



SURBITON

HIGH SCHOOL

Surbiton High School

Sixth Form Prospectus

2022-2024

Welcome

From Rebecca Glover, Principal



The Sixth Form at Surbiton High School couples an outstanding academic provision with providing the skills required for adapting to independent study.

During the two years students spend in the Sixth Form, they will develop a keen sense of personal responsibility and a more autonomous approach to learning, taking control of their subjects and interests. They are taught to be rigorous in their work, manage their time and be curious about the world around them.

Students receive excellent support and guidance from our Sixth Form team, whose experience of the UCAS application system and careers guidance is second to none. Academic Mentors provide vital encouragement to students as they adapt to a different style of study. Those who are looking to study at Oxford or Cambridge, or pursue Medicine, Dentistry or Veterinary School are provided with outstanding, tailored support to give them the best possible chance of success. Surbiton High School staff take the time to understand each individual student, ensuring that their advice is bespoke, and we are proud of the high number of our students who go on to Russell Group universities.

Over the course of their time within the Sixth Form at Surbiton High School, students begin to establish a clear understanding of their place as citizens within the wider community and are presented with many opportunities to focus on their personal and social development. The Extended Project Qualification (EPQ), Young Enterprise, The Gold Duke of Edinburgh's Award, charitable endeavours, and a plethora of trips and visits all ensure that students are able to develop their confidence, leadership, creativity and resilience. Additionally, students are encouraged to engage with non-subject based pursuits such as sports, music and drama.

Students will leave the Sixth Form well-prepared for adult life, having had the opportunity to excel both academically and in their passions. Students will have developed lifelong learning skills for whatever pathway they choose, taking with them the innate confidence and passion for learning that characterises a Surbiton High School education.

Rebecca Glover
Principal





Message from the Director of Sixth Form



Welcome to Surbiton High School Sixth Form.

This is a vibrant and dynamic learning community with a culture of independence, leadership and success. Our students are ambitious, self-motivated learners, ready for modern life. They have superb opportunities to flourish as individuals here, and we offer them an exceptional level of support and a wide range of choices as they prepare for university and beyond.

Surbiton High School has a warm and supportive atmosphere. We embrace life and learning, and we expect great things from everyone in our community. I look forward to welcoming you into our Sixth Form.

Please do not hesitate to contact me if you have any questions.

Jon Owen

Assistant Principal

Director of Sixth Form

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Creative Thinking



Learning at Surbiton High School is a rewarding, enjoyable and meaningful experience, full of opportunities for personal development and achievement. Our students are creative thinkers who enjoy being challenged. They ask questions, solve problems and approach their studying with confidence and tenacity. We promote self discipline, responsibility, resilience and respect for learning, and we maintain high academic standards in every subject.

We understand how people learn and we know that everyone is unique. Surbiton High School offers everyone in our community fantastic opportunities to shine.



Personal Learning



Surbiton High School offers a diverse curriculum tailored to suit individual talents, interests and aspirations. Our classrooms are interactive and practical places of work and learning, inspiring students to participate, to enjoy and to exceed their expectations. Our teachers are selected for their talent and commitment to help all students reach their academic potential. Their dedication and expertise ensure that each student has the right level of attention, support and encouragement she needs to succeed.

Teaching and learning at Surbiton High School is organised to suit individuals. We will always make sure that every student is following the right course of study and has the appropriate level of support.



Entry Requirements

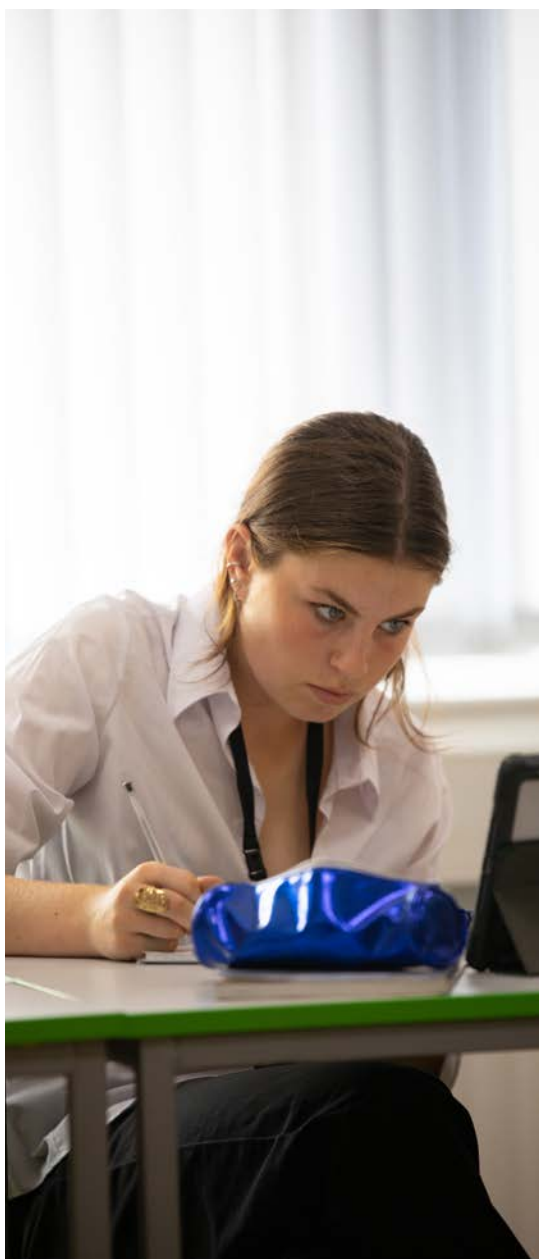
Our aim is to ensure pupils play to their strengths, enjoy their A-level studies and are successful as they progress beyond their A-level studies. We consider each pupil on a case-by-case basis and, as such, we will discuss the best options and combinations that will allow for progression post A-level.

