The Henrietta Barnett School

Sixth Form Subject Information Booklet
For September 2027 Entry

Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

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Welcome from the Heads of Sixth Form

Dear Student,

We are very pleased that you are hoping to join the Sixth Form at The Henrietta Barnett School.

The Sixth Form is for many girls the most exciting, memorable and enjoyable part of school life. You will spend this important time in the company of many interesting, lively, intelligent, creative and friendly people. There are plenty of opportunities for new beginnings, whether that be learning new subjects not studied at GCSE, taking on leadership roles and therefore new responsibilities, or simply just making new friends.

The Sixth Form is made up of students who have been at the school since Year 7 plus students from a range of other schools. We are very keen to ensure that all students are fully integrated into the Sixth Form and therefore we provide an intensive induction programme as well as individual guidance and mentoring.

After an initial settling in period, you will attend individual appointments at specific times with your tutor at pre-arranged times over the year. Your Form Tutor, the Heads of Sixth Form and Miss Elizabeth Moore-Bick (Assistant Head of Sixth Form) are all very happy to advise you if you have any work-related or personal problems. Miss Elizabeth Moore-Bick is in charge of UCAS and so is also available to give advice in that area.

Sixth Form life at The Henrietta Barnett School ensures that all students are fully prepared for the challenges and opportunities of Higher Education and work in the 21st Century. Most of our girls proceed to higher education and the school has an excellent record of success in university entrance including Oxford and Cambridge.

Students have the opportunity to do sport and there are also many extra-curricular activities such as volunteering and Duke of Edinburgh that you can get involved with, as well as many societies.

There are numerous opportunities to take on leadership roles in many areas of the school from running clubs and societies to being an academic mentor to younger girls.

Entry Requirements

For all applicants, both internal and external, the minimum requirement is:
(a) At least six grades 7 or above at GCSE (grade A or above for IGCSEs)
(b) At least a grade 6 in English Language and Mathematics, if these subjects are not being taken in the Sixth Form.
(c) At least grade 7 (grade A or above in IGCSEs) at GCSE in the subjects to be studied at A Level. For Further Mathematics and Chemistry an 8 or 9. For subjects not previously studied at GCSE, a grade 7 or above (grade A or above in IGCSEs) in an equivalent subject will be required.

For external applicants, please see our website for additional important information on our application process.

For external applicants, the application form is an online document, which you can find on our website under Year 12 Admissions. The deadline for submitting the form is 5pm on Monday 1st February 2027. Once you have submitted your application form, we shall email your school for a reference.

For internal applicants, the application form will be emailed to you via your school email address. The deadline for this is Friday 12th February 2027.

Mrs Susan Graff
Head of Sixth Form (Curriculum and Academic)

Ms Kat Stern
Head of Sixth Form (Pastoral and Safeguarding)

Choosing Subjects

Students study 4 A Levels for 2 years. We offer a wide range of subjects including new subjects not studied in KS4: Economics, Government and Politics, and Further Mathematics. Please see the page dedicated to each subject for a detailed description of the course.

Please note:

1. We don't offer 5 A Levels
2. Think carefully about your choice of subjects, as changing at a later date may not be possible
3. If a small numbers opt for a subject, it may not run
4. If you are choosing 3 STEM subjects, make sure your 4th is a non-STEM subject to show breadth
5. If you are thinking of choosing Further Mathematics, there is a test at the start of the Autumn Term, based on GCSE Maths, to determine if you meet the expected required standard to be able to cope with the course and therefore be accepted onto it.
6. If a change is requested once you have started your A Level course, this must be made by **30th September**

There are several aspects worth considering when choosing your A Levels. It is important that you enjoy the subjects you are going to study, and that you are good at them, as you will be spending a long time studying them, and much more intensely than at GCSE level. With new subjects, which you will not have experienced before, it is advisable that you speak to people who are studying or have studied them and also to the Subject Leader, to get a sense of whether it would be something which interests you and which you would enjoy.

Whilst you have a free choice in which subjects you choose, it is worth bearing in mind which subjects you may need to study, if you are planning on studying a specific course at university. It is worth spending time on the UCAS website at www.ucas.com. There is an area called 'find a course' where you can look at universities and courses to find out which subjects are required or advisable in order for you to be able to apply for the courses you are interested in. In addition, you may want to look at the advice given by the Russell Group universities, which is a group of universities including Birmingham, Bristol, Cambridge, Oxford, Edinburgh, Imperial College and University College, London, Leeds, Manchester, Nottingham and others. These universities are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector. They publish guidelines about A Level choices in connection with universities and so these are very well-established and respected guidelines. You can find the information by visiting their website: www.russellgroup.ac.uk/informed-choices.

There are not many courses where specific subjects are suggested as beneficial or required, but here is a list of the most common ones our students apply for with the related subject:

Mathematics, Physics, Engineering and **Economics:** Mathematics and Further Mathematics.

Law: At least one essay subject. Some universities particularly like History or English, but others do not specify any subject at all.

