students will:

- develop a broad understanding of atoms and compounds, and study in detail the interactions of some chemical substances.
- apply their knowledge of chemical systems to a range of contexts.
- Apply their mathematical knowledge from GCSE to a variety of contexts.
- carry out a range of practical techniques including chemical analysis and synthesis.

### Course details and assessment

As with all chemistry courses students will study elements of Physical, Organic and Inorganic Chemistry and will undertake laboratory experiments to consolidate and apply their knowledge and understanding. Students will undertake 3 examination papers.

Paper 1 will assess students' understanding of

- Physical chemistry
- Inorganic chemistry
- Laboratory experiments relating to physical and inorganic chemistry

Paper 2 will assess students' understanding of

- Physical chemistry
- Organic chemistry
- Laboratory experiments relating to physical and organic chemistry

Paper 3 will assess students' understanding of

- All aspects of chemistry
- Laboratory experiments relating to all aspects of chemistry

The examinations will include multiple-choice, short open, open-response, calculations and extended writing questions.

The details of exam length and weighting vary slightly depending on the specification, and will be clarified at the start of the course.

**Entry Requirements** See table on page 6.

### Career Possibilities

Studying A level chemistry can lead to variety of careers. This includes a career in the chemical industry, chemical research, engineering, medicine, veterinary science, dentistry, food science, nursing and many more.



## **Drama and Theatre Studies**

<b>Examinations Board: Edexcel</b>	<b>AS specification</b>	<b>8113</b>
	<b>A2 specification</b>	<b>9113</b>
	<b>Head of Subject</b>	<b>Ms S Hind/Mr J Blake</b>

*The first teaching of the new AS/A level in Drama starts in September 2016 with the first AS examination in June 2017 and the first A level examination in June 2018. The AS and first year of the A level have been designed to be 'co-teachable'.*

### **Course Outline**

Drama is a modular course consisting of four modules.

#### **Unit 1: Exploration of Drama and Theatre - 20%**

This unit is designed to provide an introduction to ways in which drama can be used to explore a play in order to develop and shape ideas for performance. Two contrasting plays will be explored and students are required to complete a set of 'Exploration Notes'. This unit is internally assessed by the teacher(s) and externally moderated. Students will also be required to experience a live theatre performance and submit a written evaluation.

#### **Unit 2: Text in Performances - 30%**

This unit offers students the chance to demonstrate skills in a performance environment.

This is an externally assessed unit with an examiner visiting during April/May. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer.

Students may offer either acting or a design form and must also provide a Concept Written Performance explaining the chosen roles or designs.

#### **Unit 3: Exploration of Dramatic Performance – 20%**

Students will work in a groups to produce an original piece of theatre. Students may take on the role of either performer, designer or director and they will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience. Students are required to keep a 'Structured Written Evidence Record' of the devising process and the final performance. This unit is internally assessed by the teacher and externally moderated.

#### **Unit 4: Text in Context – 30% (written examination)**

Section A and B requires students to be in the role of a director with the intention of working with designers and performers on a production of one play from a choice of 3 set plays. In the written exam, students will be presented with a scene from the play they have studied and be asked to present their rehearsal ideas for the scene. They will also be asked to explain in detail, their concept for a full production of the play. In Section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original performance of the play (social, historical, political and cultural context).

### **Entry Requirements**

See table on page 6

### **Career Possibilities**

Drama and Theatre Studies AS/A level compliments a range of subjects and develops advanced skills in communication, presentation, creativity, analysis and teamwork; all of which are extremely useful for a range of careers and much sought after in the working environment.

## Economics

Examinations Board: **AQA**

**AS level specification**

**7135**

**A level specification**

**7136**

**Head of Subject**

**Mr S Pegg**

*The first teaching of the new AS/ A level in economics starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and first year of the A level have been designed to be 'co-teachable'.*

### Course Outline

Economics has become increasingly high profile in recent years. Fears of a Euro meltdown and immigration are just two topics rarely out of the news in recent years, throwing a light on the importance of and divisions within this subject area.

Economists are often in healthy debate with each other over these issues as well as topics such as poverty and globalisation. It is this controversy which makes economics lively and interesting and which allows students the opportunity to make their own judgements and form their own opinions and should help develop skills, qualities and attitudes, which will equip them for the challenges, opportunities and responsibilities of adult and working life.

### AS LEVEL

- The operations of markets and market failure (Microeconomics)
- The national economy in a global context (Macroeconomics)

Microeconomics addresses issues at the individual, firm or market level such as "Why do house prices fluctuate?", and "Should government interfere with markets?" Macroeconomics examines issues affecting the economy as a whole such as an analysis of EU & Euro membership, globalisation & unemployment.

#### Assessment

The AS has two one-and-a-half hour written exams, taken at the end of the course.

Paper 1: Operation of markets and market failure:

50 % of AS Level

Paper 2: The National Economy:

50 % of AS Level

Both papers consist of a mixture of multiple choice questions, short answer and more extended writing questions based on a choice of contexts.

### A LEVEL

- Markets and market failure
- National and international economy
- Economic principles and issues

#### Assessment

The A-level has three, two hour written examinations:

Paper 1: Markets and market failure:

33.3 % of A Level

Paper 2: National and international economy:

33.3 % of A Level

Paper 3: Economic principles and issues:

33.3 % of A Level

Across the three papers students will be examined via multiple choice, short answer, more extended written answers including essays and case study related questions.

**Entry Requirements** See table on page 6

### Career Possibilities

An A level in economics is not a necessary requirement for entry to a degree course in any subject, not even economics, but it is a highly relevant, versatile and well respected qualification for anyone wishing to pursue a wide range of courses in higher education or anyone considering a number of careers. Not only could you find yourself working for big corporations, banks, or the government but your qualification in economics could also be valuable support in a career like insurance, accountancy marketing, law, journalism or teaching. Some knowledge of economics is useful in all walks of life – you can't avoid it!

## English Literature

Examinations Board: Tbc

Head of Subject            Mr J Jones  
KS5 Co-ordinator         Ms J Campion

### Course Outline

*A level English specifications are currently being revised for 2015. The details given below are those for the OCR A level/AS level syllabus. While there are differences between the specifications being offered by the exam boards, there are broad similarities between them.*

*One key factor is that, while AS and A level will now be separate qualifications for English Literature from 2015, they are entirely 'co-teachable'.*

### Advanced Subsidiary Level (AS Level)

#### Two externally assessed examinations

**Component 1: Shakespeare and Poetry Pre-1900** Both the Shakespeare and the poetry set texts are the same for those set for the A level Drama and Poetry Pre-1900 examination (see below), allowing full co-teachability.