In order for students to gain automatic entry onto their A-level subjects of choice, they are required to achieve at least a grade 7 at GCSE in the relevant subject.

For automatic entry onto A-level Science and Maths courses, a grade 8 at GCSE is required. Those who don't achieve an 8 may only be permitted onto the courses after discussion with a member of SLT.

For subjects which are new at A-level, the following GCSE grades will be used as the best indicators for automatic entry:

- For Business, Economics and Psychology, grades 7 in Maths and either English Literature or Language
- For Classical Civilisation, History of Art, Philosophy, Politics and Sociology, a grade 7 in either English Literature or Language
- For Computer Science, a grade 7 in Maths
- For Photography, a grade 7 - 9 in Art or Art Photography. Any applicants without an Art or Art Photography GCSE will need to demonstrate potential and interest.
- For Design Technology, a grade 7 - 9 in Maths, Physics or Art



Studying in the Sixth Form

You will follow an academic programme of either:

- Three A-levels
- Three A-levels and EPQ
- Three A-levels and AS Further Maths (A-level Maths must also be taken)
- Four A-levels

Think carefully about your choice of subjects for Sixth Form study. You should choose subjects that you enjoy, that you are good at and that are essential for your future career plans. It is recommended that students review the A-level schemes of work for the subject they are considering in Year 12, rather than rely on their experience of each subject at GCSE. We have an excellent range of academic A-level subjects and there are many opportunities for interesting combinations. Talk to your Form Tutor, the Director of Sixth Form, the Heads of Years 12 and 13, the Director of Careers and Guidance

and subject staff for more information. It is also useful to discuss your options with existing Sixth Form students.

At the end of Year 12, students will complete a set of school exams focusing on the material and skills covered throughout the first year of A-level. These exams are very important as they will be used to generate predicted grades which will be used on UCAS applications. Universities require that predicted grades are supported by evidence from school exams. Results from these exams will be declared in UCAS references. Students must prioritise preparation for these exams owing to the important nature of them.

It is expected that all students in Year 12 make strong progress in the first year of their A-levels to move on to study in Year 13. The minimum expected grade for a student to carry a subject from Year 12 to Year 13 is a C grade in the school exams.

Developing Independence

Your two years in the Sixth Form will provide you with a framework within which you will develop independence and self-discipline, gain maturity and learn to take responsibility for yourself and others. It is

your own motivation for success that will enable you to organise your work schedule, ensure punctual attendance at classes and produce work that is thoughtfully planned, competently executed and well presented.



Scholarships and Bursaries

Surbiton High School offers a number of Sixth Form Scholarships and Bursaries which are available to both existing students and those joining the School in Year 12. To apply for a Scholarship or Bursary, please complete the Sixth Form Scholarship Application Form, found on our website, by the deadline stated. The Scholarship Award is conditional on candidates gaining eight GCSE passes at grade 7 - 9 (for Academic and Dame Angela Rumbold Scholarships) or grade 6 - 9 (for Art, Photography, Drama, Performing Arts, Music and Sport Scholarships), including a 7 - 9 grade in Mathematics and in English Literature or Language. You must achieve a 7 - 9 grade for the subjects you wish to study at A-level. For A-level subjects that you have not previously studied at GCSE, there are individual subject requirements (see page 10).

Academic, Principal's Award and Dame Angela Rumbold

Scholars are also expected to take part in appropriately directed academic pursuits throughout the year and to perform in the top 25% of the year group for the end-of-year examinations. The Scholarship will be reviewed on an annual basis. Examples of academic activities in which Scholars would be expected to participate or take the lead include:

- Leading year group and whole-school assemblies (with support from relevant members of staff)
- Entering School, local, national and international competitions in subject areas that are of interest to them
- Taking time during weekends and/or holidays to explore their learning beyond the classroom through directed and bespoke targets set by members of staff.

Principal's Award

The Principal's Award celebrates outstanding achievement and is awarded to a candidate(s) in recognition of their exceptional performance. Please note that candidates cannot apply for the Principal's Award.

Academic Scholarship

Academic Scholarship candidates are required to demonstrate all-round academic excellence through performance in the Scholarship examinations and an interview. Further information can be found on pages 18 and 19.

Dame Angela Rumbold Scholarship

The Dame Angela Rumbold Science Scholarship is awarded to those who have attended Surbiton High School since Year

7 and intend to pursue a science-related course at university. Candidates are required to sit the Sixth Form Academic Scholarship examinations. You will be expected to study at least two Science subjects at A-level (Biology, Chemistry or Physics) and to demonstrate an interest in science beyond the classroom. Shortlisted candidates will be notified and then interviewed by the Head of Science and a member of the Senior Leadership Team.

Art Scholarship

Candidates are required to produce a portfolio of recent work, showing a range of ideas and processes. Large sculpture and

other three-dimensional work should be photographed.

Shortlisted candidates will be invited to attend an assessment, which will consist of a one-hour observational drawing skills test and creative task followed by an interview with the Director of Art and Assistant Director of Art. This discussion will include a number of questions on art and artists, as well as your own work as presented in your portfolio.

Photography Scholarship

Candidates are required to submit a portfolio of photography which could contain stills, film, animation or dark room work. Shortlisted candidates are invited to an



assessment, which will consist of a creative task and an interview with the Director of Art and the Assistant Director of Art.