Medicine and Dentistry: 2 Sciences from Chemistry, Biology and Mathematics. It is worth noting that Chemistry and Biology are required more than Mathematics. It is strongly advisable to choose at least one arts or humanities subject alongside Biology and Chemistry to show Medicine admissions tutors that you are able to communicate well both orally and in writing. It will also prepare you well for the BMAT, if you are thinking of taking it, where you have to write an essay.

Languages: at least one foreign language, but 2 would be beneficial.

Art

This exciting course is designed to enable you to develop skills in the following areas:

1. Intellectual, imaginative, creative and intuitive capabilities, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
2. Investigative, analytical, experimental, practical, technical and expressive skills
3. Aesthetic understanding and critical judgement
4. Understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
5. Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
6. Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes

Examination Board	AQA
Description of Syllabus	60% Coursework including written component, 40% Examination (internally marked and externally moderated). Your coursework, in your work journals and elsewhere, should include research, supporting studies and work showing the development of your ideas and personal reflection and response leading to one or more outcomes - usually finished pieces of work. Your teacher will set you assignments and tasks. In the first unit there is a written component of between 1,000 and 3,000 words on a theme of your choice, which will accompany and inform your practical art making in a very personal way. The Externally Set Paper will contain some suggestions for possible starting points and directions or areas of study, to help you develop your response and to give you ideas regarding your research. You will then have thirteen weeks in which to prepare for the timed test. During this time, you should explore the theme in your work journal and in preparatory studies - you can discuss it with your teacher- and prepare your response in your chosen specialism. At the end of this period, you will sit a 15 hour timed examination, during which you will produce your final piece(s) of work. Your preparatory and developmental work, along with your final piece, will then be submitted for assessment.
Type and Nature of Work Involved	We will expect you to work with commitment over the course. You will be given the opportunity to work in a wide variety of media and techniques and you will be expected to be open-minded. There will be much more emphasis on your personal opinion, developing confidence with your ideas and developing a more responsible and independent approach to your own learning. You will be expected to visit galleries in your own time. You will be expected to develop a critical awareness and be prepared to share and discuss personal opinions through your research and in class debate. As the course develops you will find out about your strengths and weaknesses. Your aim will be to build on your strengths and improve those areas which need more work. You will be encouraged and supported throughout the course and it will be important for you to develop mature and responsive relationships with your tutors.

Exhibition	The culmination of your A Level year is the exhibition for the visiting examiner. Students will be allocated a display area and are expected to put up their work carefully with the correct labels. All work will be internally assessed by your teachers before the examiners visit. An open evening for students, parents, friends and school governors will be arranged. The display will also be used to inform and inspire younger HBS art students.
Homework	Students are expected to spend two and a half hours per week on homework assignments. It is important when you miss lessons; you find out on your return what you have missed. Preferably speak to or email your teacher. Failure to complete homework will result in you coming unprepared to your lesson and falling behind in work.
Tutorial system	Art can be a time consuming subject and where possible we give you access to the studios to do extra work. The members of staff are also regularly available to assist you outside your lesson time should you require extra help. Always inform a member of the art staff before you use the facilities, materials or books and again when you have finished. You may not work in the studios unless you have permission. You need to be well organised and conscientious in order to cope with the wide range of activities and equipment that are part of the art course. You will need to be prepared for lessons with the correct materials and work.
Opportunity & Challenge	Students enjoy a variety of visits and activities. We visit a range of galleries and take part in workshops such as Articulation, where students learn how to give presentations in a gallery with guidance from educators and curators. We encourage you to use the wonderful gallery resource provided by living in London as much as possible. We have maintained additional links with established Art institutions such as the Tate and Royal College of Art. These links provide valuable opportunities for students to take part in workshops and work alongside artists. The department offers a residential trip once a year and will be taking students to Florence in March.
Suggested Career Paths	There are many things you can go on to do with a GCE in art and design. If you are unsure about what to do next, the best thing to do is to speak to your art teacher who will know about the choices on offer. You could go on to take a foundation year in a London art collage to study Art & Design, or apply direct to Degree courses in Art & Design or a related subjects such as Architecture. You might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing, Art Direction and the media. Whichever you choose, the study of Art can help you develop transferable skills, which you can take into any career or job.