**Component 2: Post-1900 Literature** For section 1 of this examination, the drama texts may be studied by candidates preparing for the coursework component in A level English Literature (see below). The prose set texts for Section 2 of this examination are also set as a choice on the 'Comparative and Contextual Study' component at A level (see below).

### Advanced Level (A Level)

#### Two externally assessed examinations and one coursework component

**Component 1: Drama and Poetry pre-1900 Examination** There are two sections in this examination. The first section consists of a two part question on Shakespeare: the first part is focused on an extract from a play and the second part is focused on wider knowledge of the play as a whole. In the second section, candidates apply a combination of one drama text and one prose text to a set of general literary questions.

**Component 2: Comparative and Contextual Study Examination** There are two sections in this examination. The first section consists of a close reading (unseen exercise) and a comparative essay. The paper will be split into different topic areas such as American Literature, The Gothic, Dystopian Fiction, Women in Literature and the Immigrant Experience. There will be a choice for students from a list of core set texts and suggested set texts. In the second section, there will be a choice of three questions of which must answer one question on the set texts they have studied in their chosen topic area.

**Component 3: Coursework** Candidates are required to study three texts from across the genres of poetry, drama and prose. Task One offers a choice between a critical piece and a recreative piece with a commentary and Task Two is a 'linked texts' essay focusing on connections and comparisons between two texts.

### Entry Requirements

In addition to the general requirements for the Sixth Form, candidates need to have passes at Grade B or above in both English Language and English Literature.

### Career Possibilities

Employers see A level English as a high status course since it develops both intellectual skills and personal qualities. These include clear expression, reason, imagination, cultural awareness, critical acumen, and a mature grasp of human predicaments, behaviour and moral values. It is particularly important for careers in writing, journalism and media, librarianship, and publishing; but it is also useful for a wide variety of other careers – anything, in fact, where the qualities outlined above are valued.

## Film Studies

Examinations Board: WJEC

AS specification

2181

A2 specification

3181

Head of Subject

Mrs K Elms

*The Film Studies specification is not due for revision until September 2017. The existing specification offers a single course route: AS in Year 12, A2 in Year 13. Students can choose to continue onto A2 at the end of the AS course.*

### Course Outline

We offer the WJEC Advanced Subsidiary GCE and Advanced GCE courses in Film Studies. As with other subjects, students will gain an AS level qualification after one year, and an Advanced after two years. The course consists of four units, with two being completed in each year. Examinations are taken in June of each year. 40% of the course is assessed by coursework at AS and 50% at A2. Units are as follows:

#### Year 12: Advanced Subsidiary

Unit 1	<b>Exploring Film Form</b> - Written coursework (40%) Candidates study the way meaning is conveyed in film and produce analysis of chosen extracts from films of the candidate's own choice. Candidates also have to produce a creative project based on a film sequence or short film. Learning will include elements such as mise-en-scene, performance, cinematography, editing and sound.
Unit 2:	<b>British and American Film</b> - External Assessment (60%) This unit will look at what makes British cinema distinctive and how it differs from American cinema. Candidates will study aspects of the film industry, such as matters relating to the production, distribution and exhibition of films as well as the impact of star power and the ever changing audience. In addition, candidates will spend time studying a topic in British cinema, such as the genres of comedy or horror, and also explore the complexities of the American Western genre.

#### Year 13: Advanced

Unit 3:	<b>Film Research and Creative Projects</b> - Coursework (50%) Candidates undertake a research project on an aspect of cinema of their own choice, such as a particular cinematic practitioner, a chosen genre or aspect of film technology. Candidates also carry out a creative project. This may involve making a short film, writing a screenplay or an extended outline for a documentary film.
Unit 4:	<b>Varieties of Film Experience: Issues and Debates</b> - External Assessment (50%). Candidates currently study the Urban Stories unit, focusing on a range of films from across the globe. Candidates also complete a close study of a single film from a chosen national cinema. Current students are studying 'Talk to Her' by the Spanish director, Pedro Almodovar. The final component is an in-depth exploration of spectatorship through the study of early cinema (pre 1915).

### Entry Requirements

See table on page 6

### Career Possibilities

In terms of the number of candidates taking the subject, Film Studies is nationally the fastest-growing AS and A Level subject. It combines well with all other subjects, either with related subjects such as English Literature, History, Art, Geography, Modern Languages, or Theatre Studies, for example; or as a contrasting subject for students taking subjects such as Mathematics, the Sciences, Design Technology, Economics or Business studies, for example.

Since the cinema was the dominant art form of the 20<sup>th</sup> Century (and shows no sign of losing its appeal in the 21<sup>st</sup>), a qualification in Film Studies is of value on a wide range of degree courses, and for any career where the critical ability to discuss cultural issues is of advantage.

## Art: Fine Art

Examinations Board: WJEC

AS specification  
A level specification  
Head of Subject

tbc  
tbc  
Mrs W Picken

*As from September 2015*

### Course Outline

The AS and A level portfolios explore the foundation skills which every artist and designer relies upon. The course establishes close links between drawing, painting, print making, sculpture, photography and mixed media work, and will inspire expressive responses to themes relating to a personal or social context.

At AS the course begins with teacher led work which gradually develops into student directed independent work. At A level the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first hand context. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

<b>AS Level</b> Personal creative enquiry	AS 100% (100%)
<b>A Level</b> Personal investigation Eternally set assignment 15 hours examination time	A level 60% 40%

### Entry requirements

See table on page 6

### Career Possibilities

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in Fine Art, Photography, Fashion, Illustration, Architecture Film and Television, Theatre, Museum Curator, Research, Interiors, Textile Design, Craft and the Applied Arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.

## General Studies

**Examinations Board: Edexcel    AS specification    8GS01**  
**A2 specification    9GS01**

### Course Outline

All sixth form students are required to follow this course. At the end of Year 12, an Advanced Subsidiary qualification is gained upon successful performance in the examinations. During Year 13 (General Studies is optional in Year 13), the previous units are developed and explored in more detail and students are entered for an A level. The examination topics of the first year units can be banked or improved upon. The course is 100 per cent examination.

### What is it?

The subject is divided into three areas: culture, society and science which are studied for two examinations. Under society, you might look at issues ranging from homelessness to political ideologies; under culture, you might consider high and popular culture and artistic styles; under science, you may reflect upon the social, ethical and environmental implications of scientific discoveries. The main aim is to be able to form opinions about these topics and back them up coherently.

