



FRANCIS HOLLAND SCHOOL  
REGENT'S PARK



SIXTH FORM  
A LEVEL SUBJECTS

2024-2026

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# INTRODUCTION

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Francis Holland School, Regent's Park provides a wide choice of subjects in the Sixth Form. We aim to accommodate a broad combination of subjects, constructing the timetable around students' choices to allow for maximum flexibility. We offer a bespoke approach to the curriculum; Sixth Formers can study four subjects over the two years or they can opt to take three main subjects and an additional course (elective). Some of these additional courses lead to a qualification; all of them are designed to both extend and enrich learning.

Students starting on three subjects will be required to take one or more elective courses during their Lower Sixth Year. The elective classes are designed to provide additional breadth, foster intellectual curiosity and provide an opportunity for students to explore subjects not taught at school. In addition, all students have a period of life skills (equipping them with the relevant study, research and presentation skills for success at A Level and beyond). The Life Skills carousel also provides the teaching input for the Extended Project Qualification. This optional additional qualification is the equivalent to half an A Level and develops skills highly sought after by universities and employers. The Extended Project Qualification is open to all students, starting in January of the Lower Sixth.

A programme of personal, social, health and economic education is delivered through the life skills lessons as well as the weekly form period and the lecture programme. All students have an hour of games each week, with the option of taking additional games during their free periods. Independent study, including homework and wider reading, is essential for academic progress in the Sixth Form and we expect all students to devote at least three to four hours a week on each of their subjects, outside of lesson time. All students will have free periods during the week, which we expect them to use for private study.



Miss Jacqueline Zugg, Academic Deputy Head  
September 2023

# CHOOSING YOUR SUBJECTS

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Choosing A Level subjects can be daunting, which is why we provide a number of opportunities for students to find out more about the subjects on offer, and receive bespoke guidance on their subject choices.

## These include

- A Sixth Form Taster Day during the autumn term of the Upper Fifth (Year 11) when students can get a feel of what life in our Sixth Form is like
- Careers guidance as part of the Upper Fifth PSHE curriculum
- The Sixth Form Open Evening
- 'My careers choice' careers interviews and individualised feedback from expert external advisors
- Small group careers interviews with the Director of Careers
- A Subject Fair immediately after the mock exams in January, where girls in the Upper Fifth can talk about the subjects on offer with current Sixth Formers who are studying these subjects
- Talks about A Levels during subject lessons in January
- Individual subject-choice interviews with senior members of staff who will be able to talk through each student's proposed courses and answer their questions
- The Upper Fifth parents' evening, which provides the opportunity for parents and pupils to discuss individual subjects with their daughter's teachers
- In addition to the more formal provision listed above, your daughter will be able to ask her tutor, Head of Year and subject teachers for advice, as well as senior staff.

If students have a specific career or higher education course in mind, it is important that they check that the combination of Sixth Form subjects they are considering is suitable. This applies particularly in the sciences, engineering, economics and medicine. As well as advice from staff at school, students can refer to the UCAS website or online university prospectuses for up-to-date information. Subject staff will also be able to advise students about where their particular subject may lead and subject-specific careers advice is available on the school share point.

If students have no firm ideas regarding their future it is best for them to choose a sensible combination of their strongest subjects, selecting a combination of subjects which will allow them to realise their full potential, and that they know they will enjoy.

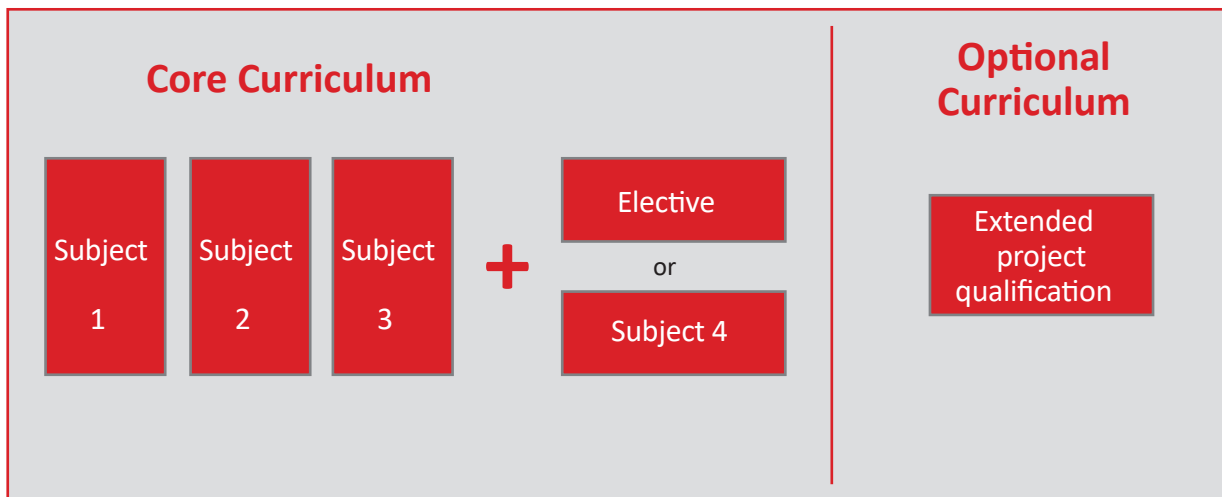
It is important to bear in mind that universities are looking for three strong A Level grades. Students should think carefully about the number of A Levels they start with in the Lower Sixth. Students starting on four subjects have little free time during the school day. Hence these girls have more demands on their time in the evenings and at weekends. For all Sixth Formers, homework and additional independent study is essential for success. Many students choose three main subjects and explore one of our exciting elective courses. All students have the opportunity to gain additional qualifications, including the Extended Project Qualification and the Pre-U Global Perspectives short course.

## WHAT ADDITIONAL QUALIFICATIONS ARE ON OFFER?

All students have the opportunity to take the EPQ which is worth half an A Level. This course provides a good preparation for applications to highly selective universities. Further information can be found in this booklet. The taught skills for the EPQ are covered in the carousel, which is part of our core curriculum in the Sixth Form. All students can sign up to take the Extended Project Qualification towards the end of the Autumn Term of the Lower Sixth. Some of the other electives also lead to external qualifications; details can be found later in this booklet.

## THREE OR FOUR A LEVELS?

Universities are looking for students with three strong A level grades. A levels are significantly more demanding than GCSEs and most students nationally and at Francis Holland School take three A levels. Students who are very strong academically, want to take Further Maths or who are bilingual can take a fourth A level following discussion with the Academic Deputy Head. Students taking three A levels in the Lower Sixth take an Elective course to add breadth to their studies. All students have the option of taking an Extended Project Qualification in addition to their standard curriculum.



## THE ELECTIVE COURSES

The elective courses available to students starting on 3 A Levels are shown below. Courses marked\* lead to a recognised qualification. More information can be found later in this booklet. The elective courses run in the Lower Sixth only

**The Electives currently on offer are:**

Engineering Elective: Industrial Cadet Gold Award\*

Lessons in Financial Education\*

Sports Leader Award\*

Certificate in Language for Business\*

Social Change and Cultural Thought in the Twentieth Century

Zine Magazine

## WHAT DOES THE SCHOOL DO TO HELP US PREPARE FOR OUR FUTURE?

The Sixth Form Life Skills Carousel provides students with the opportunity to develop crucial life skills that will be beneficial in the Sixth Form and beyond. In the first two terms of the Lower Sixth, the focus is on critical thinking, independent research and presentation skills. The focus changes in the summer term of the Lower Sixth and the Autumn Term of the Upper Sixth when students look forward towards life beyond school. The carousel sessions cover applying for university, careers guidance (including CV writing and interview practice) and general life skills, including personal finance, leadership skills and personal nutrition. These topics are also addressed through assemblies, lectures, talks and form time. There is a strong programme of Careers events throughout the year to help students make informed choices.

## PREPARING FOR HIGHER EDUCATION

by Ms Emma Williams, Director of Higher Education

Our aim is to provide Higher Education advice which is both bespoke and empowering, and which, most importantly, develops alongside a student's vision for herself.

In the Lower Sixth (Year 12) all girls attend the Higher Education Evening in March, an event dedicated to introducing students to seasoned university professionals, admissions tutors and advisers from all disciplines from Medicine to Art History who deliver talks, answer questions, and offer advice. Each girl will subsequently open a personal account with 'Unifrog', a one-stop platform, allowing them to browse courses, colleges and careers, compiling a shortlist and becoming informed about specific entry requirements and academic content. In June, the Lower Sixth students attend our UCAS Day, a whole-day event devoted to the university application process, attended by experts from the field who advise on Personal Statements and competitive techniques for success. Each student will subsequently register for UCAS account in order to begin the application process. The Lower Sixth will receive a dedicated lecture from the Director of Higher Education about the best way to approach a Personal Statement and how to make the most of the summer when producing the first draft.

All Lower Sixth girls will be expected to write their Personal Statement over the summer between the Lower and Upper Sixth and return to school fully prepared to meet form tutors to run through final details. The Director of Higher Education will oversee every step of the UCAS application process, holding one-to-one meetings and providing a tailored service for all our girls. This will be followed up by in-depth interview practice.

Francis Holland School has a proven track record of sending most of its Sixth Form students on to higher education, whether that be a Russell Group university, Oxbridge, Art School, Drama School, Music Conservatoire or centres of excellence abroad in Amsterdam, America or Germany. Girls must be prepared to exhibit emotional intelligence, be able to cope with failure and criticism, develop their resilience and self-confidence – all with the aim of their own futures in mind. They should be prepared to question the validity and relevance of their A Level combination, respond maturely to predictions made by teachers, and reflect carefully on their prospective choices.