Drama, Dance and Performing Arts Scholarships

It is desirable, but not essential, for candidates to have studied GCSE Drama or Dance. All applicants sit a 45-minute written paper, referencing and analysing a live performance event (e.g. a piece of theatre, dance performance or musical theatre performance). The question assumes you have seen a number of productions over the last two years either in person or online. You may have two A4 sides of notes about the live production that you wish to write about.

If you are applying for a Drama Scholarship, either prepare two contrasting monologues from published plays or collections, or two musical theatre pieces (that include both dialogue and song). You may choose a combination of one monologue and one musical theatre piece. Each monologue or musical theatre piece must be between two and three minutes in length.

Should you wish to offer design or a technical skill as your specialism for your Drama Scholarship application, please submit a portfolio of work outlining the ways in which your skills have enhanced two productions. If you are applying for a Dance Scholarship, please prepare two contrasting dance pieces. These performances can contrast in terms of style, music, or stimulus. Each dance performance must last approximately two minutes.



Candidates who wish to apply for both Drama and Dance Scholarships must prepare four performance pieces.

We will also ask you to demonstrate your proven commitment to Drama and Dance and your broader interest in the subject in a short interview with the Director of Drama and Dance. The School may choose to offer only Drama, Performing Arts or Dance Scholarships in a given year, at their discretion.

Music Scholarship

Candidates should have reached at least Grade 6 standard on their principal instrument. For the audition, candidates should prepare two contrasting pieces on their principal instrument. We can provide an accompanist and ask that the piano accompaniment is submitted to Mr Richard Hammond-Hall (richard.hammondhall@surbitonhigh.com) no later than a week prior to auditions. Candidates are also welcome to bring their own accompanist.

Candidates will be asked to sight read, take some aural tests and discuss their musical activities, interests and achievements in an interview with the Director of Music. Scholars will be expected to participate in at least two ensembles at School and seek leadership in a third ensemble. Those awarded a Sixth Form Scholarship must endeavour to achieve Grade 8 during Key Stage 5. Scholars will take a lead in Music Department events and competitions and participate in evening events when requested. They will be expected to be an outstanding ambassador of the subject.



When awarded a Sixth Form Scholarship, students are expected to study Music A-level.

Sports Scholarships

Cricket, Football, Gymnastics, Hockey, Netball, Rowing, Skiing and Tennis Scholarships are available at entry to Year 12. To be eligible for a Sports Scholarship, candidates are required to have reached the minimum standard in at least one of the following sports:

- **Cricket:** Currently training and competing at senior club level. Must have participated in County age group training/fixtures.
- **Football:** Candidates will need to demonstrate they are currently training and playing at club level.
- **Gymnastics:** Club member competing at Regional level. If no longer competing, must have competed at International level.
- **Hockey:** Performance Centre level or above in the Player Pathway. Actively competing in ladies' hockey at National League, Regional Leagues or County Premier League.
- **Netball:** Actively competing in ladies' netball at National League, Regional League, County or equivalent League. Playing in, or previously trialled for the County Academy Pathway.
- **Rowing:** Competed in finals at a National event, or a finalist in a top regatta such as Wallingford/Women's Henley. Must aspire to be a GB rower.
- **Skiing:** Member of a recognised Ski Race Club and registered with Home Nations

Governing Body (e.g. Snowsport England). Actively competing on both dry slope and snow.

- **Tennis:** Players will be shortlisted via their rating/ranking and most recent tournament results. These must be strong enough for a place in our current U18 Nationals team.

Students who are awarded a Sports Scholarship are expected to attend all relevant training and compete for the School in their Scholarship Sport, when selected. Please provide a letter detailing your sporting achievements and training programme and, where appropriate, a reference from an external coach. The referee should not be a member of the school PE Department. If shortlisted, you will be invited for a range of fitness and skills tests. Upon award of a Scholarship, each sport will have specific requirements.

Bursaries

We offer a limited number of means-tested Church Schools Foundation Bursary (CSFB) at entry to Sixth Form, which are reviewed annually. Please note that Bursary applications for combined incomes over £70,000 may not be considered. Application forms can be found on our website and should be submitted before 3 November 2021.

Green & Silver Club Award

This will be awarded to a student or students who have attended the School since Year 7 and would not be able to continue into the Sixth Form without financial support. The Green & Silver Club Award can be received

by one student or shared between students. The award will be tenable for both years of Sixth Form study and may be offered as an additional discount to pupils receiving a CSFP Bursary. Pupils not eligible for a CSFP Bursary are still entitled to apply, providing all the above criteria have been met. To apply for the Green & Silver Club Award, please complete the application form on our website. This application is means tested and, if eligible for the Green & Silver Club Award, students will be asked to complete a personal statement form and attend an interview. This will be the students' opportunity to demonstrate to the Green & Silver Club Committee why they are a suitable candidate for an award. Recipients of the Green & Silver Club Award are expected to be future ambassadors for the School. The Chair of the Green & Silver Club Committee, the Principal and the Head of Development will make the final decision.

When will I hear about the outcome of the Scholarship applications?

Candidates will be notified during the Autumn Term as to the outcome of their Scholarship application.

When will I hear about the outcome of the Bursary applications?

Candidates will be notified during the Spring Term as to the outcome of their Bursary application.

When will I hear about the outcome of the Green & Silver Club Award?

Candidates will be notified during the Spring Term as to the outcome of their Green & Silver Club Award application.