### Why do it?

General Studies helps to broaden your education and can help with the other subjects you are taking. A good grade can often supply those vital extra UCAS points needed to ensure you get on to your chosen university course. Some universities may also accept the points from a General Studies A level if you have not met the requirements in a different subject. Many universities value analytical and critical thinking skills that you develop throughout the course.

### Myths about General Studies

- (1) *The subject is multiple choice, or similar to a pub quiz.*  
In fact the examinations require knowledge and understanding which will only be gained through attending lessons.
- (2) *Reading a good newspaper everyday will mean you pass the exam.* This will be helpful for improving your general understanding of current affairs but does not cover everything.
- (3) *It is not accepted by universities.*  
A good General Studies grade may mean you getting into the university of your choice!

### What can it lead to?

General Studies gives you the opportunity to dip into philosophy, psychology, law, sociology, politics and religion to name but a few! Some students decide to take these subjects at university as a result. By the end of the course you should have developed the ability to appreciate different viewpoints, support your own opinions and understand some of the key issues relating to culture, society and science. These skills will be useful in numerous careers.

## Geography

Examinations Board: OCR

AS specification

H083

A2 specification

H483

Head of Subject

Mr J Myers

*The first teaching of the new AS/A level in Geography will not take place until 2016.*

Students considering Geography as an option need to have an interest in the world around them, be it a curiosity about how a landscape has formed, or an interest in how people have shaped the environment from settlement and rural change to the tourist industry. Geography can enhance communication skills, literacy and numeracy, IT literacy, spatial awareness, team work, problem solving and environmental awareness.

### AS Level (Year 1)

Students learn about **Managing Physical Environments** and **Managing Change in Human Environments** and will investigate case studies from around the world and have the opportunity to carry out research and out of class learning including fieldwork.

#### Unit 1: Managing Physical Environments

**River environments:** Processes and factors responsible for fluvial landforms; human activities and conflicts in river environments; issues in development of rivers and flood plains.

**Coastal environments:** Processes and factors responsible for landforms, coastal management and conflicts that can occur from the growth and development of human activity.

**Hot environments:** Processes and factors that give the distinctive characteristics; why these environments are considered fragile; issues related to development for human activity and how this can be managed to be more sustainable.

#### Unit 2: Managing Change in Human Environments

**Managing urban change:** The characteristics of urban areas, social, environmental and economic issues associated with change and how urban areas can be made to be more sustainable.

**Managing rural change:** The characteristics of rural areas, social, economic and environmental issues associated with rural change and how rural areas can be managed to ensure sustainability.

**The growth of tourism:** Tourism and economic development, social, economic and environmental issues associated with the growth of tourism and how tourism can be managed to be more sustainable.

### Assessment

#### Managing Physical Environments and Managing Change in Human Environments

There will be a **1.5 hour examination** in each subject. In each paper, **two questions** will be based on stimulus materials including maps, written material and photographs and **one question** will be an **extended writing question** based on the topics studied.

### A Level (Year 2)

**Unit 3: Global issues:** Students will choose a total of three options with at least one from each of the following sections:

**Environmental issues:** Earth hazards; ecosystems; climatic hazards.

**Economic issues:** Population and resources; globalisation; development.

**Unit 4: Geographical skills:** Students will work independently, planning an individual investigation, carrying out research, presenting and analysing data. **This will involve fieldwork to Exmoor and will cost in the region of £60 - £80.**

### Assessment

**Global issues: Three questions** based upon a set of data and **two essay** type questions.

**Geographical skills:** Questions based upon skills and techniques used during the research and two extended questions focusing on the skills and techniques used in carrying out the fieldwork.

### Career Possibilities

Geographers use a wide range of skills which are very marketable making students highly employable. Students may go on to study geography directly or as a major in other subject areas such as European Studies or environmental sciences or simply use these skills in a wide variety of applications.

## Art: Graphic Communication (Graphic Art)

Examinations Board: WJEC

AS specification

tbc

A level specification

tbc

Head of Subject

Mrs W Picken

*As from September 2015*

### Course Outline

The AS and A level portfolios explore the foundation skills which every artist and designer relies upon. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental contexts. The work establishes close links between corporate design, packaging, illustration, printmaking and the use of photography and digital imaging.

At AS the course begins with teacher led work which gradually develops into student directed independent work. At A level the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first hand context. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

<b>AS Level</b> Personal creative enquiry	AS 100% (100%)
<b>A Level</b> Personal investigation Eternally set assignment 15 hours examination time	A level 60% 40%

### Entry requirements

See table on page 6

### Career Possibilities

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in Advertising, Illustration, Photography, Film and Television, Web Design, Computer Games and Animation, Corporate Design and Publicity, Architecture. Related opportunities exist in Product Design, Fashion, Interiors, Craft and the Applied Arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.



## History

Examinations Board: OCR

AS specification  
A level specification  
Head of Subject

H505  
Mrs K Medcroft

*The first teaching of the new AS/A level in history starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and the first year of the A level have been designed to be 'co-teachable'.*

### Course Outline

The Department offers a modular course which aims to stimulate interest in and promote the study of history. It also aims to:

- develop a coherent knowledge of the past – both within and across the topics chosen;
- develop and apply understanding of historical concepts – including explanation, evidence, interpretations and significance;
- develop the techniques of critical thinking in a historical context – and the skills necessary to analyse and solve historical problems;
- develop critical awareness of a range of historical dimensions – conditional and contingent, synchronic and diachronic;
- develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

### Course Structure

#### Modules taught in Year 12 (AS level)

British period study and enquiry, 1hr 30 mins paper – 25% of total A level	Examined
1485 – 1558 The Early Tudors. Enquiry Topic: Mid Tudor Crises 1547 - 1558	June Year 12
Non-British period study, 1hr paper – 15% of total A level	June Year 12
1919 – 1963 Democracy dictatorships in Germany	

#### Modules taught in Year 13 (A level)

Thematic study and historical interpretations, 2hr 30 mins paper – 40% of total A level	June Year 13
Civil Rights USA 1865 - 1992	
Topic bases essay (coursework) – non exam assessment – 20% of total A level	June Year 13
3000 – 4000 word essay of their choice but agreed by the exam board.	

### Entry Requirements

See table on page 6

### Career Possibilities

A qualification in History at A Level is appreciated wherever the processing of information and the formation of judgements based upon it are required. Thus, students of History often find employment in managerial and administrative areas, including commerce and banking. Another common outlet is in the field of communications, especially journalism, politics, publishing or broadcasting. Career opportunities in which historical knowledge is directly used include museum and archive work, librarianship, some parts of the travel industry and, of course, teaching. In addition to this, the subject can be of considerable non-vocational value in the understanding of institutions and appreciation of literature and the environment.