International universities are an increasingly attractive option for UK students seeking to broaden their horizons and FHS has a dedicated teacher to help with applications in this area. The US remains the most common international destination and FHS alumnae have recently taken places at Cornell, NYU and USC. There is also growing interest in other destinations from Canada to Australia and Europe with recent places secured at Trinity Dublin, McGill Toronto, Erasmus University Rotterdam and IE Madrid. Students are also encouraged to explore the increasing number and variety of apprenticeships which are now on offer.



### COURSE REQUIREMENTS

Candidates are expected to have gained at least a GCSE grade 7 in Art, and have engaged with the GCSE course beyond the syllabus.

There will be opportunities for you to explore ideas using a wide range of media, including drawing and painting, varieties of print-making processes, sculpture, photography and new media. During the course you will assemble a portfolio suitable for entry into Art Foundation and Degree courses.

You will be expected to work in the Studios, independently spending at least six hours a week on Art work outside of lessons, as well as visiting exhibitions, galleries and researching projects. You must also keep a regular sketchbook, documenting your investigations. All students should attend the weekly life drawing classes organised by the department.

The department makes good use of the rich sources of visual art and culture available in London.

### COURSE CONTENT AND PERCENTAGE OF A LEVEL MARK

#### Component 1: Personal Investigation (60%)

Coursework portfolio

This includes a 'personal study' written component

#### Component 2: Externally Set Assignment (40%)

### ASSESSMENT

Both units will include supporting studies and preparatory work leading to resolved outcomes. Each will be assessed individually.

### THE FUTURE

Having studied Art and Design at this level you will be able to progress a wide range of Art or Design specialisms leading to careers in the creative industries. A Level Art is generally a required subject for girls wishing to study Architecture at University. Every year a number of FHS girls are accepted on to Foundation and Degree courses at prestigious Art Colleges and Universities.

### WHAT OUR GIRLS SAY

*"Art at FHS is a window into a new way of seeing the world. We are encouraged to be brave and curious in our work, and to become independent, reflective and thoughtful artists."*

# BIOLOGY

## OCR A LEVEL H420

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### COURSE REQUIREMENTS

Candidates are expected to have a grade 8 or 9 in IGCSE/GCSE Biology and Chemistry, as well as a grade 7 or higher in IGCSE/GCSE Mathematics.

### COURSE CONTENT

#### Module 1: Development of practical skills in biology

Practical skills are assessed in a written examination and in the Practical Endorsement

#### Module 2: Foundations in biology

Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation

#### Module 3: Exchange and transport

Exchange surfaces; Transport in animals; Transport in plants

#### Module 4: Biodiversity, evolution and disease

Communicable diseases, disease prevention and the immune system; Biodiversity; Classification and evolution

#### Module 5: Communication, homeostasis and energy

Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration

#### Module 6: Genetics, evolution and ecosystems

Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

### EXAMINATION STRUCTURE

All examinations will take place at the end of the Upper Sixth

There are three examinations:

**Biological processes (100 marks):** Assesses content from teaching modules 1, 2, 3 and 5

**Biological diversity (100 marks):** Assesses content from teaching modules 1, 2, 4 and 6

**Unified biology (70 marks):** Assesses content from teaching modules 1, 2, 3, 4, 5 and 6

There is no coursework, but practical skills are assessed throughout the year. Students who are able to demonstrate competency in practical skills are awarded a Practical Endorsement. This is independent of the examination results.

### THE FUTURE

The syllabus provides an excellent basis for further study in Biological Sciences, Medicine, Biotechnology, Physiotherapy, Microbiology, Genetics and many related subjects. A level Biology is also valuable as a general subject, providing interest and insight into how the body functions and the importance of maintaining a stable environment for all living organisms.

### WHAT OUR GIRLS SAY

*“Biology builds on your understanding and knowledge, it also enables you to work independently and improve in your practical skills. Biology A Level is a big step up from GCSE; a lot more detail and depth is required but the facts learnt are more interesting and link to one another.”*



# CHEMISTRY

## AQA A LEVEL 7405

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### COURSE REQUIREMENTS

Candidates are expected to have a grade 8 or 9 in IGCSE/GCSE Chemistry, as well as a grade 7 or higher in IGCSE/GCSE Mathematics.

### COURSE CONTENT

Chemistry at A Level is divided into three areas; Organic, Inorganic and Physical. The topics within these areas are taught across the two years, and include the following:

#### Physical Chemistry

Atomic Structure, Amount of Substance, Bonding, Energetics including Thermodynamics, Kinetics including Rate Equations, Equilibria, Redox, Electrode Potentials and Acids and Bases.

#### Organic Chemistry

Alkanes, Halogenalkanes, Alkenes, Alcohols, Aldehydes and Ketones, Aromatic Chemistry, Amines, Carboxylic Acids and Derivatives, Polymers, Isomerism, Amino Acids, Proteins and DNA, Organic Analysis and Organic Synthesis

#### Inorganic Chemistry

Periodicity, Group II – The Alkaline Earth Metals, Group VII – The Halogens, Properties of Period 3 elements and their oxides, Transition Metals and Reactions of Ions in Aqueous Solution.

### COURSE ASSESSMENT

Three written papers are taken at the end of the two year course. There is no coursework or practical examination for A Level Chemistry but students carry out 12 required practicals. These are integrated into the course and ensure that a range of experimental skills are developed and assessed leading to the Practical Endorsement.

#### Paper 1: 2 hour written examination (35%)

- Physical Chemistry
- Inorganic Chemistry
- Relevant practical skills

#### Paper 2: 2 hour written examination (35%)

- Physical Chemistry
- Organic Chemistry
- Relevant practical skills

#### Paper 3: 2 hour written examination (30%)

- Any content
- Any practical skills
- Experimental techniques and data analysis

### THE FUTURE

Chemistry is recommended for entry into degree courses in Medicine, Natural Sciences, Chemical Engineering, Biochemistry, Dentistry, Pharmacy, Veterinary Medicine, Forensic Science, Meteorology, Geology, as well as for Environmental, Agricultural and Material Sciences. It can also lead to careers in Law, Business, Finance, Communications and Information Technology.

### WHAT OUR GIRLS SAY

*“Chemistry got me thinking about how and why materials behave as they do. Why are some solutions coloured but others not? Why do some plastics break down in the environment but others don’t? How can we obtain electricity from chemical reactions? Is life just a series of reactions, some of which are fast while others are slow? It also gave me the chance to do lots of exciting practicals wearing a red lab coat! It is very much an experimental subject which whets your appetite for research at university.”*

# CLASSICAL CIVILISATION

## OCR A LEVEL H408

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### COURSE REQUIREMENTS

No previous qualification in Classics at GCSE is required to take this subject at A Level, however students will need a grade 7 or above in English Literature or a humanity at I/ GCSE to access this course. This is a varied and stimulating A Level which includes the study of literature, history, religion, ethics, politics, art and architecture. The Greeks asked the questions to which our society is still trying to find the answers. Students have the opportunity to visit museums, go to plays and theatre workshops, and listen to lectures by experts in the field. Lessons are taught by different teachers who are specialists in the various topics. Students will be encouraged to join in discussions and play acting; to watch presentations, films and videos; and to read widely round the set texts.

### COURSE CONTENT, ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

All the works of literature studied are in English translation. Topics such as the Greek Theatre, Greek and Roman Epic, Greek religion and the politics of the Roman Republic are studied.

**The examination is formed of three components:**

The World of Hero - 2 hours & 20 minutes examination (40%)

Culture and Arts - 1 hour & 45 minutes examination (30%)

Beliefs and Ideas - 1 hour & 45 minutes examination (30%)

### THE FUTURE

Classical Civilisation A Level is a qualification which is highly respected by universities. As well as being a subject studied in its own right, it combines well with other 'arts' subjects. Students will have developed the necessary skills of literary and art analysis, criticism and appreciation; they will also have studied ethical, theological and historical problems. Thus the subject facilitates their study in a wide variety of courses. Classical Civilisation graduates have recently shown a marked bias towards sales and marketing, management, advertising and public relations. They have found employment in the arts, the media and publishing, librarianship and museum curatorship, and, of course, the civil service, local government, archaeology and teaching.

### WHAT OUR GIRLS SAY

*"Studying Classics has allowed me to develop my essay-writing technique and analytical skills, while exploring fascinating links between history, literature, art and politics."*

# CLASSICAL GREEK

## OCR A LEVEL H444

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### COURSE REQUIREMENTS

A Grade 7 or above at GCSE Greek is normally required.

### COURSE CONTENT

This A Level offers the opportunity to read some of the greatest and most influential works in Western literature in the original language. The Homeric epics have remained practically unchanged since they were committed to written form around 800 BC. The works of the playwrights, philosophers, orators and poets are the bedrock of modern literature. Students are given the opportunity to see plays, both in translation and in the original Greek, to visit museums and to hear lectures by experts in the field.

Students are taught by different teachers. They are encouraged to develop a thorough knowledge of the language and the ability to translate into excellent English, and to show an appreciation of style and literary qualities.

The course does not give a prescribed vocabulary list, but a wide range of vocabulary is learnt during the course. Texts such as Homer's Iliad and Xenophon's Anabasis are studied.

### STRUCTURE AND PERCENTAGE OF A LEVEL MARK

Classical Greek Unseen Translation (33%)

Classical Greek Prose Composition or Comprehension (17%)

Classical Greek Prose Literature (25%)

Classical Greek Verse Literature (25%)

### THE FUTURE

The opportunity to study Classical Greek in secondary school is becoming rare, and universities are extremely pleased to receive students with this qualification. The subject is studied in its own right as part of a Classics degree, or is an excellent extra qualification for girls studying Law, Sciences or Medicine. Much technical language is based on Greek, and the facility to translate the Classical Greek language creates a literate mind highly trained in careful observation. Classics graduates are to be found in all walks of life.