The Academic Scholarship

Candidates are required to demonstrate all-round academic excellence through performance in the Scholarship examinations and a subject-specific interview. The Academic Scholarship examination is made up of three parts:

Part I – Cognitive Ability (1hr 30mins)

All potential Scholars sit a multiple-choice test designed to measure their ability to think quickly, solve novel problems and understand and learn rapidly. These skills are something that they have developed over their lifetime, and they will continue to develop.

Part II – Application of Knowledge (1hr 10mins)

Applicants complete one of five optional pathways:

• Option A Pathway 1 – Arts and Humanities (1hr 10mins)

In Section 1 of the Arts and Humanities option, applicants will have to comment on a piece of writing using the information to complete a short response and a longer response. In Section 2, they will complete one essay from a choice of titles. Both sections do not require specific pre-existing subject knowledge; it is discursive and analytical ability that is being assessed. **Five minutes is allocated for reading and absorbing the information provided.**

• Option B Pathway 2 – Science – Core Maths (30mins) + Physics (40mins)

• Option B Pathway 3 – Science – Core Maths (30mins) + Chemistry (40mins)

• Option B Pathway 4 – Science – Core Maths (30mins) + Biology (40mins)

• Option C Pathway 5 – Core Maths (30mins) + Advanced Maths (40mins)

No knowledge beyond GCSE courses is required; the academically most able will have the ability to capitalise on the resources and reason through the arguments and information to draw out the information needed to answer the questions. Applicants on Pathways 2 to 4 will answer a selection of multiple-choice and longer-answer questions that assess their ability to apply their mathematical and scientific knowledge quickly and confidently. Applicants will only be tested on content covered in their Maths and Science lessons to date, so no further study is required.

Note: All applicants on Pathways 2 to 5 will sit a Core Maths paper (30mins) that tests mathematical skills and knowledge needed to excel in Pathways 2 to 5.

Shortlisting will take place after Part I and Part II are complete. Shortlisted candidates only will be invited to interview.

Part III - Interview

The aim of the interview is to explore the candidate's aspirations for the future, and how they respond to unseen material. No specific pre-existing subject knowledge beyond their GCSE studies is required.

Candidates will be expected to make links between different subjects and be able to verbalise their thought processes. They will be interviewed by at least one member of teaching staff within their subject specialism/pathway.





Daily Life in the Sixth Form

You will attend morning registration with your Form Tutor and a register will also be taken in each of your classes. The normal class time for a subject is five periods per week for Years 12 and 13. Each period lasts one hour five minutes. Tutorial support (including academic guidance) is timetabled

for specific times in the week. Some periods will be for private study. In your first year, this will be completed in the Sixth Form Study Area, supported by the Academic Mentors. There is a weekly Senior School assembly for Years 10 to 13 and half-termly Sixth Form assemblies.