## Languages

### French

<b>Examinations Board:</b>	<b>OCR</b>	<b>AS specification</b>	<b>H075</b>
		<b>A2 specification</b>	<b>H475</b>
		<b>Head of Subject</b>	<b>Mrs S Bretherton</b>

### Spanish

<b>Examinations Board:</b>	<b>OCR</b>	<b>AS specification</b>	<b>H077</b>
		<b>A2 specification</b>	<b>H477</b>
		<b>Head of Subject</b>	<b>Miss S O'Sullivan/Mrs L Hale</b>

### Mandarin Chinese

<b>Examinations Board:</b>	<b>Cambridge International Level 3 Pre-U Certificate</b>	
	<b>Head of Subject</b>	<b>Mrs M Tate</b>

### Japanese

<b>Examinations Board:</b>	<b>Edexcel</b>	<b>AS specification</b>	<b>8JA01</b>
		<b>A2 specification</b>	<b>9JA01</b>
		<b>Head of Subject</b>	<b>Mr D Thompson</b>

*The first teaching of the new AS/A level in all Modern Languages starts in September 2016 with the first AS examination in June 2017 and the first A level examination in June 2018.*

## French and Spanish

### Course Outline

The French and Spanish courses follow the OCR syllabus, which lays great emphasis on the spoken language. Successful students attain a high level of proficiency in speaking and listening skills in addition to reading and writing in the language.

The examination consists of the following parts:

#### AS Level

- Unit 1 Speaking test comprising a role-play in the foreign language based around a document in English, and a presentation and discussion of a topic related to the country studied and chosen by the student.
- Unit 2 A mixed skill paper with reading, listening and writing tasks based on the AS topics.

#### A Level

- Unit 3 Speaking test comprising a short discussion of a text in the foreign language and a discussion of a topic relating to the country studied and chosen by the student.
- Unit 4 A mixed skill paper with listening and reading and an extended piece of writing on a topic chosen from 8 titles relating to topics studied at A level.

AS topics are aspects of daily life, leisure and entertainment, communication and the media, education and training. The A level topics are society and its problems, the environment and technology.

A literary text may be studied and could be used as a basis for the speaking exam if wished. Films, newspapers and magazines are used in the course and students are expected to use the foreign language in lessons as a normal means of communication.

Students must read widely and have a good general knowledge of the country studied. They are strongly advised to stay in the country for a period of time during the course. It is hoped that there will be an opportunity for French, German and Spanish students to take part in a foreign work experience exchange organised through the school.

## **Japanese**

### **Course Outline**

The AS course focuses on the Reading and Writing skills. A thorough knowledge of the GCSE course, especially kanji, is important, as the course builds on prior learning.

The topics covered at AS Level are:

- Youth Culture and Concerns.
- Lifestyle: Health and Fitness.
- The World around Us.
- Education and Employment.

Students will be required to read about the topics in Japanese, write short essays and will be introduced to basic Japanese to English translation techniques. They will need to learn at least 200 kanji in addition to the 200 kanji from the GCSE course.

For A level, an extra 3 topics are added to the course. These are:

- Customs, Traditions, Beliefs and Religion.
- National and International Events.
- Literature and Arts.

A further 200 kanji will be learnt during Year 13, and students will develop skills in English to Japanese translation. Students will also study a region of Japan and a set text in depth, on which they will write an essay. The course enables students to study Japanese language and culture in a variety of contexts, both modern and historical.

### **Career Possibilities**

Study of foreign languages helps improve your powers of expression and precision in the use of language as a whole. You also gain an understanding of other countries' culture and how to operate in a society quite different from that of the UK.

Languages are useful for a wide range of professions, as they are considered to be challenging subjects at A level. This is particularly the case with Japanese. Learning to use grammar develops your ability to apply logic to deal with other problems. Kanji-learning emphasises attention to detail and forces you to develop good techniques for learning and memorisation.

Many past students of A level Japanese at Katharine Lady Berkeley's School have taken the subject at university, or used it to facilitate their entry onto other courses, such as medicine, law, engineering, business or art.

## Mandarin Chinese

### Cambridge International Level 3 Pre-U Certificate

#### Course outline

"The course aims to bring the teaching and learning of Mandarin Chinese into close contact with the target language, culture and, above all, with authentic language. The development of Mandarin linguistic skills is complemented by the development of analytical study skills and essay-writing skills for the Chinese Culture component, thus resulting in a course which provides a very sound foundation for study at university level."

Students are examined in Spoken Chinese, Listening, Reading and Translation from Chinese into English, Writing and Usage, and Chinese Culture.

Topics covered at Pre-U level are:

- Family
- Young people
- Education
- Media
- The Environment
- Work and Leisure

A range of textbooks are used for this course:

- Easy Steps to Chinese books 7 & 8 (Chinese Made Easy)
- Edexcel Chinese for AS (Hodder)
- Edexcel Chinese for A2 (Hodder)
- China: From Empire to People's Republic 1900 - 1949 (Access to History – Michael Lynch)
- The People's Republic of China 1949 - 1976 (Access to History – Michael Lynch)

#### University Recognition

Universities were involved at every stage in the development of the Cambridge Pre-U qualification and have welcomed the clarity of the grading system which allows the most selective universities to distinguish between candidates who may have the same grade at A level. Universities around the UK accept Cambridge Pre-U as equivalent to A levels. The qualification is also accepted by a range of US universities, including all of those in the Ivy League. A parents' guide to the Cambridge Pre-U is available on the school website in the 'Language College' section under the 'Information' menu.

#### A level Equivalence

Pre-U grade	UCAS Points	A level Grade	A level points
Distinction 1	tbc		
Distinction 2	145	A*	140
Distinction 3	130	A	120
Merit 1	115		
Merit 2	101	B	100
Merit 3	87	C	80
Pass 1	73		
Pass 2	59	D	60
Pass 3	46	E	40

#### Career Possibilities

Languages are very useful in many careers, e.g. business and commerce, banking, marketing, catering, armed forces, law, education, secretarial and office work. The Chinese Pre-U course offered at KLB is useful for any students who wish to use language in their future careers.