Classics: Classical Civilisation

Examination Board	OCR
Description of Syllabus	There are three units, each of which combines the study of literature and visual sources: 1. The World of the Hero: This module explores Greek and Roman epic, looking at Homer's Iliad and Virgil's Aeneid, two of the most influential works of literature ever written. 2. Culture and the Arts: Students will study Greek Theatre, looking at two tragedies and one comedy. They will analyse the characterisation and themes of each play and debate scholarly interpretations. They will also examine some vase paintings which feature images related to the theatre. 3. Beliefs and Ideas: Students will study the unit 'Love and Relationships', which explores changing attitudes to love and marriage through the poetry and philosophy of Greece and Rome. They will study the poetry of Sappho and Ovid and the ideas of Plato and Seneca.
Type and Nature of Work Involved	Lessons are based around discussion and interpretation of ancient literary and visual sources. Emphasis is placed on developing the ability to analyse texts and artefacts with scholarly precision, whether that be considering the extent to which Aeneas is an ideal Roman leader or how responsible Oedipus is for his own tragic fate. Students learn to argue effectively, to present their ideas coherently in front of the class, and to write analytical and carefully structured essays. For students of Classical Civilisation in the Sixth Form there are opportunities to run Classics Society, which hosts visiting lecturers, runs and develops enrichment activities for KS3 (such as Mythology Club) and delivers presentations to pupils in younger year groups. We sometimes run trips to Italy or Greece, and also take advantage of the opportunity to visit theatres and museums in the UK. We will also make students aware of opportunities to take part in competitions and attend summer schools.
Method of Assessment	The A Level course is assessed by three written examination papers, one for each module. There is no coursework.
Suggested Career Paths	The skills developed by studying Classical Civilisation at A level or a degree in Classics are highly sought after. Students can enter a range of professions, including law, politics, the civil service, publishing, banking, or continuing in academia.

Classics: Latin

Examination Board	OCR
Description of Syllabus	The A level course comprises the study of the language and literature of the Roman world. Alongside the development of reading fluency in Latin, students also gain a greater insight into Roman history, society and thought. The literature studied covers a wide range of genres, such as epic poetry, love poetry, history, legal speeches, and philosophy. Set texts read in Year 12 often include extracts of Virgil's masterpiece, the *Aeneid*, as well as the love poetry of Catullus and the mythological stories of Ovid. For prose literature, students usually study a legal speech of Cicero or an extract from the work of the historian Tacitus.
Type and Nature of Work Involved	Literature work is based on the discussion and analysis of the set texts. Students learn how to write commentaries on passages of Latin, explaining interesting features of the author's style of writing. Classwork revolves around discussion, debate and articulation of one's own interpretation of a text. Language work involves extending knowledge of the grammar and vocabulary acquired at GCSE. In order to develop reading fluency, students read a wide range of Latin texts, thereby gaining a deeper understanding of Roman mythology, history and philosophy, with a particular focus on Livy and Ovid. For students of Latin in the Sixth Form there are opportunities to run Classics Society, which hosts visiting lecturers, run and develop enrichment activities for KS3 (such as Mythology Club), and deliver presentations to pupils in younger year groups. We sometimes run trips to Italy or Greece, and also take advantage of the opportunity to visit theatres and museums in the UK. We will also make students aware of opportunities to take part in competitions and attend summer schools.
Method of Assessment	The A Level course is assessed by four written examination papers, two for language (translation and comprehension) and two for literature (verse and prose), with a 50/50 split between language and literature.
Suggested Career Paths	The study of Latin at a high level is seen by employers as providing many desirable skills, especially the ability to problem-solve and argue a case effectively. It is also useful preparation for the study of medicine, and complements the sciences as well as the arts. Classicists are highly desired by employers and can enter a range of professions, including law, politics, the civil service, publishing, banking, and academia.

Design and Technology: Product Design

Examination Board	EDUQAS
Description of Syllabus	This course offers a unique opportunity for candidates to develop their capacity for imaginative, innovative thinking, creativity and independence. Problem solving and organisation skills are developed by designing and making products in a wide range of contexts relating to their personal interests. Knowledge, understanding and skills covered at GCSE level are extended, with greater emphasis placed on exploring the wider context of society and the environment, and on the relationships between designer, manufacturer and user in the world in which we live. The course offers many skills that are desirable in wider subject contexts and are transferrable to any number of different subjects and career paths. The course offers students the opportunity to become creative problem solvers, evaluative thinkers, project managers, independent enquirers and helps to develop an entrepreneurial spark. The EDUQAS Examination Board specifically aims to provide opportunities for candidates to gain a very broad understanding of Design and Technology, and encourages them to develop critical thinking and interdisciplinary skills. It enables us to offer a variety of teaching and learning routes and to encourage students to explore a flexible approach to the course, which suits their individual interests and experiences. We employ a wide range of materials and equipment including CAD/CAM.
Who is it for?	Students who are considering further study or a career in a design or engineering field or architecture. Students who wish to specialise their design and creative work in areas such as Product Design, Resistant Materials, Graphic Design or Interior and exterior architectural design. Students who wish to broaden their post 16 studies to gain a fuller understanding of the world in which we live and to develop as discerning consumers able to make informed choices.
Type and Nature of Work Involved	The A Level course consists of two units 1. Written Examination: The examination includes a mix of structured and extended writing questions assessing students' knowledge and understanding of: • Technical principles • Designing and making principles Along with their ability to: • Analyse and evaluate design decisions and wider issues in design and technology. 2. Design and Make Task: The sustained design and make project, based on a brief developed by the student, assessing their ability to: • Identify, investigate and outline design possibilities • Design and make prototypes • Analyse and evaluate design decisions and wider issues in design and technology.