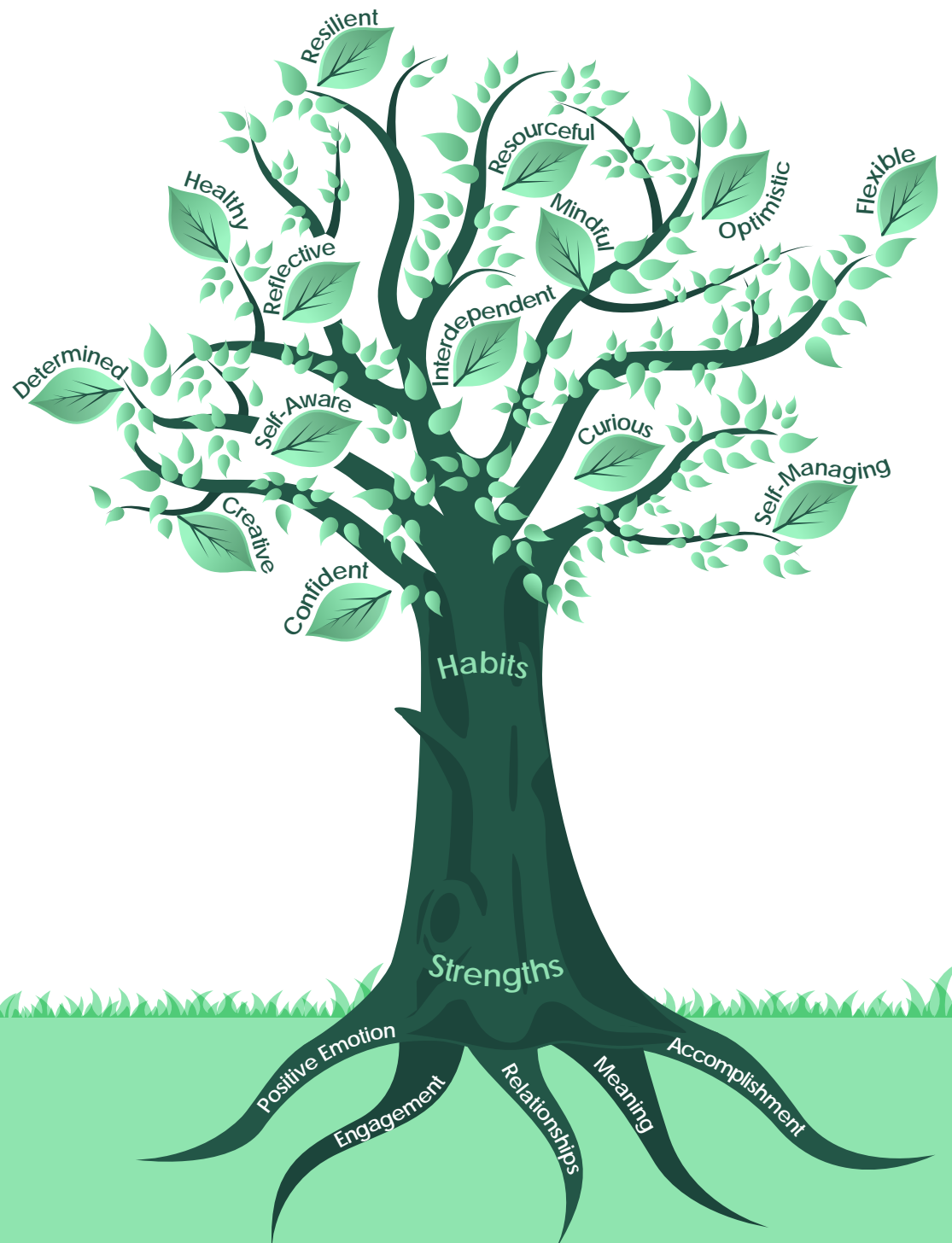
Guidance and Well-being

There is plenty of support available in the Sixth Form to help you settle in. Your Form Tutor acts as a mentor and guide to ensure the Sixth Form experience is productive and well-rounded for you as an individual. Your Form Tutor's role will include monitoring your progress and attendance, guiding you through the complexities of higher education applications, compiling references for higher education and employment and being someone to turn to when you need support.

Academic Mentors will support you in making effective use of your independent study time and can provide one-to-one support with study skills.

Our Learning Enrichment Department has a range of programmes designed to meet

individual needs. The School also has a full-time nurse, who is available to deal with health problems that arise during the school day, as well as offering support and advice on longer-term health issues. There is also a school counsellor whom you can consult for help and support.



The Learning Habits Wheel

Why is it important for students to develop good learning habits?

At Surbiton High School, we inspire our students to be dynamic learners who can thrive in a sophisticated, interconnected and complex world. We successfully blend the thrill of intellectual discovery and strong academic knowledge, alongside encouraging lifelong learning habits.

Our tailored approach to our students' learning enables us to fulfil our ambition to realise our students' primal need for learning. Underpinning our learning and teaching is the desire to create engaging and exciting learning experiences every day. Our students flourish academically. We know they perform best when they learn to relish every opportunity available to discover their own individual talents and interests.

Education is not about forcing students to fit a predetermined mould, but rather preparing them to be adaptable to an ever-changing world. We believe that education should be a stimulating and organic process that is constantly evolving.

We know that the best way to prepare our students for the academic challenges of life beyond Surbiton High School is to ensure that they are:

- Inspired in their thinking, asking questions, making connections, imagining possibilities, reasoning methodically and capitalising their resources.

- Encouraged to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning.
- Empowered to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others and imitating their learning habits.
- Inspired, encouraged and empowered to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta learning.

Students today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare students for the 21st century and beyond. To that end, we empower our students to gain an excellent academic profile, which becomes their passport to accessing the life-defining opportunities they so richly deserve. At the same time, we recognise the need for students to develop a wide range of well-honed learning habits, encouraging them to respond with confidence and creative thinking to whatever unusual or unforeseeable challenges they may face in the future.

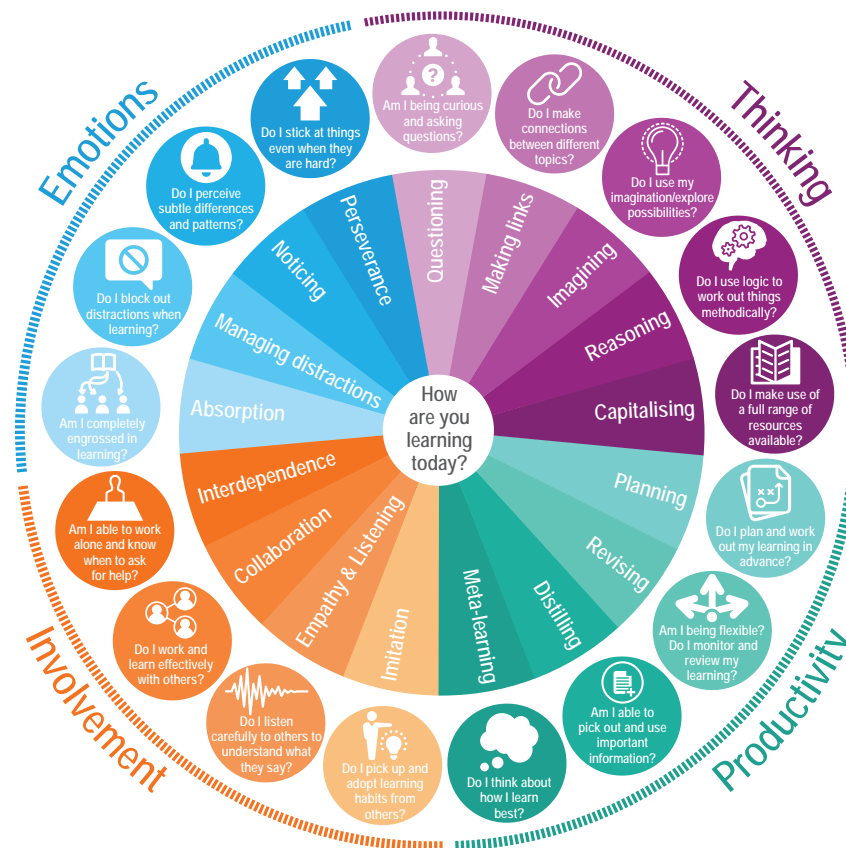
"The most striking thing about some undergraduates is their dependence, their lack of initiative and their reluctance to think for themselves... new undergraduates seem to expect to be told what to do at every stage. It is almost as though the spoon-feeding and teach-to-the-test culture at school has drained them of independent thought."