### WHAT OUR GIRLS SAY

*“Ever since I started to study Latin and Greek at FHS, I have always loved them and I have chosen to study them both at A Level, along with French, Italian and English. I have enjoyed studying the texts of Herodotus and Homer but above all the language fascinates me and the links which I make between Greek, Latin and English I find both useful and incredibly interesting.”*

### COURSE REQUIREMENTS

Candidates are expected to have a grade 7 in GCSE Computer Science, as well as a grade 7 or higher in GCSE Mathematics and GCSE English.

The A Level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. The A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.

### COURSE CONTENT

#### Component 01: Computer systems

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

It covers:

- The characteristics of contemporary processors, input, output, and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

#### Component 02: Algorithms and programming

This builds on component 01 to include computational thinking and problem-solving.

It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems

#### Component 03: Programming project

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science. We support a wide and diverse range of languages.

### ASSESSMENT OVERVIEW

Students must take all three components to be awarded the OCR A Level in Computer Science.

**Component 1:** Computer systems (01) - 2 hours 30 minutes written examination (40%)

**Component 2:** Algorithms and programming (02) - 2 hours 30 minutes written examination (40%)

**Component 3:** Programming project (03) - Non-exam assessment (20%)

### THE FUTURE

A level Computer Science provides students with a strong foundation for pursuing higher education in computer science and related fields, as well as a range of high-paying and rewarding careers in the technology industry. In addition to developing programming skills, students gain industry-relevant skills such as problem-solving and critical thinking. The rise of technology startups also presents entrepreneurial opportunities for those with innovative ideas. With the growing demand for skilled professionals in the technology industry, A level Computer Science offers excellent prospects for students.

### WHAT OUR GIRLS SAY

*“Introducing A level Computer Science to FHS will provide students with a solid foundation in computer science principles, including programming skills and computational thinking. It will be valuable when considering relevant courses at the university. Additionally, it will equip our students with the essential tools to thrive and open a wide range of career opportunities in technology-related fields.”*

### COURSE REQUIREMENTS

GCSE Drama is not a requirement for this A level but students who are doing GCSE Drama should achieve a grade 7 or above. GCSE English Literature grades 7 to 9.

**A good student of A Level Drama and Theatre will**

- Love performing in or working on school productions
- Desire to see and analyse live theatre
- Be curious about how theatre is made and how it has evolved
- Have a practical interest in creating, making and directing drama
- Be willing to share and compare ideas with others
- Enjoy independent research

### COURSE CONTENT, ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

**Component 1: Devising 40% (80 marks in total, divided by two)**

Students explore a key extract from a play of our choice and create a new piece of theatre, using this extract as their starting point. They produce a portfolio of evidence outlining how they worked together to create the piece. The component is internally assessed and externally moderated.

Assessment is based on:

1. A portfolio of exploration notes from lessons and workshops, tracking and evaluating the development of your piece and your role(s) in it (60 marks)
2. A performance in front of a live audience (20 marks) in April or May

**Component 2: Text in Performance 20% (60 marks in total, divided by three)**

This is a live performance in front of an invited audience. It is assessed by a visiting examiner. The component consists of:

- A Group performance of ONE KEY EXTRACT from a published play; this is worth 36 marks
- Either a monologue or a duologue forming ONE KEY EXTRACT from a second published play, which must be different in style and period from the group piece; this is worth 24 marks (NB candidates performing a duologue are marked separately). Both plays are selected or approved by the school.

**Component 3: Theatre Makers in Practice 40% (80 marks in total, divided by two)**

This is the written examination, which is 2 hours 30 mins long. It consists of live theatre evaluation (students write in detail about a play they have seen live in the theatre during the course) and two questions on two set texts

1. The question from list A will be based on an extract from the play and will ask for ideas on how it might be performed, using some of the rehearsal and performance techniques learned during the course, with particular focus on the work of a key practitioner. Students will need to know the play very well indeed, because this question is closed text – they have a printed extract to refer to, but will not have access to a copy of the play.
2. The second set text is from list B, all of which are pre-c20th plays. The question will ask how the play might be reimagined for a C21st audience. In answering it, the girls refer to moments from across the whole text, and they will have access to a clean copy of the play in your examination.

### THE FUTURE

To succeed in A Level Drama and Theatre you will be a clear communicator, team player and able to think critically. You will be creative, a risk-taker and good in discussion, and you will also have self-discipline, stamina, sensitivity, negotiating skills and great timing! All of these skills are attractive to potential employers as well as to university admissions tutors.

### WHAT OUR GIRLS SAY

*“My favourite part of Theatre Studies is doing the performance because we are allowed to help direct it and we are allowed to have a lot of input in how we want it to be portrayed to the audience.”*

### COURSE REQUIREMENTS

Students should ideally gain a grade 7 or above in Mathematics and in a humanity at GCSE or IGCSE. This is a demanding and analytical subject but also a stimulating one. An interest in economic issues is essential and students must actively follow the economic and business news.

### COURSE CONTENT AND ASSESSMENT

The A Level is structured into four themes with three externally assessed examinations.

#### Theme 1: Introduction to markets and market failure

The nature of economics; How markets work; Market failure; Government intervention

#### Theme 2: The UK economy – performance and policies

Measures of economic performance; Aggregate demand; Aggregate supply; National income; Economic growth; Macroeconomic objectives and policy

#### Theme 3: Business behaviour and the labour market

Business growth; Business objectives; Revenues, costs and profit; Market structures; The labour market; Government intervention

#### Theme 4: A global perspective

International economics; Poverty and inequality; Emerging and developing economies; The financial sector; Role of the state in the macroeconomy

#### Assessment: Three examination papers at the end of the two-year course

- Paper 1: Markets and business behaviour 2 hours (35%) Assessing themes 1 and 3
- Paper 2: The national and global economy 2 hours (35%) Assessing themes 2 and 4
- Paper 3: Microeconomics and macroeconomics 2 hours (30%) Assessing all themes

Papers 1 and 2 have three sections which include multiple-choice and short answer questions, a data response question and an extended open response question. Paper 3 requires students to answer data response questions based on stimulus material.

### THE FUTURE

Economic literacy is becoming more vital in today's world. The subject provides a fascinating insight into the workings of the economic and commercial environment. Gaining an A Level in Economics identifies the student as being academically analytical, intellectually adaptable and aware of wider issues in society and its study opens up a wide range of university and career options. Although not a prerequisite for the study of Economics at university, an A Level in Mathematics is increasingly recommended. It is an excellent subject to combine with Geography, History, Mathematics, Politics, a science or a language.

### WHAT OUR GIRLS SAY

*"I find it very interesting and useful to study Economics as it is hugely connected to our everyday life and helps to analyse the real underlying economic problems, and the ways of tackling them."*



### COURSE REQUIREMENTS

GCSE English Language grades 7 to 9. GCSE English Literature grades 7 to 9.

A good A Level English student will

- love reading; all texts are given out in advance;
- expect to read ahead in preparation for discussion work;
- enjoy exchanging ideas in discussion;
- have an ability to think and research independently;
- have a good written style: there will be 8-10 written assignments a term.

### COURSE CONTENT, ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

Over the two-year course pupils will study at least eight texts spread across three units. This includes three novels, two poetry texts, three plays, a range of unseen prose extracts and literary criticism. The assessment comprises two examination papers and a coursework component. The examination papers are sat at the end of Upper Sixth.

#### Exam Component 1: Drama and Poetry pre-1900. Closed text examination (40%)

A written examination paper with two sections:

Section 1: Shakespeare. There will be two questions on the set play; one asks for a close analysis of an extract from the play and the second asks students to respond to a proposition referring to the whole play. The set text is currently *Measure for Measure*.

Section 2: Drama and Poetry pre-1900. A comparative study of one drama text, Webster's *The Duchess of Malfi*, and one poetry text, *The Merchant's Prologue and Tale*, from Chaucer's *The Canterbury Tales*.

#### Exam Component 2: Comparative and Contextual Study. Closed text examination (40%)

A written examination paper with two sections:

Section 1: Close Reading. Students are asked to give a close analytical reading of an unseen prose extract from their set topic area (Women in Literature).

Section 2: Comparative and contextual study. A comparative essay on the core text and secondary text. The core text is *Sense and Sensibility* and the secondary text is *Jane Eyre*.

#### Component 3: Literature post-1900, non-examined unit (coursework) (20%)

An internally assessed folder of two coursework essays of a maximum of 3000 words.

- Task 1: Poetry Close Reading. A critical appreciation of a chosen poem(s) – 1,000 words. The current poet studied is Wilfred Owen; previous choices have included WB Yeats and Seamus Heaney.
- Task 2: An essay on linked texts. A comparative essay based on a novel and a play, for example Tennessee Williams *A Streetcar Named Desire* and Bennett's *The Vanishing Half*.

### THE FUTURE

A Level English qualifies you to do everything and anything, but it will say a number of important things about you that will interest employers and university admissions tutors. You will have developed the ability to express yourself lucidly and critically. You should be able to analyse, interpret and discriminate, and to communicate these responses on paper. You will be able to argue your points with confidence and be able to apply the skills you have learned to all the texts that you read.

### WHAT OUR GIRLS SAY

*“Dedicated teachers and stimulating debate makes English a challenging but engaging (and hugely rewarding) A Level. The ability to present a well-constructed argument helped to improve the quality of my work in other subjects.”*

### COURSE REQUIREMENTS

IGCSE/GCSE Grade grades 8 or 9 in French.

### COURSE CONTENT - THEMES AND TOPICS

#### Year 1

##### Theme 1 – Social Issues and trends: evolving society in France

- Changing family structures – evolving attitudes to marriage, relationships, and families.
- Impact of tourism – economic impact; opportunities offered by tourism; environmental and social impact.
- The world of work – working life and attitudes to work; gender equality; opportunities for young people.