## Mathematics

<b>Examinations Board:</b>	<b>OCR</b>	<b>AS specification</b>	<b>3890</b>
		<b>A2 specification</b>	<b>7890</b>
		<b>Further Maths A2</b>	<b>7892</b>
		<b>Head of Subject</b>	<b>Mr J Brown</b>

*The first teaching of the new AS/A levels in mathematics and further mathematics starts in September 2016. Students beginning their course in September 2015 will, therefore, complete their AS examinations in June 2016 and these will count as part of their A level results.*

### Course Outline

AS Mathematics	3 modules
AS Mathematics and Further Mathematics	6 modules
A2 Mathematics	6 modules
A2 Mathematics and Further Mathematics	12 modules

The course is modular with all modules being of equal weight. It will lead to an AS in Mathematics at the end of Year 12, with the possibility of an AS in Further Mathematics. A levels in Mathematics and Further Mathematics will be taken at the end of Year 13.

Each student studies compulsory modules in pure mathematics, and an application module in statistics, mechanics or decision mathematics.

### Combinations

C1, C2 and one of S1, M1 or D1	AS Mathematics
FP1 and two of D1, M1, M2 or S2, depending on AS Mathematics modules	AS Further Mathematics

C1, C2, C3, C4, S1, D1	A level Mathematics
or	
C1, C2, C3, C4, M1, S1	

C1, C2, C3, C4, S1, M1	A level Mathematics and Further Mathematics
FP1, FP2, FP3, M2, D1 and one of M3, S2	

The department has a strong teaching capability at A Level with a team of seven teachers and an excellent record of success (70%, 59%, 78% at A\*/B over the last three years). Students will normally have two teachers for the majority of the course.

### Entry Requirements

See table on page 6

Mathematics is a challenging subject at A Level, requiring discipline and applications from the outset. We advise any student intending to take up the course to engage with preparatory algebra and number work over the summer break. The experience of many students shows that familiarity with these aspects of A/A\* GCSE work has a very significant impact on success in the AS mathematics course. It may be the case that students with good grades from GCSE sets other than 1 and 2 will have less experience in these areas and a willingness to invest in pre-course study is highly desirable in such circumstances.

### Career Possibilities

Mathematics combines well with most other subjects, being highly regarded by employers and higher education institutions. Statistics is particularly useful in combination with Economics, Business Studies, Geography and Biology. Mechanics combines well with Physics and Design Technology. The logical nature of the subject makes it ideal for a wide variety of careers including Science and Engineering.

## **Music**

**Examinations Board: OCR**

**AS specification**

**H142**

**A2 specification**

**H542**

**Head of Subject**

**Mr G Bull**

*Music changes do not come into effect until September 2016*

### **Course Outline**

A highly practical course divided into 6 units (3 in Year 12 and 3 in Year 13) – 70% practical and 30% written/understanding.

#### **AS Level (Y12)**

Unit 1 Performing Music 1 (Recital, Viva Voce, Further Performing) – AS 40%

Unit 2 Composing 1 (Harmony exercises, Free Composition Arrangement) - AS 30%

Unit 3 Introduction to Historical Study in Music (1 ¾ hour examination) – AS 30%

#### **A Level (Y13)**

Unit 4 Performing Music 2 (Recital, Viva Voce) – A level 40%

Unit 5 Composing 2 (Harmony exercises, Free Composition) – A level – 30%

Unit 6 Historical and Analytical Studies in Music (1 ¾ hour examination) – A level – 30%

### **Assessment**

The individual units are briefly expanded on below.

#### **Unit 1**

Candidates perform a recital (maximum 8 minutes) and have a 5 minute discussion about the music with the visiting examiner. They also show evidence of one of several options, which include performance on second instrument, as accompanist and improvisation. The expected standard of performance equates to approximately AB Grade IV – V

#### **Unit 2**

Candidates submit 6 exercises completed during the course and complete a further one under supervision. In these exercises candidates add a bass line and suitable chord symbols to melodies from suitable established repertoire (of any musical genre). At least two exercises should be completed in a fuller texture.

#### **Unit 3**

Candidates will sit an examination (based on a CD of extracts that each student listens to independently) with questions of general musicality. The CD contains music that is unprepared – from classical and popular music cultures, and also extracts from Prescribed works (18<sup>th</sup>/19<sup>th</sup> century orchestral music and 20<sup>th</sup> century jazz)

#### **Unit 4**

This unit builds on Unit 1 – Performing from AS. The main assessment is through a 15 minute recital in front of an external examiner. The expected standard of performance equates to approximately AB Grade VI, but the highest levels of attainment will be gained by students who can offer performances of work technically higher than this. There is, again, a 5 minute discussion (viva voce) with the external examiner.

#### **Unit 5**

Candidates submit 8 technical exercises completed during the A2 year – including one completed under supervision. The chosen styles of music comes from a list of 8 which encompass many historic and generic styles. They also submit one free composition (maximum 4 minutes) in one of 3 categories – vocal music, programme music and film/TV music.

## **Unit 6**

Candidates sit a two-part 1¾ hour examinations based, again, on individual CD recordings. The extracts cover early 20th century vocal music and a variety of topic areas that candidates have chosen from to study through the A level course. Topics chosen recently have included 'Descriptive Orchestral Music' and 'Popular Music, 1960s - present'. The extracts will encourage a variety of responses from short answers to extended essay type answers.

## **Entry Requirements**

See table on page 6

## **Career Possibilities**

The skills required for Music A Level are many and diverse: development of concentration, memory and speed of thought; practical and creative skills; understanding and use of physics and maths; analytical skills; awareness of social history and the ability to develop arguments and justify individual views through essay-writing. It is therefore an ideal complement to other A Levels, whether Languages, Humanities, Sciences or Craft subjects, and can be seen as ideal training for a wide variety of careers outside music. As at all other academic levels, studies increasingly show that music students make able students in other subjects. Specific careers for which this course might be more vocational include teaching (at both Primary and Secondary level, as well as instrumental), professional instrumental performer, professional composer, song writer etc.

## Art: Photography - Lens and Light based Media

**Examination Board: WJEC**

**AS Specification**  
**A level Specification**  
**Head of Subject**

**tbc**  
**tbc**  
**Mr R Hall**

*As from September 2015*

### Course Outline

The AS and A level portfolios explore the foundation skills which every artist and photographer relies on. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental context. The work combines photographic technical knowledge and creative flair.

At AS the course begins with teacher led work which gradually develops into student directed independent work. At A level the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Edinburgh, Barcelona or Paris, which provides the opportunity to set class based work in a first hand context. Visits to London galleries may also be offered.