Economics

Examination Board	EDEXCEL
Description of Syllabus	Economic issues provoke widespread discussion; for example, of unemployment, inflation, the environment, house prices, traffic congestion, globalisation, multi-national companies and the NHS. A Level Economics provides a basis for understanding these issues. Through the use of some basic theoretical models, and the development of your ability to think logically and critically, you will be able to understand and analyse day-to-day economic policy concerns more fully and evaluate proposed solutions.
Type and Nature of Work Involved	Economics can be taken in combination with any other subjects. Lessons are a mix of explanation, discussion, data analysis, and individual and group exercises. Homework consists of reading and research, data analysis, writing short answer questions and structured essays. Although no prior knowledge of economic affairs is assumed, you will benefit throughout the course from reading appropriate newspaper articles, watching relevant television programmes and online videos, and tapping into websites such as Tutor2U.net. All students are encouraged to attend the school Economics Society which meets regularly, is led by a committed group of Year 12 students and includes some meetings led by guest speakers. Many girls arrange work shadowing in areas which are related to Economics, for example, in banking, economic journalism and policy institutes. Visits to sixth form conferences are both instructive and enjoyable and the students are encouraged to attend external lectures at, for example, the LSE and UCL. Students develop communication, analytical and numerical skills, all of which are important for higher education and careers in, for example, journalism, finance, business and management.
Method of Assessment	Final assessment is by examination; there is no coursework. Assessment is via data analysis and comprehension, multiple-choice and structured essays. Many students find this mix of examination techniques stimulating and it provides opportunities to demonstrate a variety of skills.
Suggested Career Paths	Management, the City, business consultancy, civil service, accountancy, business and economics journalism.

English Literature

Examination Board	EDEXCEL
Description of Syllabus	English Literature is a popular subject at A Level. We follow the EdExcel syllabus which provides students with the opportunity to read texts from a range of periods and backgrounds, as well as to develop skills which are hugely valuable for university study. In Year 12, students study the modern American play 'A Streetcar Named Desire' and a selection of recent poetry. They then read and compare two canonical novels: 'Tess of the D'Urbervilles' and 'Wuthering Heights' or 'Mrs Dalloway'. Students also explore in depth a range of Romantic poets, including Wordsworth, Byron, Shelley and Keats, learning about the context as well as reading the texts. In Year 13, students study Shakespeare's 'Othello' and learn to engage with critics' viewpoints as well as with one another's. They also complete the 'Non-Examined Assignment' which is a hugely popular module. For this, students have the opportunity to select their own text to compare with F. Scott Fitzgerald's 'The Great Gatsby', which they will have studied in the summer term of Year 12. The NEA module culminates in an extended essay which contributes significantly to their final A-level grade.
Type and Nature of Work Involved	English lessons require critical thinking, and a willingness to explore ideas, and to argue your point of view. We expect you to prepare and give presentations, and to research and work independently, both individually and in small groups. You will be encouraged to read around topics and to make use of material in the school library, on the internet and in libraries and bookshops. Independent reading and research and full participation in lessons are all vital.
Method of Assessment	We record your attendance, set regular reading, writing and oral assignments and give end-of-unit practice test questions. Our judgement is based on all of these and on your performance in lessons. The most vital attributes of a student of English Literature are, however, a genuine love of reading and the ability to analyse writers' techniques in a clear and accurate style. All texts studied are judged by final examination, excluding the NEA (non-examined assignment).
Suggested Career Paths	Taking English A Level can lead to a wide range of degree courses, from Law to Languages to the Humanities. An English A Level is the perfect complement to STEM subjects, providing balance and developing fluency in oral and written expression. Students who complete English A Level often go on to qualify as lawyers, journalists, teachers, academics, or join the Civil Service, or to work in media, P.R. and the arts, but they are ideally suited to any career which requires critical thinking, good communication skills and written fluency.

Extra-curricular Activities	The English Department offers: • A weekly English Extension programme which involves lectures and seminars which take students beyond the curriculum. • The opportunity to be an English subject prefect in Year 12 and gain experience of leadership on a wide range of extra-curricular initiatives. • Enter creative writing competitions with the support of subject prefects and members of the English department. • Weekly 'text study' sessions for those applying to Oxbridge for English (in Year 13) • A range of theatre trips • A trip to Keats' House in the summer term of Y12 • Guest lecturers (recently from UCL and Cambridge) • Opportunities to lead book groups for younger students • Sessions with visiting poets and writers