##### Theme 2 – Political and intellectual and artistic culture in the French-speaking world

- Music – changes and trends; impact of music on contemporary culture.
- Media – print and online media; impact on society and politics; freedom of expression
- Festivals and traditions – festivals, celebrations, customs and traditions.

#### Film

As part of the programme, students **study a film (currently “La Haine”)** where they learn how to write a critical and analytical response to questions about the different themes of the film.

#### Year 2

##### Theme 3 - Social Issues and trends: immigration and the French multicultural society

- Integration and multiculturalism – benefits and challenges of integration and multiculturalism; attitudes to immigrant communities.
- The Far-Right – the rise of “Le Front National”, the leaders of the FN, public attitudes to the FN

##### Theme 4 – Occupation and Resistance

- Occupied France – collaboration and antisemitism, the Vichy regime
- The Resistance – Jean Moulin, Charles de Gaulle, the role of women in the Resistance

#### Literature

As part of the programme, students study a book (currently “Le gone du Chaâba”) where they learn how to write a critical and analytical response to questions about the different themes of the written work.

### EXAMINATION STRUCTURE

**Paper 1: 9FR0/01** – Listening, reading and translation into English (40%)

**Paper 2: 9FR0/02** – Written response to works and translation into French (30%)

**Paper 3: 9FR0/03** – Speaking, including an independent research project (30%)

Assessment of this qualification will be in French. All student work must be in French, except the translation in Paper 1, which requires a response in English.

### THE FUTURE

Learning French will equip the students with a highly markable skill, useful in many employment areas. European and British businesses have a need for qualified French speakers. A qualification in French is a valuable asset in the world of banking, insurance, European community law, stock broking and journalism.

French is one of the most widely spoken languages worldwide, with over 260 million speakers, and is one of the fastest-growing languages. It is the official language of 29 countries.

The opportunity to attend work experience in France is offered to our Sixth Formers, as well as educational visits to France. Students will also have the opportunity to attend various events such as talks, plays, competitions and screenings of films. Extra tuition for Oxbridge candidates is available.

### WHAT OUR GIRLS SAY

*“Languages were a natural choice for me as they open doors and above all I would say French is the subject I most enjoy studying and am lucky to have the opportunity to learn from native speakers.”*

### COURSE REQUIREMENTS

IGCSE/GCSE grade 8 to 9 in German

### COURSE CONTENT - THEMES AND TOPICS

#### Year 1

##### Theme 1 – Social Issues and trends: evolving society in Germany

- Natural Living – environmental awareness: recycling; renewable energy; being organic
- Education – the education system and issues facing students; resitting the year (sitzenbleiben); apprenticeships
- The world of work – working life and attitudes to work; business and industry

##### Theme 2 – Political and intellectual and artistic culture in the German-speaking world

- Music – changes and trends; impact of music on contemporary culture
- Media – print and online media; impact on society and politics; freedom of expression
- Festivals and traditions – festivals, celebrations, customs and traditions

#### Film

Study and analysis of a German film (options include: *Das Leben der Anderen*, *Goodbye Lenin!*, *Sophie Scholl*)

#### Year 2

##### Theme 3 – Social issues and trends: Immigration and the German multicultural society

- Integration and multiculturalism – benefits and challenges of integration and multiculturalism; guest workers, immigrants and asylum seekers
- Economic and social impact of immigration – competition for jobs; access to employment; access to housing; rise of extremism

##### Theme 4 – Political and/or intellectual and/or artistic culture: German reunification

- Society in the German Democratic Republic (GDR) before reunification – communism in the GDR; relationship with the West; employment and housing
- Germany since reunification – abandonment of communism; migration from East to West (Übersiedlung); effects on German economy and society

#### Literature

Study and analysis of a literary work in German (options include: *Der Besuch der alten Dame* (Dürrenmatt), *Andorra* (Frisch), *Der Vorleser* (Schlink), *Die Verwandlung* (Kafka))

### EXAMINATION STRUCTURE

**Paper 1: 9GN0/01** – Listening, reading and translation into English (40%)

**Paper 2: 9GN0/02** – Written response to works and translation into German (30%)

**Paper 3: 9GN0/03** – Speaking, including an independent research project (30%) Assessment of this qualification will be in German. All student work must be in German, except the translation in Paper 1, which requires a response in English.

### THE FUTURE

Learning German will equip you with a highly marketable skill, useful in many employment areas. Business leaders are concerned that not enough students study German and consequently German speakers can command high salaries. Qualifications in German are valuable in many industries, including: banking, insurance, law, translation, and journalism. Sixth Formers are offered the opportunity to attend work experience in Germany, and extra tuition for Oxbridge candidates is available.

### WHAT OUR GIRLS SAY

*“I loved learning German to GCSE but continuing to A Level has opened up the world of German culture, as well as the language itself. Learning about German history, politics, film, music, and literature is stimulating and exciting! The course really has something for every student who enjoys culture and language!”*

“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about the planet — how we use it and how we abuse it.”

*Michael Palin*

## COURSE REQUIREMENTS

Candidates will have studied Geography at GCSE level, preferably obtaining grade 7 or above in the examination. The study of Geography will equip you with an in-depth knowledge of places, processes and environments. You will discover human and physical environments, how people and places interrelate, and the causes and consequences of environmental change at a variety of scales. Skills such as interpreting information, statistical analysis, independent enquiry, discussion and map work are an integral part of the course.

## COURSE CONTENT, ASSESSMENT AND PERCENTAGE

### Component 1: Physical Systems; 1 hour 30 minute examination (22%)

The Physical Systems component is built around two main topics, Landscape Systems and Earth’s Life Support Systems. Learners will explore one chosen landscape from three options: coastal landscapes, glaciated landscapes and dryland landscapes, as well as the carbon and water cycles

### Component 2: Human Interactions; 1 hour 30 minute examination (22%)

The Human Interactions component is built around two main topics, Global Connections and Changing Spaces; Making Places. It investigates the actions, interactions and spatial patterns of people in places. Learners will build a picture of how the world around them is shaped by humans, starting from the local and moving out to regional, national and international scales.

### Component 3: Geographical Debates; 2 hour 30 minute examination (36%)

Geographical debates take some of the most dynamic issues the planet faces and encourage learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Two topics are studied from a choice of five:

- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth

### Component 4: Independent Investigation (20%)

The non-exam assessment (NEA) gives learners the opportunity to undertake an independent investigation involving fieldwork, which is of particular interest to them. This can be related to any area of the specification. The independent investigation will consist of a written report based on a candidates own enquiry question.

## THE FUTURE

Geography is a dynamic and varied subject relevant to life in an ever-changing, environmentally conscious world. Academics and employers recognise and value the range of skills and depth of knowledge acquired through the study of Geography. Given the combination of scientific, practical and artistic elements, it is not surprising that Geographers have found their way into every walk of life.

## WHAT OUR GIRLS SAY

*“Geography A Level has really complemented my other subjects by developing lots of skills; forming an argument, analysing data, essay writing and decision making. All these will be really useful to transfer to employment when I leave university.”*

### COURSE REQUIREMENTS

Students are expected to have studied GCSE History and attained grade 7 to 9. History is exciting, intellectual and complex. You will need to enjoy research, analysis and discussion about the significance of ideas and people. With A Level history, you will broaden your experience of History across different periods and in different countries. The topics have been chosen in part to build on GCSE Modern World History as well as form a refreshing contrast to it. In each case the areas chosen include dramatic events and fascinating personalities.

### COURSE CONTENT - THEMES AND TOPICS

The course is made up of three components which are taught over the two-year period of the A Level. Examinations take place at the end of the Upper Sixth.

#### **Component 1: Breadth Study; 2 hours 30 minutes (40%) Tsarist and Communist Russia, 1855-1964**

This course is based on the study of significant historical developments over a 100 year period that stretches across both Tsarist and Communist Russia. The course focuses on the nature of Russian government and its impact on people and society, as well as the role played by key individuals, groups and ideology. It is a fascinating period, rich in colourful personalities and dramatic events.

#### **Component 2: Depth Study; 2 hours 30 minutes (40%) War of the Roses, 1450-1499**

By way of contrast, the depth study allows for an in depth look at a period of significant turbulence in British history, the Wars of the Roses. This was a chapter in which the English monarchy suffered instability at the hands of the often-incapacitated Henry VI and concluded with the fragile establishment of the Tudor dynasty. The course examines the role of the individual, female power dynamics and the complexities of medieval kingship. Students will consider concepts such as authority, hierarchy and legitimacy as well as framing arguments around causation, consequence, and significance. A period of dynastic conflict, political breakdown and one of death, romance and intrigue.

#### **Component 3: Historical Investigation (20%) Non-examined assessment**

At the end of the Lower Sixth, you will take time out of the taught components in order to focus on your own independent research skills. You will be carefully guided on the creation and development of an investigation but this will be your chance to study an issue which interests you and demonstrate academic skills required by selective universities. Last year the options were Civil Rights in the USA and International Relations.

### THE FUTURE

History A Level can lead to any Arts course at university, and is also well thought of by Science faculties. History A Level is very well respected, and can help towards a career in media, journalism, law, business or the civil service, to an academic career specifically using History, or any career which requires a well-informed, critically aware mind. The department has a strong record in supporting applications to prestigious and selecting universities including Oxbridge.

### WHAT OUR GIRLS SAY

*“FHS has been fully responsible for igniting my passion for History. From my very first year when we studied William the Conqueror, to the GCSE course and World War II, to the A level course where we look at two very different eras, I have been gripped by the fascinating sequence of events.”*

“Art does not represent what we see, it makes us see” *Paul Klee*

“We only see what we look at. To look is an act of choice.” *John Berger*

## COURSE REQUIREMENTS

Studying History of Art is fascinating, intellectually stimulating and enormously fulfilling. We explore works of art and architecture from the classical world to the cutting-edge of the twenty-first century, and ask a lot of questions along the way. Students will gain visual and analytical skills that can be applied in many walks of life and the tools to understand how images and objects work to shape our social and political identities. While the course will no doubt appeal to Art students, there are no prior subject prerequisites, however, you must have a sense of curiosity and a willingness to engage in the visual world.