<b>AS Level</b> Personal creative enquiry	AS 100% (100%)
<b>A Level</b> Personal investigation Eternally set assignment 15 hours examination time	A level 60% 40%

### Entry Requirements

See table on page 6

### Career Possibilities

An A level qualification could be followed by a 1 year Foundation Art course which leads directly to a degree in a related photographic/film making field. Some students also have the option of applying directly to some degree courses which can be linked to journalism, television, film making and advertising.

A photographic related qualification will open the doors to the ever expanding creative industries; Commercial, News/Journalistic, Fine Art, Freelance, Advertising, Portrait and Fashion. Other related areas include Animation and Film Making. The British creative industry is highly respected in the international marketplace and many will find successful careers abroad.



## Physical Education

Examinations Board: OCR

AS specification

H154

A2 specification

H554

Head of Subject

Mr R Daniel

*Physical Education changes do not come into effect until September 2016*

### Course Outline

The Physical Education specification takes a multidisciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines. The focal point is on the performer and the performance. The specifications are based on the interaction between the theory and practice of Sport and Physical Education.

#### AS

Candidates study the following:

- application of anatomical and physiological knowledge
- acquiring, performing and teaching movement skills
- contemporary studies in Physical Education

#### Practical

Two practical activities:

(Performance and its improvement through critical analysis.)

#### A2

- exercise and sport physiology
- the response of the body to performance and training
- historical studies in physical education
- psychology of sport performance
- comparative studies in physical education

#### Practical

From one practical activity:

(The improvement or effective performance and critical evaluation of practical activities with synoptic assessment.)

#### Units of Assessment

##### AS

Examination 2 hours - 60%

Coursework - 40%

Evaluation and Planning  
Practical Performance

##### A2

Examination 2½ hours - 70%

Coursework - 30%

Evaluation and Planning  
Practical Performance

### Entry Requirements

See table on page 6

### Career Possibilities

A Physical Education A Level provides an excellent prerequisite to many courses in further education and numerous career opportunities. Sports Science, sports law, leisure recreation management, sports journalism, physiotherapy and sports psychology are just a few careers which can be studied after A Level Physical Education.

## Physics

<b>Examination board:</b>	<b>OCR</b>	<b>AS level specification</b>	<b>H157</b>
		<b>A level specification</b>	<b>H557</b>
		<b>Head of subject</b>	<b>Dr J Vorley</b>

*The first teaching of the new AS/A level in physics starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and the first year of the A level have been designed to be 'co-teachable'.*

### Course outline

Students study physics within a context-based approach on the Advancing Physics course. They will learn about fundamental physical concepts and how to apply these in everyday and technological settings.

The Advancing Physics course is split into six modules: Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level. The modules can be summarised as:

**Module 1:** Development of practical skills

**Module 2:** Fundamental data analysis

**Module 3:** Physics in action – Communications and designer materials

**Module 4:** Understanding processes – Waves and quantum behaviour, space, time and motion

**Module 5:** Rise and fall of the clockwork universe – Models and rules, matter in extremes

**Module 6:** Field and particle physics – Electric and magnetic fields, fundamental particles of matter

### Assessment – AS Level

Papers 1 and 2 assess any content from modules 1 to 4 (3 hours of exams)

### A Level

Papers 1, 2 and 3 assess content from modules 1 to 6 (6 hours of exams). Paper 3 has an emphasis on practical skills (22%).

Practical endorsement for physics – candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance is not assessed by exam, but by teacher assessment on a pass/fail basis.

### Entry Requirements

See table on page 6.

Due to the level of the language and mathematical content there is a recommendation (not a requirement) of a minimum grade B in GCSE Maths and English.

### Career Possibilities

A pass at AS or A level provides access to many careers in the major science based professions such as Engineering, Meteorology, Medical Physics and Material Science as well as to many other non-science based professions.

## Product Design

Examinations Board: EDEXCEL    AS specification    8RM01/8GR01  
A level specification    9RM01/9GR01  
Head of Subject    Mr P Bassett

### Course Outline

The course for both RM and GP is as follows: Units 1 and 2 (Year 12), 3 and 4 (Year 13).

AS and A level Product Design aim to:

Provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills. Apply knowledge and understanding to a range of technological activities. Develop critical thinking and collaborative skills.

**Unit 1:** 20% of AS

***Product Investigation** of a product that has several materials and processes. Same task for both RM and GP. Produced on A3.*

**Unit 1:** 20% of AS

***Product Design Folio** that has different paths for GP and the RM students.*

**Unit 1:** 20% of AS

***Product Manufacturing** unit that has different criteria for RM and GP.*

**Unit 2:** 40% of AS

***Examination***

**Unit 3:** 40% of Year 13

***Examination***

**Unit 4:** 60% of Year 13

*30 pages of folio on A3 and a Major Product.*

### Entry Requirements

See table on page 6

### Career Possibilities

The Design Technology A level course is the application of Art, Science and Technology to meet the needs of manufacturing industry today. It is a suggested course for students wishing to study a wide range of careers including foundation course at Art College, Architecture, Building, Engineering, Graphics, Manufacturing Industry as well as providing students with an understanding and appreciation of their environment and moreover how to respect and improve it.

## Psychology

Examinations Board: OCR

AS level specification

H167

A level specification

H567

Head of Subject

Mr J Sturt

*The first teaching of the new AS/A level in psychology starts in September 2015 with the first AS examination in June 2016 and the first A level examination in June 2017. The AS and first year of the A level have been designed to be 'co-teachable'.*

### Course Outline

Psychology is the scientific study of mind and behaviour. Therefore students of psychology will:

- Gain hands on experience of a range of different research methods encouraging active learning. This is the part of the course where the scientific method is most prominent.
- Appreciate how psychological knowledge and understanding develops over time.
- Explore applications of psychology and gain an insight into how psychological theory can be applied to real world situations.

### AS LEVEL

Students will be looking at the four main techniques for collecting/analysing data as well as carrying out their own practical activities. Psychological approaches, perspectives, issues and debates will be taught through five classic and five contemporary studies.

#### Assessment

Component 1:	Research Methods	1 x 1hr 30 min paper	50% of AS Level
Component 2:	Psychological themes in core studies	1 x 1hr 30 min paper	50% of AS Level

### A LEVEL

Students will be looking at the four main techniques for collecting/analysing data as well as carrying out their own practical activities. Psychological approaches, perspectives, issues and debates will be taught through ten classic and ten contemporary studies. At A level there is an additional component that comprises a section on issues in mental health as well as two further options from child psychology, criminal psychology, environmental psychology, sports and exercise psychology.