Professor Tim Birkhead, Sheffield University

Excellent performance across a variety of subjects and an enthusiasm for learning that will ensure success in the Senior School is vital. At Surbiton High School, we have been working closely with Graham Powell and The Learning Organisation to ensure our

students also develop the way in which they learn. We are ensuring students in our care continue their education with a lifelong love of learning; safe in the knowledge that they can tackle the bigger challenges life throws at them using the habits they have developed whilst at Surbiton High School.

The graphic shows all 17 learning habits that we know to be vital in future life. This graphic can be found on students' iPads and is also displayed in every classroom of the School. We hope you find it of interest and if you would like more information, please either contact Mrs Hannah Horwood or visit www.tlold.co.uk.



Co-curricular Activities

In the Sixth Form, we expect you to work hard, but also to develop your interests and skills outside the classroom and to have time to relax.

Sport

You will have the opportunity to experience and perform in a range of activities that suit your individual aspirations. These can range from competitive and team sports that include co-curricular sessions, access to personalised fitness programmes, through to aerobic and more recreational activities. The sports programme aims to instil a lifelong appreciation of sport and health beyond the Sixth Form environment for years to come. Each Wednesday, periods 4 and 5 are designated as a games afternoon with a range of activities available.

Co-curricular Activities

Students will have the opportunity to choose from a wide range of co-curricular activities at the Co-curricular Fair during the first two weeks at School in the Autumn Term.

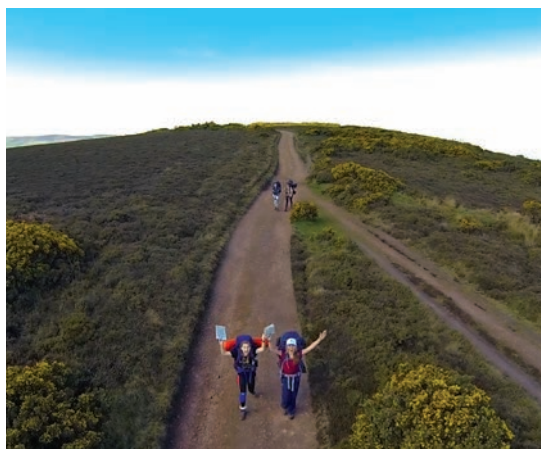
Art, Sport, Music, Drama and Enterprise are the pillars of the co-curricular programme and provide numerous opportunities for all students. Sports offered include cricket, football, netball, hockey, tennis, rowing, gymnastics, athletics, and skiing. Music ensembles include a number of choirs, Wind Band, Orchestra, Percussion Ensemble, together with specific instrumental groups.

Drama Clubs will take place throughout the week and productions will be staged at various points throughout the academic year.

The programme for Art extends to the Sixth Form with students taking part in life drawing, Art History lectures, art writing competitions held at The National Gallery, art projects within the community as well as cross-curricular projects with Drama. These enriching creative opportunities are open to all students.

Other stimulating, enriching and challenging clubs range from Debating to Friendship Hour and Young Enterprise.

Students are encouraged to take advantage of the numerous, high-quality opportunities on offer which are designed to develop commitment, teamwork, curiosity, creativity and leadership, and form an integral part of a well-rounded education.



Wider Interests

There are many other opportunities for you. You may wish to become involved in voluntary service to the community, through visiting the elderly or Friendship Hour, or acting as a mentor for younger students. Taking part in the Duke of Edinburgh's Gold Award or Young Enterprise will also enable you to develop your skills and widen your experience. Your creative talents will be welcomed in the school's music groups or in the annual Drama Production, both of which provide opportunities to perform in public. Visits to various places in the UK and Europe are another stimulating and enjoyable part of your time here.

Leadership

There are many leadership roles that will enable you to acquire skills in managing, organising, communicating and taking responsibility for others. For example, you might aspire to be a House Leader in Year 12 or a member of the Head Girl Team in Year 13, or you might like to lead a co-curricular club or be a mentor to a group of Year 7 pupils.

Making full use of these opportunities will ensure not only that your time in the Sixth Form is enriching, but also that you have many skills which will prepare you for life beyond School.

Extended Project Qualification

In Year 12, all students have the opportunity to undertake the AQA Level 3 Extended Project Qualification (EPQ). The EPQ Taught Course is covered during curriculum time, with the independent research element supported by an EPQ supervisor, who is a member of staff. More and more universities are reporting how much they value the EPQ as a tool for helping students prepare for higher-level study and this is being reflected in the offers they are making to applicants who undertake an EPQ.



Careers, University and Progression

The Sixth Form team, including the Director of Sixth Form, Heads of Year, Tutors, UCAS Coordinator, Head of Oxbridge, Sixth Form Leadership Coach and the Careers Department, work closely with students throughout their time with us to ensure they make the right future choices.

Morrisby Profiling is available to all students in Years 12 and 13 through our Careers Department. This psychometric test is a useful indicator which, when combined with other information, such as GCSE grades and co-curricular interests, can help career and university planning.

Underlying Principles

In guiding our students, we use a well-established framework for careers education called DOTS. All our work seeks to further the following key outcomes within this framework:

■ Self-awareness in a careers and education context

What do I like? What am I good at? What do I value? Where are my weaknesses? How do I know?