## COURSE CONTENT

### Paper 1: Visual Analysis and Thematic Study

#### Section A: Visual Analysis of Art from 500 BCE to 2015 CE

A skill-based course focusing on the formal qualities of European works of art and architecture.

#### Section B: Thematic Study of World of Art and Architecture

Broad-based explorations tracing the development of particular themes in art from both within and beyond the European tradition. We will focus on ‘Nature in Art and Architecture’ and ‘Identities in Art and Architecture’.

### Paper 2: Period Study of Art and Architecture

#### Section C: Invention and Illusion: the Renaissance in Italy (1420-1520)

This option spans one of the most extraordinary concentrations of artistic achievement the world has seen. The ideas, values and iconic works of the Italian Renaissance continue to shape ideas of beauty, perfection and heritage today. We will cover work produced in the regions and cities of Venice, Florence and Rome.

#### Section B: Pop Life: British and American Contemporary Art and Architecture (1960-2015)

This option explores the relationship between Britain and the USA in art and architecture, and the dynamic nature of responses on both sides of the Atlantic.

## THE FUTURE

We make maximum use of our unique location in London with regular visits to museums and galleries, alongside overseas trips to Paris, Rome, Florence and New York.

History of Art is an interdisciplinary subject which brings a variety of interests to life. The development and knowledge of a whole visual language will open up paths previously undiscovered. The cultural sector in the UK is crucial to the economic health of the nation and the cultural industries remain a key part of the economic future of the nation. The department has a strong record in supporting application to prestigious and selecting universities.

## WHAT OUR GIRLS SAY

*“History of Art is my favourite subject not only because you learn about really interesting periods in history but also you realise that the subject area is so wide - one small detail can reveal so much information! It’s so fascinating. I would totally recommend it to anyone who likes history or art, in general.”*



### COURSE REQUIREMENTS

IGCSE/GCSE grade 8 to 9 in Italian.

### COURSE CONTENT - THEMES AND TOPICS

#### Year 1

##### Theme 1 – Social Issues and trends: changes in Italian society

- Family – changes in attitudes towards marriage and couples; family life
- Education – the school system and issues facing students
- The world of work – equality; unemployment; family businesses; new working patterns

##### Theme 2 – Political and/or intellectual and/or artistic culture in the Italian speaking world

- Music – changes and developments; impact on popular culture
- Media – freedom of expression; printed and online press; impact on society and politics
- Cultural heritage – festivals, customs and tradition
- Film – study and analysis of an Italian film

#### Film

As part of the programme, students study a Film where they learn how to write a critical and analytical response about the different themes of the film.

#### Year 2

##### Theme 3 – Social issues and trends: evolving Italian society

- The positive impact of immigration – contribution of immigrants to the economy and culture
- Facing the challenges of migration – marginalisation and alienation; integration; the impact of emigration
- North/South Divide – travel between the North and South; the role of Italian industry; socio-cultural differences; crime

##### Theme 4 – Political and/or intellectual and/or artistic culture: Fascism and beyond

- The rise of Mussolini – the birth of the Fascist party
- Fascism in World War Two – the government of Mussolini and dictatorship; life under Mussolini during the war
- From dictatorship to democracy – the fall of Mussolini; the liberation; the six nations

#### Literature

As part of the programme, students study a Literature book where they learn how to write a critical and analytical response about the different themes of the written work.

### EXAMINATION STRUCTURE

**Paper 1: 9IN0/01** – Listening, reading and translation into English (40%)

**Paper 2: 9IN0/02** – Written response to works and translation into Spanish (30%)

**Paper 3: 9IN0/03** – Speaking, including an independent research project (30%)

Assessment of this qualification will be in Italian. All student work must be in Italian, except the translation in Paper 1, which requires a response in English.

### THE FUTURE

Learning Italian will enable learners to communicate confidently as well as develop awareness and understanding of the contemporary society and cultural background and heritage. Studying Italian will also equip you with a highly marketable skill, useful in many employment areas. A qualification in Italian is a valuable asset in the world of banking, insurance, European Community law, stock broking, journalism, the arts and fashion. Sixth Formers have the opportunity to do work experience in Italy as well as educational visits. Students can also attend events such as talks and screenings of films.

### WHAT OUR GIRLS SAY

*“I particularly enjoy studying languages as the skills one develops can be applied throughout life; as well as opening many doors for career opportunities. Studying for language exams does not have to be too gruelling as watching films can help with pronunciation, and to gain a better grasp and understanding of the language.”*

### COURSE REQUIREMENTS

A Grade 7 or above GCSE Latin is required.

The course offers candidates the opportunity to study more of the complexities of the Latin language, while reading some of the literature written in Classical times.

### COURSE CONTENT

**Literature:** Texts about love, war, myths, gods and heroic feats are studied, such as Virgil's Aeneid, Ovid's Metamorphoses and selections from Cicero's speeches. The literary and historical context of the texts is explored, allowing pupils to understand more of the author's original intentions in writing the text. Comparisons are made between the ancient and modern worlds, and the reception of the literature in modern literature is also explored.

**Language:** By the end of the two years, pupils are able to translate unseen prose and verse sections of original texts. Accidence and syntax is explored in great depth and complexity, and the pupils' vocabulary knowledge is expanded. There is no defined vocabulary list.

**Skills:** You will learn a great variety of skills, such as critically analysing a text, or deciphering an advanced level of Latin, as well as understanding the aims and ambitions of each author. You will expand not only your knowledge of Latin vocabulary, but also that of English and other languages which have their root in Latin. As well as this, you have the opportunity to go to modern versions of the plays and lectures on the various topics. You will be able to visit museums, or even to go on one of the Classics department trips to Italy or Greece.

### STRUCTURE AND PERCENTAGE OF A LEVEL MARK

- Latin Unseen Translation (33%)
- Latin Prose Composition or Comprehension (17%)
- Latin Prose Literature (25%)
- Latin Verse Literature (25%)

### ASSESSMENT

There are four examinations at the end of the two year course: a 1 hour 45 minutes translation paper, a 1 hour 15 minutes comprehension paper, and 2 x 2 hours literature papers.

### THE FUTURE

The opportunity to study Latin at A Level is not widespread, and universities are extremely pleased to receive students with this qualification. It is now possible to read Classics at university without Greek, but a beginners' course is usually required during the first year. Latin can be studied with Modern Languages, and in other subject combinations. Those wishing to study Law, Theology, History or Medicine will find a qualification in A Level Latin to be very helpful. Classics graduates are to be found in all walks of life.

### WHAT OUR GIRLS SAY

*"Latin was a natural choice for me to study at A Level because it seemed to be the root of my other subjects, History, Politics and French. As well as learning about the history of ancient Rome in Ovid's poetry, I am also learning about the origins of modern languages and the foundations of the modern-day political system through one of Cicero's speeches."*

# MATHEMATICS

## EDEXCEL A LEVEL 9MA0

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### COURSE REQUIREMENTS

You should have enjoyed Mathematics at GCSE level and, in particular, the questions involving algebra. You should have the confidence and tenacity to work at a problem until you have solved it. In addition to these qualities, you are expected to have achieved grade 8 or above at GCSE/IGCSE Mathematics.

Mathematics combines well with all courses at A Level. It is essential for anybody wanting to apply for a Mathematics related degree subject.

### COURSE CONTENT

This linear course will cover Pure Mathematics and Applied Mathematics (Statistics and Mechanics).

**Pure Mathematics** involves the study of algebra and functions, coordinate geometry, trigonometry, vectors and calculus (differentiation and integration).

**Statistics** includes the study of statistical sampling, data presentation and interpretation, probability, statistical distributions, regression and correlation, and hypothesis testing.

**Mechanics** includes the study of statics, dynamics and the application of Newton's laws.

### STRUCTURE AND PERCENTAGE OF A LEVEL MARK

A Level Mathematics is examined at the end of the Upper Sixth in three two hour papers of equal weight as follows:

- Paper 1: Pure Mathematics 1
- Paper 2: Pure Mathematics 2
- Paper 3: Statistics and Mechanics

### ASSESSMENT

There are three examinations at the end of the two - year course; two 2-hour Pure Papers and one 2-hour Applied Paper.

### THE FUTURE

Mathematics is a very useful subject for those intending to study a wide variety of courses at university, such as Medicine, Economics, Geography and Psychology.

Mathematics A Level is, of course, essential for anybody wanting to apply for a Mathematics related degree subject and many Science including Engineering and Biochemistry courses.

Universities value the precise and logical thinking and clear expression which the study of Mathematics in the Sixth Form develops. Students who are considering a degree in Mathematics or a degree in which Mathematics forms a large part of the course are advised to take both Mathematics and Further Mathematics.

### WHAT OUR GIRLS SAY

*“Maths A Level has shown us more than just problem-solving. It underpins the world. From the derivation of statistics which shape our politics to how to load ferries, A Level Maths will show you a new world.”*

# FURTHER MATHEMATICS

## EDEXCEL A LEVEL 9FM0

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### COURSE REQUIREMENTS

Further Mathematics is a challenging but very rewarding course. You should love Mathematics at GCSE/IGCSE, should be comfortable with algebra and enjoy solving mathematical problems. Grade 9 is usually expected at GCSE/IGCSE Mathematics. GCSE Further Mathematics is not a requirement but students who are taking this course should achieve a grade 8 or 9 in this qualification. Further Mathematics is a separate A Level and should be studied as a fourth A Level alongside Mathematics. Students who opt for Further Mathematics will be taught Mathematics in the same group.