#### Assessment

Component 1:	Research methods	1 x 2hr paper	30% of A Level
Component 2:	Psychological themes in core studies	1 x 2hr paper	35% of A Level
Component 3:	Applied psychology	1 x 2hr paper	35% of A Level

### Entry Requirements

See table on page 6

### Career Possibilities

Studying psychology at A Level could lead to careers including forensics, education, counselling, the prison service, the health sector, sport and exercise, advising businesses, teaching, further research and many more.

## Sociology

Examinations Board: OCR

AS level specification

A level specification

Head of Subject

H180

H580

Mr L Poole

*The first teaching of the new AS/A Level specification for sociology begins in September 2015. The first AS exam is in June 2015 and the full A Level will be June 2017. The AS and A Level course has been designed by the exam board to be 'co-teachable'.*

### Course Outline

Are you interested in people? Would you like to understand why people behave the way that they do? If the answer is yes, you should study sociology.

Sociology is defined as the study of individuals and groups in society. Sociologists conduct research to gather evidence and answer important questions. Sociology is a very popular option at A Level and this exciting course allows students to debate and question the society we live in. Students are reminded that it is not essential to have studied the subject at GCSE to be accepted on the course. Sociology allows students to apply their experiences to sociological theory and ideas.

### Assessment

#### AS Level

H180/01: Socialisation, Culture and Identity 50%

An Introduction To The 'Individual and Society'

- 'The Family'
- 'The Media'

H180/02: Researching and Understanding Social Inequalities 50%

- Research Methods
- Understanding Inequalities

#### A Level

H580/01: Socialisation, Culture and Identity 30%

- An Introduction To The 'Individual and Society'
- 'The Family'
- 'The Media'

H580/02: Researching and Understanding Social Inequalities 35%

- Research Methods
- Understanding Inequalities

H580/03: Debates In Contemporary Society 35%

- Globalisation and The Digital Social World
- Crime and Deviance

Please note that a Crown Court visit will be arranged for all Year 12 students in the Summer Term. Parents/carers are asked for a small contribution to cover the transport of the students to the Crown Court

### Entry Requirements

See table on page 6

### Career Possibilities

A sociology student will have the skills needed for many jobs. Sociology allows learners to assess arguments and understand what makes people tick. Therefore, popular careers involve the police, teaching, law, social work, media, politics and health.

## GCE A Level Examination Results 2014

*GCE A Level examination results achieved by students completing their sixth form courses.*

Number of students in Year 13: 134

The overall key statistics for A level results in Summer 2014 and the previous 3 years are as follows:

	2014	2013	2012	2011
% entries resulting in grades A*/A	35.7%	32.2%	33.8%	36.3%
% entries resulting in grades A* to B	65.6%	65.3%	66.2%	62.5%
% entries resulting in grades A* to C	88.2%	84.5%	87.5%	82.6%
% entries resulting in grades A* to E	99.2%	99.2%	98.9%	98.9%
average points per entry	229.7	227.3	225.4	222.8

The 2014 A2 results for each subject are as follows:

Subject	Total	A*	A	B	C	D	E	U
Art (Fine)	9	3	0	5	1	0	0	0
Biology	38	7	12	9	5	4	1	0
Business Studies	18	0	5	5	6	2	0	0
Chemistry	18	1	3	9	3	1	1	0
Chinese	2	0	1	1	0	0	0	0
Drama	7	0	1	1	5	0	0	0
Economics	15	4	1	6	2	1	0	1
English	33	3	3	11	14	2	0	0
French	8	0	3	4	0	1	0	0
Film Studies	10	0	1	7	1	1	0	0
Food Technology	7	1	0	4	2	0	0	0
Geography	16	0	10	2	2	2	0	0
German	1	0	0	1	0	0	0	0
Graphic Art	16	3	2	4	7	0	0	0
History	18	2	6	3	5	2	0	0
Japanese	3	0	0	1	2	0	0	0
Latin	3	0	1	2	0	0	0	0
Mathematics	44	4	18	9	6	4	1	2
Further Mathematics	5	1	3	0	1	0	0	0
Music	1	0	0	0	0	1	0	0
Physical Education	9	0	1	1	1	6	0	0
Physics	15	2	5	4	2	1	1	0
Philosophy	4	0	0	4	0	0	0	0
Photography	13	4	0	6	2	1	0	0
Product Design	4	1	1	2	0	0	0	0
Psychology	34	4	9	3	12	5	1	0
Sociology	35	2	6	14	8	4	1	0
Spanish	5	0	4	0	1	0	0	0
Textiles	7	3	2	1	1	0	0	0

## Destinations of students leaving Year 13 in 2014

Forename	Surname	University/College	Course
Michelle	Ashworth	Gap Year	
Joseph	Avis	The University of Wales, Aberystwyth	Physical Geography
Joshua	Ayres	Cardiff University	Ancient History
Charlotte	Bailey	Bournemouth University	Psychology
Sophie	Barrand	Cardiff University	Mathematics
Joanie	Bath	Birmingham City University	Adult Nursing (October)
Arthur	Bennett	The University of Birmingham	Mechanical Engineering
Matt	Bethell	University of Wales Institute, Cardiff	Sport Performance Analysis
William	Blackie	University of South Wales	Observational Astronomy
Ellie	Boreham	The University of Gloucestershire	Events Management (deferred 2015)
Hannah	Bradridge-Jackson	The University of Birmingham	English
William	Broad	Oxford University	Physics (4 years)
Charlotte	Buckley	Stroud College	Art Foundation
Adam	Catterall	University of Portsmouth	Digital Media
Sam	Chaher	The University of Reading	Accounting and Business
Lucy Cara	Challis	University of the West of England	Business and Management
Emma	Chalmers	University of Southampton	Podiatry
Chloe	Chapman	Bournemouth University	Midwifery
Polly	Clare-Hudson	University of Leeds	History
Jess	Coggins	Filton College	
Alexandra	Cole	University of Plymouth	Photography
Evangeline	Cookson	University of Leeds	Environmental Science (deferred 2015)
Jess	Cope	Stroud College	Art Foundation
Jordan	Court	University of Portsmouth	French Studies
Naomi	Couzins-Short	Stroud College	Art Foundation
George	Covello	University of Wales, Swansea	Criminology and Social Policy
Ben	Cross	The University of Liverpool	Psychology
Connor	Davis	University of Wales Institute, Cardiff	Sport Management
Katie	Davis	Cardiff University	Business Studies and Japanese
Charlotte	Day	The University of York	Chemistry, Resources and the Environment
Freya	Digby	University of Plymouth	Police and Criminal Justice Studies
Bella	Dring	Gap Year - applying to UCAS 2015	
Eve	Edwards	Gap Year - applying to UCAS 2015	
Ellie	Evans	Queen Mary, University of London	Biology
Matthew	Farr	King's College London	Physics and Philosophy
Cameron	Farwell	University of the West of England	Audio and Music Technology
Chloe	Featherstone	University of Leicester	Biological Sciences
Anna	Finn	University of Southampton	History
Mailies	Fleming	University of Leeds	English Literature (deferred 2015)
Lydia	Fletcher	University College London	Psychology
Leah	Foden	University of Leeds	Economics and Russian B
Henry	Franklin	University of Surrey	Economics
Kristina	Freeman	The University of Birmingham	Political Science and Sociology
William	Fuller	Employed	