Geography

Examination Board	EDEXCEL	
Description of Syllabus	Geography examines the physical and human characteristics of the environments in which we live and our influence upon them. It covers a wide range of contemporary issues, bridging the gap between sciences and humanities. In addition, it covers a wide range of transferable skills, including presentations, problem solving and data collection. Geography is one of the key "facilitating" subjects and is looked on very favourably by the Russell Group of Universities. The Geography course is an issues based course. The course will be taught over seven periods a week by two teachers, each covering separate topics. There is a mandatory fieldwork requirement at A Level, for which students will attend a week-long residential field trip to the Lake District, usually in February/March. This trip is compulsory for all A Level Geographers in Y12. The school asks for a contribution towards the cost of this trip without which a trip of this scope and range may not be possible.	
Type and Nature of Work Involved	The content on offer allows students to study a whole range of familiar and new content at a new level of detail. There is a good balance between the human and physical topics. Every Geography student in the country will study the core content listed below. Within the core content there are additional modules that allow flexibility as to what can be studied. The Optional Content table below shows some of the content that can potentially be studied. Students will be expected to read around the subject and a good level of 'worldly' knowledge is needed.	
	Year 1	Year 2
	• Tectonic Process and Hazards (Core) • Glaciated Landscapes and Change • Globalisation (Core) • Regenerating Places • Fieldwork and Independent Investigation (Core)	• The Water Cycle and Water Security (Core) • The Carbon Cycle and Energy Security (Core) • Superpowers (Core) • Migration, Identity and Sovereignty.
Method of Assessment	Examinations will take place at the end of the two year course. There will be three examinations, of around 2hrs in length. The questions will vary between short responses and essay questions. Students will also undertake an Independent Investigation (NEA, Non-examined Assessment) based on their own fieldwork and research, which will be worth 20% of the overall A Level. This is suggested to be around 3000-4000 words in length.	
Suggested Career Paths	Geography is a well-regarded traditional academic subject popular with employers because of the many skills that Geographers can offer. These skills open the door to many different career opportunities in the economic, social and environmental sectors of employment.	

History

Examination Board	AQA
Description of syllabus	Studying History at A level allows you to develop a deep understanding of the past, and to gain real insight into its people and events. You will study a period in detail and on its own terms, often by reading the words of key individuals who shaped historical developments. You will become expert at using, and evaluating, historical evidence. Your powers of analysis will be sharpened as you make judgements upon controversial issues. There will be plenty of opportunity to share your views, both in discussion and on paper.
Type and Nature of work	Our course offers you the chance to discover about two revolutions in different countries and time periods, and the long-standing consequences of these seismic shifts. 2P The Transformation of China, 1936-1997 (40% of A-Level) This option provides for the study in depth of reasons for and the maintenance of Communist rule in China and focuses on the way in which the country was transformed into a modern state. It explores concepts such as authority, Maoism, mass mobilisation and economic control and encourages reflection on the relationships between ideology and political change. It also encourages reflection on the ways in which a state might be forced into change and whether economic modernisation is possible without a corresponding political shift. 1D Stuart Britain and the Crisis of Monarchy, 1603-1702 (40% of A-Level) Breadth issues of change, continuity, cause and consequence in this period through the following key questions: • How far did the monarchy change? • To what extent and why was power more widely shared during this period? • Why and with what results were there disputes over religion? • How effective was opposition? • How important were ideas and ideology? • How important was the role of key individuals and groups and how were they affected by developments? Coursework - based on change and continuity over 100 years. (20% of A-Level) Historical Investigation based on a development or issue which has been subject to different historical interpretations. The Historical Investigation must: • be independently researched and written by the student • be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words

	• draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this • place the issue to be investigated within a context of approximately 100 years
Method of Assessment	Written examination and coursework
Suggested Career Paths	History's analytical and critical thinking skills are highly desirable for a wide range of careers, including Law, Finance, Journalism and Management.

Mathematics

There is no branch of mathematics, however abstract, which may not someday be applied to the phenomena of the real world - Nicolai Lobachevsky

Examination Board	OCR
Aims	• Develop the understanding of mathematics and mathematical process in a way that promotes confidence and fosters enjoyment; • Extend the range of mathematical skills and techniques and use them in more difficult, unstructured problems; • Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected; • Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general; • Take increasing responsibility for one's own learning and the evaluation of one's own mathematical development.
Description of Syllabus	Studying Pure Mathematics will involve acquiring further skills in number, algebra and geometry leading to new topics including calculus, vectors and logarithms. This provides a common core for the A Level Mathematics courses. Knowledge of Pure Mathematics is essential for a thorough understanding of Physics and Chemistry. The Probability and Statistics will include work on representing data, probability, random variables and correlation. Statistics complements Economics, Biology, Geography and Psychology and it is also useful for Chemistry, History, Law and Medicine. The mechanics work will include work on forces, equilibrium, kinematics and Newton's laws. Mechanics goes well with Physics and is useful for Biology and Chemistry.
Type and Nature of Work	Mathematics A Level is demanding and success depends on a readiness to persevere in the subject, a conscientious approach to all work set and regular attendance throughout. The pace is fast and a firm commitment is required by everyone undertaking the course. A concept or topic is usually introduced and practised in a lesson and then you take work home to develop the idea and to improve your ability to apply it to problems by yourself. There are regular topic tests to monitor progress and understanding.
Method of Assessment	The A Level course will consist of three modules, one in Pure Mathematics, one in Pure Mathematics and Statistics and another in Pure Mathematics and Mechanics. Each module is assessed by a 2 hour written examination in May/June, Year 13. Each module is one third of the A Level Mathematics course.
Suggested Career Paths	Mathematics lends itself to any field and can enhance career prospects.