### COURSE CONTENT

This course has a compulsory core element and an optional element. The core element extends the A Level Mathematics topics (algebra, functions, calculus, vectors and coordinate geometry) and includes the study of complex numbers and matrices. We currently offer Mechanics and Further Pure as the optional elements. The Mechanics element includes the study of momentum, work, energy and power and collisions.

### ASSESSMENT

This course is examined at the end of the Upper Sixth in four 90-minute papers of equal weight as follows:

- Core Pure Mathematics 1 (9FM0/01)
- Core Pure Mathematics 2 (9FM0/02)
- Further Mathematics Option 1 (9FM0/3B, FPI)
- Further Mathematics Option 2 (9FM0/3C, Mechanics)

### THE FUTURE

Studying Further Maths makes the transition from Sixth Form to university courses that are mathematically rich that much easier. In addition, some prestigious university courses require students to have a Further Mathematics qualification and others may adjust their grade requirements more favourably to students with Further Mathematics. Students who are considering a degree in Mathematics or a degree in which Mathematics forms a large part of the course are advised to take both Mathematics and Further Mathematics.

### WHAT OUR GIRLS SAY

*“The Further Maths Course was the best thing I did in the Sixth Form. I found that it not only gave me an advantage over other students when applying for university places but it also really helped my understanding of Maths and made everything on the A Level Maths course seem so much easier.”*

# MUSIC

## CAMBRIDGE INTERNATIONAL A LEVEL 9483

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### COURSE REQUIREMENTS

The aim of the International A Level syllabus is to enable you to study courses that are balanced and appropriate for your own individual abilities and interests. You should be of at least grade 6 standard for the performance component, and it will be to your advantage to have covered the IGCSE music course (but not essential).

### COURSE CONTENT AND ASSESSMENT

**Component 1:** Listening (25%) 2 hour Listening examination

**Component 2:** Practical Musicianship (25%)

Candidate submits:

- One 6-10 minute performance
- Two short compositions

**Component 3:** Performing (25%) 15-20 minute performance submitted with an accompanying 1500 word research essay

**Component 4:** Composing (25%) 6-8 minute composition submitted with an accompanying 1500 word research essay

**Component 5:** Investigation and report (25%) 3000 word research investigation

**Please note:** Components 1 and 2 are compulsory for all candidates. Two of components 3, 4 and 5 are selected according to the strengths of the individual candidate.

### THE FUTURE

Music A Level is a very flexible subject and it can be combined with both Science and Arts subjects at A Level. All major universities and conservatoires throughout the world offer full degree courses in Music.

### WHAT OUR GIRLS SAY

*“A Level Music gives me the opportunity to develop multiple skills such as public performance, detailed research and composing within my own stylistic choice. These skills are easily transferable to universities and I can also specialise in my strengths, for example performance.”*

# PHYSICS

## EDEXCEL A LEVEL 9PH0

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Physics describes how the world works. From the origins of the Universe to the effectiveness of radiotherapy for cancer and the speed of your laptop computer, Physics is everywhere. The role of the Physicist is to measure the observable Universe and make models which describe physical phenomena. Physics is important in just about every aspect of our lives, from medicine and sport to communications and the internet, creating new materials and tackling the energy crisis. Physics is the subject for you if you enjoy applying your mind to analysing and solving problems using logic and imaginative thinking. As Physics uses a mathematical framework, it is advantageous for students studying Physics also to study Mathematics at A level, although this is not compulsory. However, those wishing to study Physics or Engineering at a degree level will need to take A level Mathematics. As Physics relies on measurement and experimentation, the development of practical skills is also an integral part of the course.

### COURSE REQUIREMENTS

Candidates are expected to have a grade 8 or 9 in IGCSE/GCSE Physics, as well as a grade 8 or higher in IGCSE/GCSE Mathematics.

### COURSE CONTENT AND PERCENTAGE OF A LEVEL MARK

- Mechanics and materials (25%)
- Waves and electricity (25%)
- Particle physics and fields (25%)
- Astrophysics, nuclear and thermal physics (25%)

There are three written examination papers:

- Paper 1: 1 hour 30 minutes, 90 marks (30%)
- Paper 2: 1 hour 30 minutes, 90 marks (30%)
- Paper 3: 2 hours, 120 marks (40%)

There is no practical examination or coursework component, but the students will complete 16 core experiments throughout the course. Successful students are awarded a certificate of practical competency. Knowledge of the core practicals can be tested in the written examination papers.

### THE FUTURE

Physics is an essential qualification for those wishing to pursue careers in Physics, Engineering, Architecture, Medicine (BMAT universities) or Natural Sciences. It is very highly regarded as a qualification in any field where analytical thought or the processing of data is required.

Recent students have gone onto the following courses after completing their Physics A Level at FHS: Physics (Oxford, Durham, Imperial College, Warwick, Edinburgh), Physics with Astrophysics (Bath), Engineering (Kings College London), Natural Sciences (Cambridge and Lancaster), Earth Sciences (Oxford), Mechanical Engineering (Cambridge), Electronic Engineering (UCL), Medicine (Imperial, Southampton, Bristol, Sussex), Neuroscience (KCL), Dentistry (Bristol), Architecture (Bath and Cornell USA) and Veterinary Sciences (RVC, Nottingham).

### WHAT OUR GIRLS SAY

*“How do invisibility cloaks work? Or, how can magnetism make something levitate? These have been questions that have always puzzled me until I studied Physics at A Level. I have to admit that when I first started physics I had to really focus and think deeply about the Physics theories and how fundamental they are to the natural world around us. With hard work it has turned out to be one of the most rewarding A Levels for me and is very highly respected by Universities and employers.”*



### COURSE REQUIREMENTS

Ideally students will have studied GCSE History and attained level 7 or higher in GCSE History and/or GCSE English Literature. Politics is a lively subject, full of personalities and controversies. Lessons are a real exchange of ideas and opinions, and provide you with the opportunity to get fully involved in the discussion of complex issues.

Studying the UK and US offers a fascinating contrast, while the ideas underpin a strong understanding of philosophy.

### COURSE CONTENT

#### Component 1: UK Politics (33⅓%)

- Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media
- Core Political Ideas: conservatism, liberalism, socialism

#### Component 2: UK Government (33⅓%)

- UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches.
- Non-core political idea: feminism.

#### Component 3: Comparative Politics (33⅓%)

- 3a USA: The US constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

### ASSESSMENT

Each component is examined via a 2-hour written exam. The exams contain a variety of short and long answer questions, some using source stimuli.

### THE FUTURE

Politics A Level can lead to any Arts or Social Science course at university. A degree in Politics could lead to a career in politics, law, journalism, the foreign and diplomatic services and of course, any career which requires a well-informed, critically aware mind. The school has a strong tradition of placing students in selective universities studying Politics and Politics-related degrees, such as International Relations and Law.

### WHAT OUR GIRLS SAY

*“Politics has been a really great choice of A Level. It gives me the opportunity to express my opinions but also challenge them. I feel so much more informed about our society and the ideas that underpin it. I really enjoyed the chance to learn about the American system and how it differs from our own.”*

### COURSE REQUIREMENTS

GCSE English and Mathematics grades 6 or above. Students should also have achieved a grade 6 or above in GCSE Biology or grade 7 or equivalent in GCSE Dual Award Science.

### COURSE CONTENT

#### Paper 1: Introductory topics in Psychology

Students will study a diverse range of topics for this paper; Social Influence, Memory, Attachment and Psychopathology. Students are required to demonstrate understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to these topics.

#### Paper 2: Psychology in context

Students will consider how to apply their knowledge of Approaches in Psychology, Biopsychology and Research Methods in a range of contexts.

#### Paper 3: Issues and options in Psychology

Students will study three options in Psychology; Gender, Schizophrenia and Forensic Psychology. Students are required to demonstrate understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to these topics.

### ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

Examinations take place at the end of the Upper Sixth

Paper 1: 2 hour written paper (33.3%)

Paper 2: 2 hour written paper (33.3%)

Paper 3: 2 hour written paper (33.3%)

### THE FUTURE

This A Level could lead to a degree course in Psychology, which could give access to traditional Psychology-based careers such as Clinical, Child, Educational, Forensic or Occupational Psychology. As a science A Level, Psychology is broadly relevant to many academic subjects and provides an interesting A Level choice for those planning to study Law or Medicine at University. Other relevant courses include Biological Sciences, Neuroscience, Anthropology and Sociology.

### WHAT OUR GIRLS SAY

*“When I leave FHS I intend to study Geography at university. I believe my studies in Psychology have enabled me to develop a greater understanding of the complexity and diversity of human behaviour. The subject complements any A Level.”*

# RELIGIOUS STUDIES

## (PHILOSOPHY, ETHICS & DEVELOPMENTS IN RELIGIOUS THOUGHT)

### OCR A LEVEL H573

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## COURSE REQUIREMENTS

It is not essential to have studied GCSE Religious Studies, but if you have, you would need at least a grade 6. If you have not studied it then you would need at least a grade 6 in English Literature or History.

A Level involves the study of philosophical ideas, ethical concepts and developments in Christian religious thought. Philosophy concerns the logical evaluation or justification of ideas. It sets out to decide whether things people think, believe or do are reasonable. Ethics seeks to arrive at answers to moral issues using reason and logic; it is not interested in emotion, prejudice or self-interest. The Development in Religious Thought paper considers how developments in belief and practice influence society and reflects diversity within faith. In the course of these studies, candidates will be taught to analyse, interpret and discriminate.

## COURSE CONTENT, ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

**Unit 1: Philosophy:** candidates will be introduced to ancient Greek influences on the philosophy of religion. The traditional arguments for the existence of God will be examined, as well as the challenges to religious belief posed by the problem of evil. Candidates will study the concept of religious experience, the use of religious language and the concept of miracles. They will consider different views on life after death and the distinction between body and soul.