■ Opportunity awareness

What are the career and education opportunities out there? How do I find out about them? Research skills, open days, courses, work experience, attending relevant talks etc.

■ Decision-making skills in the future planning context

Become adept at weighing up the many future options surrounding education and career decisions. Once you have decided on goals to pursue, come up with a realistic and effective plan.

■ Transition skills

Having identified career and education goals (e.g. you want to get a work placement with Goldman Sachs or you want to win a place at Oxbridge), what employability/transition skills will you need (e.g. interview skills, CV writing skills, reading beyond the curriculum etc.) and how do you develop them?

Our Careers and Progression Programme starts lower down the School. In Year 11 in particular, the opportunity to have career interviews, talks with the Sixth Form team, Morrisby Profiling, work experience and other elements ensure that students make the best possible choices and that we prevent potential problems such as wrong subject choices at A-level.

Building on what has gone before, careers and progression activities delivered in the Sixth Form include (note that this is only a selection of activities and elements may vary year-to-year):



Year 12

- Each student will receive at least one full higher education and careers interview with in-depth write-up and action plan emailed to the student and parents. Morrisby Profile feedback is also included
- Visiting academics and admissions staff from leading universities provide guidance on choosing your subject, entry requirements, UCAS personal statements and finance
- Choosing Your University Morning (Year 12 PSHE)
- Oxbridge Evening
- Researching University and its Alternatives; Delving Deeper into your Subject (Year 12 PSHE)
- Several discursive group sessions with subject specialists aligned with a students' proposed degree subject(s) where super-curricular research is undertaken via 'The Surbiton Super Curricular Bible'

- UCAS Day (summer) – looking at personal statements in depth
- Activity Week (all Year 12) – Lecture Day and Interview Day (Careers Department)
- Additional Oxbridge Activity Week Sessions – Academic Panels, mock interviews, Oxbridge Open Days.

Year 13

- Applying to Higher Education for Students and Parents' Evening (Year 13)
- Support with UCAS application, particularly the personal statement
- Writing of UCAS references
- Oxbridge Interview Exchange with a leading independent school and another with an Oxbridge consultancy delivered by an Oxbridge graduate in the applicants' subjects
- Mock multiple mini interviews (MMIs) for medics, vets and dentists.



Across Both Years 12 and 13

- Specialised support from Mr Owen, Director of Sixth Form, with medical, dentistry and veterinary school applications
- Particular support from the Art Department for those applying for Art school and Architecture
- Visits to universities, particularly prioritising areas that require special preparation such as healthcare and Art school options
- Working lunches from Careers Department on university and careers with speakers from varied areas
- Additional interviews with students and parents are on a drop-in (availability depending) or appointment basis with the Sixth Form Management Team, Tutors and the Careers Department
- Drop-in advice and personal statement support from Tutors, Heads of Year, the UCAS Coordinator and The Careers Department.

The Oxbridge Programme

In the last four years, where most independent schools have seen a dramatic downturn in their Oxbridge offers, ours have gone in the opposite direction, testament to the "Oxbridge value added" our support provides. Over the last five years, we have seen a total of 39 Oxbridge offers, equating to almost 10% of the year group.

The Oxbridge Programme is designed to promote:

- Aspiration in our students
- Development of thinking skills and the ability and confidence to articulate thought
- The self-belief that Oxbridge is an attainable goal if you work hard, and are academically curious
- A realistic view of Oxbridge – yes, you will have to work hard but you should also have a great time
- Other skills required for entry such as interview or test preparation.

These aims are achieved via a comprehensive and evolving programme that builds year-on-year.

It includes:

Across the Year Groups:

- An Oxbridge Team who run the programme supported by a team of Oxbridge Mentors (many Oxbridge graduates) with subject specialisms
- Use of a wide range of data including internal exams, psychometrics and teacher recommendations to spot talent and potential

- Working with the Scholars Programme that provides 'stretch' activities designed to encourage and develop academic curiosity and skills.

Year-Specific Activities:

- Year 12 Oxbridge Evening
- Year 12/13 Mentor for your proposed Oxbridge subject
- Year 12 mock Oxbridge admission tests and analysis of results
- Year 12 Oxbridge Focused Activity Week. This provides an opportunity to explore subject interests in depth and develop discursive/academic skills
- Year 13 review of personal statements and School references by the Oxbridge Team
- Year 13 mock interviews including a mock interview exchange with a leading independent school as well as an Oxbridge consultancy using an Oxbridge graduate in a subject related to the applicants' degree choice.

We want to encourage and empower all talented students to aim for these world-class universities.

If you do well in your studies, and are likely to meet the entry requirements for Oxbridge (grades, entry tests etc.), then why not give it a go – what have you got to lose?

Mr Terence McDermott: Head of Oxbridge
(alumnus of Gonville & Caius College, Cambridge - Law)

Ms Claire Speers: Assistant Head of Oxbridge
(alumnus of Emmanuel College, Cambridge - Classics)

Ms Nicola Jackson: Assistant Head of Oxbridge
(alumnus of Durham University - BA History, MA).



2022-2024 Courses

Art and Design

Examination Board: Edexcel

You may wish to study Art and Design because you wish to pursue a career in a creative industry or it may simply be that you are a creative person, enjoy making things and want to study a variety of subjects in the Sixth Form that have different disciplines.

Drawing skills are important, but equally important are commitment and enthusiasm for art and design.

You will be able to explore a large range of different methods of making, such as, textiles, photography, print making, ceramics, sculpture and painting. At the end of the course, we hope you will have enjoyed the experience and will wish to continue, perhaps by going on an Art Foundation Course or taking a degree in Art and Design. Many of our students go on to pursue Art at higher education and we offer portfolio preparation and interview classes for students applying for Art college.