Further Mathematics

Please note: if you choose to study Further Mathematics, you must continue with 4 A Levels through to the end of Year 13.

Examination Board	OCR
Aims	• Develop the understanding of mathematics and mathematical process in a way that promotes confidence and fosters enjoyment; • Extend the range of mathematical skills and techniques and use them in more difficult, unstructured problems; • Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected; • Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general; • Take increasing responsibility for one's own learning and the evaluation of one's own mathematical development.
Description of Syllabus	Studying Further Pure Mathematics will involve acquiring advanced skills in number, algebra and geometry leading to new topics including complex numbers, matrices and further development of calculus. It is suited for those students who are interested in questioning the fundamentals of Mathematics and learning how to prove those concepts are always true. We will also be delving deeper into the study of Statistics and looking at the nature of confidence in research.
Type and Nature of Work	Further Mathematics A Level, as with other courses, is extremely demanding and success depends on an aptitude in the subject, a readiness to persevere and to work independently, a conscientious approach to all work set and regular attendance throughout. The pace is very fast and a firm commitment is required by everyone undertaking the course. A concept or topic is usually introduced and practised in a lesson and then you take work home to develop the idea and to improve your ability to apply it to problems by yourself. There are regular tests to monitor progress and understanding. Willingness to read around the subject is essential. Further Mathematics A Level must accompany Mathematics A Level.
Method of Assessment	The A level in Further Mathematics will consist of four modules, two in Pure Mathematics and two other ones are in Statistics and Further Pure. All modules are of equal weighting. Each module is assessed by a 1 hour 30 minutes written examination.
Suggested Career Paths	Mathematics lends itself to any field and can enhance career prospects. Further Mathematics is considered to be desirable for further studies (University level) of Natural Sciences (Physics or Chemistry), Engineering or Economics and strongly advised for any Mathematical degrees.

Modern Foreign Languages
French, German and Spanish

Examination Board	AQA
Description of Syllabus	Our exciting A level is examined at the end of a two year course of study. The topics covered are of far greater intrinsic interest than GCSE, and you will be as fluent in the language(s) as you can be by the end of the course without having lived in the country or countries. There is something for all students to explore and enjoy, topics that are much more developed and mature in nature. You will gain a very good insight into many aspects of the target language culture including its History, society, politics, film and literature. Each country has its own specific culture, so textbooks highlight many of these. This means the students studying two languages have different course content. The general topics are social issues and trends, political life and issues, and the study of either two literary texts or one film and one literary text. There are also translations into and out of the language which will be practised throughout the course. You will also carry out an Individual Research Project of any aspect of the target language culture that interests you. This will be discussed as part of the speaking test at the end of the two year course, and is a very exciting part of the A Level, as it will prepare you very well for university study. You will have the opportunity to go on conferences, to the theatre and cinema, departmental trips, as well as debating and other language competitions.
Type and Nature of Work Involved	Rapid vocabulary building and embedding GCSE grammar in different contexts. New grammar will enlarge and improve language skills immeasurably. Group work: role-play, solving problems, prioritising. Making presentations to the class. Working from authentic video clips and target language news to supplement or replace textbook content. Improvising and debating. Interpreting and translating. Research and wider reading. Keeping up to date with current issues through online press, listening to podcasts or music. Learning to critically analyse a foreign language film and literary text. The target language will be spoken in the classroom.
Language Assistant	You will have a dedicated lesson in small groups with a native speaker, who will be working with you from October to May. This extra weekly lesson will improve your spoken fluency hugely in a relaxed setting.
Method of Assessment	Assessment is by examination after two years of study. There will be an internal examination towards the end of Year 12. There is no coursework.
Suggested Career Paths	Languages are an essential skill in many professions and regarded very favourably by all employers, as a linguist understands other cultures, having often lived in the country, and is seen as highly adaptable. Like many Arts subjects they are not necessarily vocational, but are extremely versatile and highly valued in any profession.

Music

Examination Board	Edexcel
Description of Syllabus	The Pearson Edexcel A Level in Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components.The Non-examined assessment components are as follows: PERFORMING - externally assessed 30% of the qualification A public performance of one or more pieces, performed as a recital. ● Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. ● The total performance time of all pieces must be a minimum of eight minutes. COMPOSING - externally assessed 30% of the overall qualification Each student must submit a total of two compositions, one to a brief set by the exam board and one either free composition or also to a brief. The two compositions must be a minimum duration of 6 minutes in total LISTENING AND APPRAISING - 40% of the overall qualification Written exam duration 2 hours and 10 minutes which is taken in the Summer term of Year 13. Content overview Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works. The areas of study are: o Vocal Music o Instrumental Music o Music for Film o Popular Music and Jazz o Fusions, o New Directions o Application of knowledge to unfamiliar works. The set works for 2027 are as follows: Vocal Music ● J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8 ● Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5 (On Wenlock Edge, Is my team ploughing? and Bredon Hill) Instrumental Music ● Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1 ● Berlioz, Symphonie Fantastique: Movement I Music for Film ● Danny Elfman, Batman Returns: Birth of a Penguin Parts I and II, Batman vs the Circus, The Rise and Fall from Grace