**Unit 2: Ethics:** candidates will examine secular ethical theories such as Kantian Ethics and Utilitarianism, as well as religious perspectives on what constitutes moral behaviour. Candidates further their study of ethical theory by exploring the principles of Meta-Ethics and the nature and role of conscience. These are applied to Euthanasia, Business and Sexual ethics.

**Unit 3: Developments in Religious thought:** candidates will explore ideas about human nature, purpose and the nature of the afterlife. They continue by exploring faith and reason and understandings of the person of Jesus Christ. Studies on Christian moral action involve a study of the ideas of Dietrich Bonhoeffer as well as attitudes to Pluralism, Secularism, Feminism and Liberation Theology.

Each unit is assessed by an end of course 2 hour examination, and each worth 33.3% of the total A Level mark.

## THE FUTURE

Universities recognise that Religious Studies develops those skills which are essential in the study of any academic subject; for example, the ability to research, read, evaluate theories and construct a critical argument.

## WHAT OUR GIRLS SAY

*“The Religious Studies course is interesting, as we learn topics way past the typical laws of religion. It allows you to learn the facts then elaborate and make your own judgments, regarding what is right and wrong.”*

### COURSE REQUIREMENTS

IGCSE/GCSE grade 7, 8 or 9 in Spanish.

### COURSE CONTENT - THEMES AND TOPICS

#### Year 1

##### Theme 1 – Social Issues and trends: evolving society in Spain

- Changing family structures – evolving attitudes to marriage, relationships and families
- Impact of tourism – economic impact; opportunities offered by tourism; environmental and social impact
- The world of work – working life and attitudes to work; gender equality; opportunities for young people

##### Theme 2 – Political and/or intellectual and/or artistic culture in the Spanish speaking world

- Music – changes and trends; impact of music on contemporary culture
- Media – print and online media; impact on society and politics; television and telenovelas
- Festivals and traditions – festivals, celebrations, customs and traditions

#### Film

As part of the programme, students study a Film where they learn how to write a critical and analytical response about the different themes of the film.

#### Year 2

##### Theme 3 – Social issues and trends; immigration and the Spanish multicultural society

- Integration and multiculturalism – benefits and challenges of integration and multiculturalism; attitudes to immigrant communities
- Historical and contemporary immigration – origins of immigration; the Moors in Al-Andalús; influence of immigrants from North Africa and Latin America

##### Theme 4 – Political and/or intellectual and/or artistic culture: the Franco dictatorship and transition to democracy

- The Franco dictatorship – the civil war and the rise of Franco; daily life under Franco: political oppression, censorship, divisions in society
- From dictatorship to democracy – the role King Juan Carlos in transition; Suárez government; impact of dictatorship on today's society

#### Literature

As part of the programme, students study a Literature book where they learn how to write a critical and analytical response about the different themes of the written work.

### ASSESSMENT AND PERCENTAGE OF A LEVEL MARK

**Paper 1: 9SP0/01** – Listening, reading and translation into English (40%)

**Paper 2: 9SP0/02** – Written response to works and translation into Spanish (30%)

**Paper 3: 9SP0/03** – Speaking, including an independent research project (30%)

Assessment of this qualification will be in Spanish. All student work must be in Spanish, except the translation in Paper 1, which requires a response in English.

### THE FUTURE

Learning Spanish will equip you with a highly marketable skill, useful in many employment areas. European and British businesses have a need for qualified Spanish speakers. A qualification in Spanish is a valuable asset in the world of banking, insurance, European Community law, stock broking and journalism. The opportunity to attend work experience in Spain is offered to our Sixth Formers, as well as educational visits to Spain. Students will also have the opportunity to attend various events such as talks, plays and screenings of films. Extra tuition for Oxbridge candidates is available. There are other important reasons for studying Spanish, such as:

- There are more than 300 million native speakers of Spanish throughout the world and it is the fourth most spoken language.
- Spanish is one of the official languages of the European Community, the United Nations and international conferences.

### WHAT OUR GIRLS SAY

*“Languages like French and Spanish have always been exciting, satisfying and easy to learn. I know that they will be useful in my future career as an international lawyer. Also, the A Level course for languages appeals to me very much as we are able to broaden our knowledge of each country.”*

# EXTENDED PROJECT QUALIFICATION

## AQA 7993

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### OPEN TO ALL STUDENTS

The Extended Project Qualification is a skills-based course which lead to qualifications equivalent to half an A Level. All students are taught the underlying skills for these qualifications as part of the Lower Sixth Life Skills Carousel.

Students will be able to sign up to take this qualification from January of the Lower Sixth.

This is a single component, 'stand-alone' qualification taken in addition to the three or four A Levels studied in the Upper Sixth. It offers students an opportunity to learn about project management while researching, studying and producing an extended piece of work on a topic of their own choice.

The EPQ gives pupils the chance to:

- understand and use research skills
- design a project, taking responsibility for an individual task
- develop and improve independent, critical and reflective methods of work
- take decisions and solve problems
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop their ICT and e-learning skills, applying new technologies where appropriate
- show creative initiative and enterprise

### COURSE REQUIREMENTS

There are no formal entry requirements other than a real interest in the chosen project subject, a keen desire to research and explore various angles of it and sheer tenacity in managing an independent piece of work alongside their main A Level subjects. Students who decide to follow this independent course of study are mentored individually by a member of staff in addition to having small group sessions with the Extended Project Coordinator. Girls choose a topic to pursue at the end of the autumn term of the Lower Sixth, completing the first draft of an essay or project during the summer holidays, and finalising their projects during following term.

### PROJECT ASSESSMENT

The qualification is worth half an A Level and is graded A\*- E. Students are assessed on four areas:

- Managing the project
- Using resources
- Developing and realising the project
- Reviewing the project

The outcome of the project can be a dissertation, performance, report, design or artefact. It will include a written component: for example, a dissertation of approximately 5,000 words, or in the case of one of the other outcomes, approximately 1,500 to 2,500 words. During the whole period of the project, students have to keep a Project Progression Log, which is a record of achievement of the various stages of the project and is reviewed regularly by their mentors. It forms part of the assessment process, as does a presentation of their project to an audience. Students usually present and submit their final piece of work at the end of the autumn term of the Upper Sixth.

### WHAT OUR GIRLS SAY

*"I enjoy my four A Levels: History, English, Politics and Religious Studies. In a discussion with friends, I found myself saying how fascinating it was that excellent literature can come out of repressive regimes. The Extended Project gave me the opportunity to follow up on this statement and enjoy individual research and analysis of texts."*

# ELECTIVE COURSES

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Students starting on three A Levels in the Lower Sixth need to choose an Elective option. Some of these courses extend over three terms, leading to a recognised qualification, whilst others run on a termly basis.

## ELECTIVE COURSES EXTENDING OVER THREE TERMS

### ENGINEERING ELECTIVE: INDUSTRIAL CADET GOLD AWARD

Considering a future career in the Sciences? Keen to tackle real world problems facing world-leading companies? The Engineering or Industrial Cadet Gold Award is a six-month STEM project for Year 12 students. You will have the opportunity to design, manufacture and implement a practical solution to a key challenge existing in our lives today. Throughout the lifecycle of the project, as well as applying your subject knowledge beyond the boundaries of the A Level curriculum, you will gain invaluable project management and report writing skills. You will be mentored by an Industry Ambassador and attend a residential workshop to turn your idea into a reality. You will graduate the program, having presented your project to a panel of leading experts and having gained detailed insight into the functioning of a typical STEM career.

Excitingly, a significant level of the projects go on to become production solutions and many school teams enter Intellectual Property Rights (IPR) agreements with their supporting companies. Furthermore, having achieved the Gold Award, team members may receive the additional accreditation of both the Industrial Cadet Award and the Crest Gold Award. For any student wishing hands-on Engineering or Science work experience, it is a must! For more information, see their [website](#).

## LESSONS IN FINANCIAL EDUCATION

The course follows the syllabus from the Young Enterprise Financial Education course “My Money Matters”. The course is designed to support young people to develop the vital skills they need to get into employment, earn and look after their money. My Money Matters provides students with the opportunity to explore their attitudes to money and gain key financial skills to help them in the real world. My Money Matters is supported by extensive online resources, including topic notes and assessment resources.

There are six compulsory units:

1. Savings-Learn about the different options for saving and reflect on their own saving habits.
2. Making the most of your money-Explore ways to make the most of their money.
3. Borrowing-Gain a deep insight into borrowing and debt.
4. Moving on from school-Look ahead to life after school and explore the different options available to them.
5. Risk and reward-Enter the world of financial risk and reward.
6. Security and fraud-Learn about the common scams people fall victim to and learn how to protect themselves against them.

Each unit has an online test. A certificate of completion will be issued by Young Enterprise when all six units are completed. Further information is available on their [website](#).



# ELECTIVE COURSES

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## FRENCH FOR BUSINESS

Certificate in Language For Business (French)

CBL (Certificate in Language for Business) Language Alliance

### COURSE REQUIREMENTS:

Ideally learners should have some knowledge of the language and at least a basic handle of tenses and grammar in the language. Having received a very good grade at iGCSE will be an advantage.

Preferably learners should have at least a basic knowledge of the language. Beginners may need further input in order to get the basics in place in the early stages.