<b>Forename</b>	<b>Surname</b>	<b>University/College</b>	<b>Course</b>
Katherine	Gardner	Gap Year - applying to UCAS 2015	
George	Gerrard	Coventry University	International Business Management
Stuart	Gibson	University of Newcastle upon Tyne	Medicine (stage 1 entry)
Claire	Gordon	Gap Year - applying to UCAS 2015	
Matthew	Gosling	PESSA at KLB	
Harry	Grimes	Loughborough University	Transport and Business Management
Susannah	Hall	University of Southampton	International Marketing (deferred 2015)
Joel	Hamer	The University of Sheffield	Law(with Spanish Law)(deferred 2015)
Timothy	Harding	The University of Hull	War and Security Studies
Ben	Hemmings	Apprenticeship	
Roy	Hewish	Stroud College	Art Foundation
Edward	Hill	Gap Year	
Thomas	Hill	The University of Liverpool	Veterinary Science
Luke	Holloway	University of Plymouth	Management, Government and Law
Sam	Holloway	Apprenticeship	
Elizabeth	Honeyborne	University of Worcester	Primary Teaching - Later Years (5-11 years)
Maddie	Hopkinson	Plymouth College of Art and Design	Graphic Design
Hope	Howard	The University of Reading	Speech and Language Therapy
Anthony	Jarrett	The University of Wales, Aberystwyth	Geography
Laura	Jenner	Hull York Medical School	Medicine
Thomas	Johnson	University of Worcester	Human Nutrition
Benjamin	Kells	The University of Manchester	Biomedical Sciences
Sarah	Kenchington	The University of Reading	English Literature
Lucy	Kingston-Drewitt	Bournemouth University	Events Management
Efstathios	Kosteletos	Cardiff University	Law
Felix	Lambert	Gap Year	
James	Luton	Cardiff University	Mathematics
Polly	Lynton-Jenkins	University of South Wales	Performing Arts (deferred 2015)
Eve	Mackay	The University of Nottingham	English
Alice	Mackinnon	The University of Nottingham	Engineering and Physical Sciences
Phoebe	Magnone	The University of Essex	Biological Sciences (Including Year Abroad)
Thomas	Makepeace	University of Wales Institute, Cardiff	Sport Management
Jonathan	Matthews	University of Plymouth	History with International Relations
Callum	McMullen	Apprenticeship	
Eva	McNally	University of Plymouth	Criminology and Criminal Justice Studies
Sarah	McRitchie	University of the West of England	Drama and Acting
Abbie	Medd	Bath College	Art Foundation
Liam	Meredith	University of Westminster	Film and Television Production
Angus	Milne	Loughborough University	Product Design and Technology
Charlotte	Momber	Nottingham Trent University	Fashion Communication & Promotion
Katie	Munro	Re-taking A levels	
Elizabeth	Musty	Oxford Brookes University	Education Studies/Sociology
Holly	Mynott	The University of Birmingham	Biological Sciences
Emma	Neudegg	University of Plymouth	Ocean Science



<b>Forename</b>	<b>Surname</b>	<b>University/College</b>	<b>Course</b>
Oliver	Niddrie	University of Bristol	Economics
Kevin	Ning	Cardiff University	Physics
George	Nixon	University of Plymouth	Mechanical Engineering
Rebekah	Noone	The University of Liverpool	Psychology
Kelly	Norman	Employed	
Emily	Pape	The University of Birmingham	Sociology
Edward	Pitt	University of Bath	International Management and Spanish
Madeleine	Prendergast	The University of Wales, Aberystwyth	Physical Geography
Laura	Price	The University of Birmingham	Psychology
Natasha	Pringle	Bournemouth University	International Hospitality Management
Charlie	Read	University of Plymouth	Psychology
James	Rich	University of Bath	Mathematics
Rosie-Mai	Rivers-Cole	University of Wales, Trinity Saint David	Early Childhood (deferred 2015)
James	Rowe	The University of Birmingham	Biological Sciences
Callum	Sankey	Bournemouth University	Film Production and Cinematography
Tom	Serle	Filton College	Art Foundation
Mitchell	Smith	Employed	
James	Sprosen	University of Chichester	Commercial Music
Olivia	Stewart	Bath College	Art Foundation
William	Streatfield	The University of Manchester	Economics
Morgan	Tarling	University of the West of England, Bristol	Psychology with Criminology
Miriam	Thurlow	The University of York	History
Bethan	Tomlinson	University of Bath	Mathematics
Fen	Trudgian	University of Plymouth	Psychology
Michael	Trull	University of Westminster	History
Megan	Tymms	University of South Wales	Early Years
Isabel	Tyne	University of Leeds	Chinese (Modern)
Shannon	Tyrrell	The University of Gloucestershire	Primary Education: 5-11 KS1/KS2
Adam	Vaslet	The University of Birmingham	Mechanical Engineering with Industrial Year
Curtis	Walker	University of Plymouth	International Business
Harriet	Wallis	The University of Manchester	Economics and Finance
Dafydd	Walters	Further Education	
Cameron	Webb	University of Portsmouth	International Relations and History
Caroline	Welsford	Coventry University	Psychology
Alexander	White	University of Exeter	Psychology
Jennifer	White	The University of Sheffield	Biochemistry and Molecular Cell Biology
Philip	Whittaker	The University of Reading	Biomedical Sciences
Lauren	Whyton	Cardiff University	Law and French (Integrated)
George	Wilkinson	Bournemouth University	Ecology and Wildlife Conservation
Nicholas	Williams	University of Plymouth	Marine Technology
Hugo	Wilson	Aston University	International Business and Management
Aidan	Woodcraft	Gap Year - applying to UCAS 2015	
Samuel	Woodman	Stroud College	Art Foundation