Description of Syllabus	● Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale Popular Music and Jazz ● Kate Bush, Hounds of Love: Cloudbusting, And dream of sheep, and Under ice ● Beatles, Revolver: Eleanor Rigby, Here, there and everywhere, I want to tell you, and Tomorrow never knows ● Courtney Pine, Back in the Day: Inner state (of mind), Lady Day and (John Coltrane), and Love and affection Fusions ● Debussy, Estampes: Nos. 1 and 2 (Pagodes and La soirée dans Grenade) ● Anoushka Shankar, Breathing Under Water: Burn, Breathing Under Water and Easy New Directions ● Kaija Saariaho, Petals for Violoncello and Live Electronics ● Stravinsky, The Rite of Spring: Introduction, The Augurs of Spring, and Ritual of Abduction
Type and Nature of Work Involved	The type of work will build on individual skills and preferences in the areas of Performance and Composition. Students will be expected to continue with instrumental lessons and practice. Close study of the set works and further development of composition techniques will develop theoretical understanding to a higher level, also linked to a practical approach.
Method of Assessment	Recitals completed in Year 13 are videoed and sent off to be marked externally. These are completed in the Spring term of Year 13. Composition work is done as coursework throughout Years 12 and 13 and assessed externally. Listening and Appraising will be tested in a structured listening and written exam to include close reference questions on extracts, both from set works and from associated repertoire, as well as longer written answers.
Pre-requisite Qualification	Grade 5 on an instrument, or equivalent standard. GCSE Grade 8 or 9 (possible exceptions - please enquire).
The Extended Curriculum and A Level Syllabus	A-level Music students benefit from the wide range of performing activities available at HBS and are expected to extend their experience with regular ensemble activities to inform and support all aspects of the course.
Suggested Career Paths	Music A Level is valued highly by universities and employers alike and can lead to a range of careers, either directly involving music, eg performing, composing, teaching, events' management, or supporting totally unrelated career paths. Recent A Level students have gone on to study Music at Cambridge, Manchester, Birmingham and Berkley (USA) universities, as well as other subjects such as Classics, Dentistry and Engineering.

Politics

Examination Board	PEARSON EDEXCEL
Description of Syllabus	Politics is an essential activity in all societies. This course provides a study of British and comparative politics which will help students understand contemporary issues, including: • Democracy and participation. • Political parties. • Electoral Systems. • Voting behaviour. • The role of the media. • The Constitution. • Parliament. • Prime Minister and the Executive. • Core political ideas in conservatism, liberalism, socialism and other ideologies. • Theories of Global Politics including sovereignty and globalization, global governance, human rights and the European Union. As well as giving a broad background to British and Global politics, the course also develops important skills such as critical thought, evaluation and analysis. All students participate in debates and presentations in lessons.
Type and Nature of Work Involved	It is not necessary to have studied any particular GCSE subjects. Politics combines well with all subjects and offers a useful background for higher education. A mix of teaching techniques is used: analysis of relevant and appropriate material and discussion. Homework is usually essays, comprehension exercises or research. No knowledge of politics is assumed at the start of the course but it is expected that students will keep themselves informed by reading suitable newspapers and watching/listening to relevant television and radio programmes. An eagerness to keep up with current affairs is essential. Visits to outside lectures and conferences are organised, which prove both useful and enjoyable. There is also a trip to Parliament in Year 12. Some students arrange work experience which has relevance to the subject; in particular, in recent years, many have shadowed a Westminster MP.
Method of Assessment	There are three examinations at the end of A2. They consist of essays and shorter questions. There is no coursework.
Suggested Career Paths	Law, politics, journalism, public administration and the media.

Science: Biology

Examination Board	OCR
Description of Syllabus	Module 1 – Development of practical skills in biology Module 2 – Foundations in biology Module 3 – Exchange and transport Module 4 – Biodiversity, evolution and disease Module 5 – Communication, homeostasis and energy Module 6 – Genetics, evolution and ecosystems
Type and Nature of Work Involved	Biology is popular with students following a traditional Science/Mathematics post-16 course and with those who want to study a science subject in conjunction with humanities, arts or languages. Either of these pathways will open up a range of opportunities for further study. Recent students have gone on to study courses such as Biomedical Science, Biochemistry, Conservation, Dentistry, Ecology, Human Sciences, Medicine, Natural Sciences, Neuroscience, Ophthalmology, Physiotherapy, Psychology, Speech Therapy and Veterinary Medicine. Following a course in Biology will allow you to build on the skills, knowledge and understanding that you developed at GCSE. The course is interesting and enjoyable, whilst challenging you to probe more extensively into a wide range of biological topics. You will attend two lessons of 70 minutes and one lesson of 105 minutes per week during which you will carry out practical investigations, discuss biological concepts and experience a range of learning activities. Dissection is not required although most pupils find it fascinating. You will be expected to study independently to prepare for lessons and complete homework tasks. All students are expected to attend a fieldwork trip in the Summer term of Year 12. This provides an excellent opportunity to develop fieldwork skills, study a variety of habitats and carry out assessed practicals.
Method of Assessment	There are no exams at the end of Year 12, all exams for A level Biology are taken at the end of Year 13. There are 12 formal assessed practicals, across the two year course, which are required to obtain the practical endorsement for Biology. Examinations 1. Biological processes (100 marks, 2 hour 15 minutes written paper) 37% of total A level assesses content from modules 1, 2, 3 and 5 1. Biological diversity (100 marks, 2 hour 15 minutes written paper) 37% of total A level assesses content from modules 1, 2, 4 and 6. 1. Unified biology (70 marks, 1 hour 30 minutes written paper) 26% of total assesses content from all modules (1 to 6). 1. A level Practical endorsement in biology (non-exam assessment)
Suggested Career Paths	Biological Sciences, Medicine, Veterinary Medicine, Dentistry, Pharmacy, Psychology, Physiotherapy, Environmental Science.