### COURSE CONTENT:

- A new and innovative qualification which reflects practical and authentic application of foreign languages in the workplace;
- promotes independent, confident and effective linguists with the language skills required to make a positive and effective contribution to international economic activity;
- gives access to a language qualification for learners of varying abilities;
- provides a rigorous qualification mapped against the National Occupational Language Standards.
- Encourages learners to use language skills for career enhancement and economic benefit
- Graded pass, merit, distinction combining 6 end of module assessments (using supporting notes) and a final exam

### ASSESSMENT:

The qualification assesses the four main language skills: **Speaking, Listening, Reading and Writing.**

The qualification comprises an assessment task focusing on **each individual skill** but also a **combined task for speaking and listening** and **one for reading and writing.**

The candidates are graded **pass, merit or distinction** based on the combination of:

- **six end of module assessment tasks** - Candidates **are allowed to use their notes** during the assessments tasks but only have one attempt. The modules are marked by the teacher and they weight 35% of the final grade.
- **an exam** - Candidates **do not have access to support materials** apart from the exam resources themselves. It is based on two papers: Speaking and Listening (20 minutes) and Reading and Writing (50 minutes). It is assessed by the Language Alliance board and weights 65% of the final grade

## THE FUTURE

There are frequent reports about the need for language skills in the workplace in order to boost the UK economy and also to enhance the career prospects of our future workforce. This would be a good opportunity to enhance a Curriculum Vitae or even an application for the university, particularly for someone who would pursue a business course and/or career.

# ELECTIVE COURSES

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## SPORTS LEADER AWARD (LEVEL 1 AND 2)

This is a nationally recognised qualification that enables students to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision. It develops leadership skills including organisation, planning, communication and teamwork through the medium of sport. It also focuses on positive role models in sport, how to mentor others and how to use your newly acquired leadership skills in a variety of settings. As a nationally recognised qualification, it is useful if you want to volunteer to coach sports or further develop your leadership skills. The course includes the following:

- Establishing and developing leadership skills and behaviours – verbal/non-verbal communication, self-belief, teamwork, self-management, problem-solving
- Planning, leading and evaluating sport or physical activity sessions
- Assisting in planning and leading a sports/physical activity event
- Leading sport or physical activity sessions linked with the school or in the community
- Working as part of a team
- Officiating
- Identifying problems and what to do to problem solve
- Managing your own work and personal development

### Practical Component Specifics

#### Level 1

- Assist in leading at least 1 x 15-minute sport/physical activity session
- Act as an official for at least 15-minutes

#### Level 2

- Learners must complete 10-hours of leadership either linked with the school or the local community.

# ELECTIVE COURSES OFFERED ON A TERMLY BASIS

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## SOCIAL CHANGE AND CULTURAL THOUGHT OF THE TWENTIETH CENTURY: MUSIC, ART AND LITERATURE

This course explores significant cultural trends through the exploration of the literature, music and art of the twentieth century. Students will be encouraged to make cross-cultural links and identify parallel trends across different artistic forms. They will be able to evaluate the impact of key historical avenues of thought on the development of the creative arts, and have the chance to research and present on areas of specific personal interest during the later stages of each term.

**Autumn Term** Early twentieth century 1900-1914: the search for Utopia

**Spring Term** Revolution

**Summer Term** 1960s onwards: social activism and social change

## ZINE: CREATIVE PUBLICATION

This course offers the opportunity to produce a small circulation self-published Zine which will be available both online and in print format. One issue will be produced per term. Each publication can address any issues of choice, bringing together cultural, social and potentially current affairs in a fusion of text and image. The students on the course are the driving force and are expected to bring forward ideas and issues pertinent to them.

Every student on the course will be assigned a lead role that together make up the editorial team. It is essential that members are pro-active, work as a team, collaborate and communicate effectively to develop a cohesive and well-designed Zine.

The course develops an extensive range of skills including creative writing, research, graphic design, layout design and editing as well as combining art disciplines such as printmaking, painting, drawing, collage. Students have the opportunity to develop skills using InDesign, a software used across a huge range of industries.

The course is a fantastic opportunity for anyone considering a future workplace within creative industries.

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# DESTINATION OF RECENT LEAVERS

## EXAMPLES OF RECENT UNIVERSITY DESTINATIONS

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<b>UK</b>	
Bath	Accounting & Finance, Architecture, Mechanical Engineering, Politics & International Relations, Psychology in Education, Social Policy, Social Sciences
Birmingham	Economics, History, History of Art, Liberal Arts, Philosophy & Ethics, Psychology
Birmingham City	Jewellery & Objects
Brighton	Geography, Psychology & Criminology, Sociology
Brighton and Sussex	Medicine
Bristol	Anthropology, Biomedical Sciences, Criminology, Dentistry, Geography, History, History of Art, Music, Pharmacology, Philosophy, Politics & Sociology, Psychology & Neuroscience
Cambridge (Corpus Christi)	Theology
Cambridge (Fitzwilliam College)	Linguistics, Natural Sciences
Cambridge (Newnham)	English
Cambridge (Robinson College)	Classics, English
Cambridge (St Catharine's)	Modern and Medieval Languages, Natural Sciences
Cambridge (St John's)	Natural Sciences
Cardiff	Civil Engineering, English, French & Spanish, Geography
Central St Martins	Art Foundation, Drama
City & Guilds	Art Foundation
Courtauld Institute of Art	History of Art
Durham	Anthropology, Archaeology & Ancient Civilisation, Biological Sciences, Classics, Engineering, English, Geography, Law, Mathematics, Natural Sciences, Politics, Psychology, Sociology
Edinburgh	Biological Sciences, Computer Science, Ecological and Environmental Sciences, Engineering, English, History, Law, Politics, Sociology, Spanish, Spanish & English Literature
Exeter	Business & Management, Computer Science, Geography, History, International Relations, Liberal Arts, Marine Biology, Mathematics with Finance, Politics, Psychology, Zoology
Falmouth	Animation
Glasgow	Computer Science, History of Art
Guildhall School of Music	Music
Kingston	Art Foundation, Music Technology
Leeds	Biochemistry, Biological Sciences, Chemistry, Classic Civilisation, English Literature, Geography, Geography & Transport Studies, History of Art, International Relations, Liberal Arts, Mechanical Engineering, Neuroscience, Psychology, Sociology
Liverpool	Biological Sciences, Media & Culture, Psychology, Veterinary Science
London, City	Law, Mathematics with Finance & Economics
London, Imperial College	English with Film Studies, Medicine, Physics
London, King's College	Comparative Literature, Economics, Engineering, English Law & German Law, Film Studies, International Relations, Neuroscience, Political Economy, Philosophy, Social Sciences

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London, Queen Mary	Biomedical Sciences, Finance, Mathematics, Medicine, Neuroscience, Politics with Business
London, Regent's College	Drama, Global Management
London, Royal Holloway	Business Management, Drama with Film, English, English & Film Studies, Law, Physics
London, Royal Veterinary College	Veterinary Medicine, Veterinary Science
London School of Economics	Environmental Policy with Economics, Government & Politics, Law
London Screen Academy	Film Production
London, UCL	Archaeology & Anthropology, Architecture, Biochemistry, Classics, English, German & Philosophy, History, History of Art, Maths, Pharmacy, Physics, Psychology, Social Sciences
London, Westminster	Computer Science, Pharmacology & Physiology
Loughborough	Bioengineering, Graphic Design, Product Design Engineering
Manchester	Biochemistry, Biomedical Sciences, Classics, Drama & English, Economics, Geography, Mechanical Engineering, Medicine, Politics & International Relations, Psychology
Manchester School of Art	Art Foundation
Newcastle	Chemistry, Film, Geography, Marketing & Management, Mechanical Engineering, Physics, Politics & International Relations

## UK (CONT'D)

Nottingham	Biology, Criminology, English, History & Politics, International Media & Communication, Pharmacy, Sociology, Veterinary Science
Oxford (Balliol College)	Classics
Oxford (Christchurch College)	History of Art
Oxford (Exeter College)	History
Oxford (Jesus College)	Classics
Oxford (Keble College)	Archaeology & Anthropology
Oxford (Pembroke College)	Arabic & Islamic Studies
Oxford (St John's College)	Mathematics
Oxford (St Peter's College)	Earth Sciences, History
Oxford (Wadham)	History
Oxford Brookes	Philosophy, Physiotherapy
Oxford School of Drama	Acting Foundation
Plymouth	Geography, Oceanography
Regent's Business School	Global Management
Royal Drawing School	Art Foundation
Sheffield	Applied Social Sciences, General Engineering
Southampton	Geography, Law, Medicine, Midwifery, Population and Geography
St Andrews	Biochemistry, English, History of Art, Mathematics, Philosophy, Psychology



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Sussex	Anthropology & International Development, Chemistry, Criminology, Film Making, History & Politics, Neuroscience, Politics & International Relations, Psychology, Social Sciences
UWE, Bristol	Biomedical Sciences, Integrated Conservation
Warwick	Biomedical Science, Chemistry with Medicinal Chemistry, English Literature, French & Italian, History of Art, History & Sociology, Liberal Arts, Sociology & Criminology
Writtle University College	Equine Sports Therapy & Rehabilitation
York	Bioarchaeology, English Literature, Natural Sciences, Philosophy, Politics & Economics

## USA & CANADA

Barnard, USA	Liberal Arts, Pre-Med
Cornell, USA	Architecture
Dartmouth College, USA	Liberal Arts
FIT, USA	Fashion Business Management
Georgetown, USA	Liberal Arts
McGill, Canada	Liberal Arts
Northeastern, USA	Communications, Liberal Arts
NYU, USA	Business & Communications, Liberal Arts, Psychology
Tisch School of Arts, NYU	Liberal Arts
TUFTS, USA	Liberal Arts
University of California, USA	Biology, Pre-Med
University of British Columbia,	Canada Bachelor of Arts
University of Notre Dame, USA	Chemical Engineering, Liberal Arts
University of Pennsylvania, USA	Pre-Medical
University of Southern California, USA	Biochemistry
University of Virginia, USA	Liberal Arts

## EUROPE

Charles H. Cecil Studios, Florence, Italy	Art
Erasmus University, Rotterdam	International Relations
IE Business School, Madrid	Business Administration
Trinity College, Dublin	Geography & Sociology



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