Science: Chemistry

Examination Board	OCR A
Description of Syllabus	The teachers' aim is to stimulate and sustain the students' interest in and enjoyment of Chemistry. Chemistry is the study of the elements and their compounds. It is a science subject, so practical work is an important part of the course. The specification involves chemical calculations but only GCSE standard Mathematics is required. Other subjects that would go well with Chemistry at A Level are Biology, Physics and Mathematics. However, very many other combinations of subjects are also suitable. You may be concentrating on the arts, humanities or modern language subjects and wish to take Chemistry to A level to broaden your studies by continuing to take a science subject. With a qualification in Chemistry you could go on to further or higher education, studying Chemistry or one of the other sciences or related subjects, or work in science-based industry such as chemical engineering, materials science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of other professions.
Type and Nature of Work Involved	This subject has six units of assessment. All six units will be necessary for the A level. The course is a mixture of practical and theory with many interesting experiments. Formal examinations will all take place at the end of the two year course.
	A Level Units

Unit	**Name**
Module 1	Development of Practical Skills in Chemistry
Module 2	Foundations in Chemistry
Module 3	Periodic Table and Energy
Module 4	Core Organic

	Module 5	Physical Chemistry and Transition Elements
	Module 6	Organic Chemistry and Analysis
Suggested Career Paths:	Medicine, veterinary science, pharmacy, any of the biological sciences or any of the physical sciences, environmental science, engineering, even accountancy, law. Please note that A Level Chemistry is a compulsory subject for those wishing to study medicine.	

Science: Physics

Examination Board	EDEXCEL
Description of Syllabus	You will develop your skills to apply the laws of Physics to explain and make predictions about new situations the world may present to you. The transferable skills of problem solving and analytical application developed in Physics are highly desirable across a broad range of future pathways. The A level Physics course aims to: • enable students to sustain and develop an enjoyment of, and interest in, physics and its applications; • develop an understanding of the links between theory and experiment; • develop a deep knowledge and understanding in physics; • be a suitable preparation for university courses in physics, engineering and other related subjects. The topics studied in the course are: Mechanics, materials, electric circuits, waves and the (quantum) particle nature of light, oscillations, circular motion, electric and magnetic fields, particle physics, nuclear physics, thermodynamics, astrophysics and gravitational fields.
Type and nature of work involved	You will complete a mix of theoretical and practical work, with many interesting and advanced experiments using new and advanced equipment. You will learn new tools to interpret your results and consider uncertainties in practical work. To develop your understanding of the laws of Physics, you will take part in class discussions, usually to describe, explain or predict experiment and demonstration outcomes. You will also learn to derive some of the laws of Physics. You will also solve problems where you will apply your knowledge in a variety of situations, either through calculations or explanations. It is strongly recommended that you take mathematics alongside Physics for this reason. You will be required to persevere with the concepts and maintain excellent organisation to keep up with the fast pace. We also offer interesting extra-curricular opportunities to help stretch your knowledge beyond the confines of the syllabus, such as talks by external speakers, taking part in the UK Space Design Competition, sharing your wider reading in class and in Physics Society.
Method of Assessment	Advanced Physics I (9PH0/1) and Advanced Physics II (9PH0/2) are two 1 hour 45 minute examinations, each focusing on half the syllabus. General and Practical Principles of Physics (9PH0/3) is a 2 hour 30 minute examination on all areas of the specification, including synoptic questions and an assessment of experimental methods. Practical Endorsement (9PH0/4) is a non-examination assessment, which is pass/fail based on overall competency. You complete this in school through 16 core practicals, spaced across the two years of study.
Suggested Career Paths	Physics (incl. joint honours like Physics and Philosophy), Natural Sciences, all types of Engineering (e.g. Aeronautical, Mechanical, Civil, Biomedical, Chemical, Electrical…), Computer Science, Medicine, Architecture, Maths, Economics, Geography…

The
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