We study Edexcel Art and Design, which runs as a linear course over two years. It has two components which are marked internally and moderated externally.



The A-level Comprises Two Components:

■ Component 1: Personal Investigation (60%)

- Part 1 – practical work: from personal starting points, students submit supporting studies practical outcomes
- Part 2 – personal study: students submit a piece of continuous prose of a minimum of 3000 words

■ Component 2: Externally Set Assignment (40%)

- Externally set, broad-based theme
- Sustained focus period of 15 hours' controlled assessment in which students create final response(s) to the theme



Art Photography

Examination Board: Edexcel

Photography is a popular subject at A-level; it allows students to explore their creativity and is hugely beneficial in a whole range of future careers. Our Photography course offers transferable skills that are useful in both creative and non-creative future career pathways.

It is important to be self-motivated and very enthusiastic about taking photographs.

Computer knowledge is essential for digital photography. Students are taught all the basic skills and disciplines within Photography; technical camera skills, using digital software, film making, darkroom practice and experimental photography.

Research and analysis of the work of historical and contemporary photographers is integral to the specification.

Students are expected to have their own SLR camera. They do not necessarily need to have taken GCSE Art or Photography, but should be able to show a creative flair and personal interest in photography. Applicants will be asked to provide the Director of Art with a portfolio showcasing their skills and interest.

At the end of the course, we hope you will have enjoyed the experience and will wish to continue, perhaps by going on to study Photography at university or taking an Art Foundation Course.

Many of our students go on to pursue Photography at higher education and we offer portfolio preparation and interview classes for students applying for these courses.

We study Edexcel Photography, which runs as a linear course over two years. It has two components which are marked internally and moderated externally.

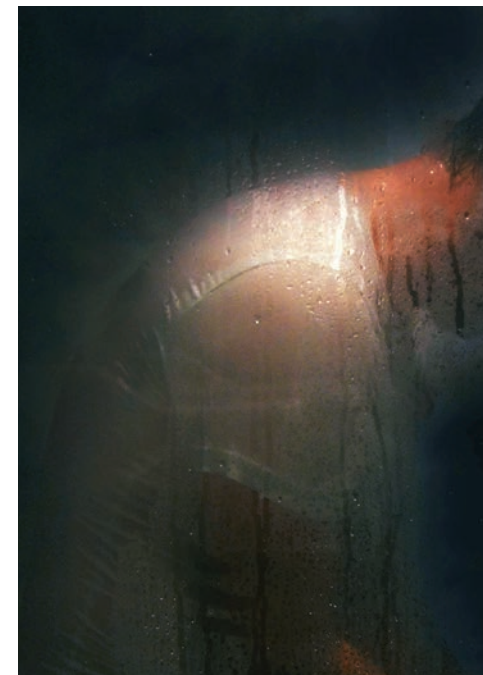
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Biology

Examination Board: AQA

There are many reasons why you may wish to study Biology at A-level, paramount amongst which might be your curiosity about the natural world and the enjoyment of experimental and investigative work. These experiments include gel electrophoresis, genetic engineering in bacteria and the use of our PCR machine. During the course, you will develop an understanding of biological principles and learn to appreciate the development and significance of biology in personal, social, environmental, economic and technological contexts. Furthermore, you will study the importance of experimental and investigative skills, and how to apply simple statistical tests to assess the significance of your findings. It is important in Biology that you allow the experimental results to speak for themselves rather than trying to fit them into a preordained pattern. Living organisms don't always follow the rules.

Due to the significant Biochemistry content in the A-level Biology course, an aptitude for Chemistry is useful as it enables you to develop a deeper understanding and make links between topics. Being a capable mathematician is also an advantage as data is regularly recorded, handled and analysed. Likewise, you will need to be confident carrying out simple statistical tests on your data in order to evaluate any conclusions drawn.

An A-level in Biology can lead to many things. For example, you could go to university to study for a degree in Biological or Environmental Sciences. This is a very wide field and covers all the traditional branches of Biology and Ecology as well as courses leading to careers in the ever-expanding field of Biotechnology. If you are contemplating a career in medicine or veterinary science, then Biology is now regarded by many universities as a prerequisite. With your A-level Biology you could also consider many other areas of the medical profession, for example, physiotherapy, nursing and psychology.

After completing Year 12 Biology, students must participate in a compulsory residential trip. We travel to a UK Field Studies Council centre to explore various ecological habitats and carry out investigations into factors affecting species abundance and diversity in a variety of ecosystems. We stay in a dedicated centre and the students are taught and coached by experts in environmental field work. Previous locations have included the Pembrokeshire Coast, Exmoor National Park and the Surrey Hills.



A-level Biology topics for assessment

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression in different plants e.g. leaves from shade-tolerant and shade-intolerant plants or leaves of different colours



A-level Assessments

Paper 1

What's assessed?

Any content from topics 1– 4, including relevant practical skills

Assessed

Written exam: 2 hours

91 marks

35% of A-level

Questions

76 marks: a mixture of short and long answer questions

15 marks: extended response questions

Paper 2

What's assessed?

Any content from topics 5 – 8, including relevant practical skills

Assessed

Written exam: 2 hours

91 marks

35% of A-level

Questions

76 marks: a mixture of short and long answer questions

15 marks: comprehension question

Paper 3

What's assessed?

Any content from topics 1– 8, including relevant practical skills

Assessed

Written exam: 2 hours

78 marks

30% of A-level

Questions

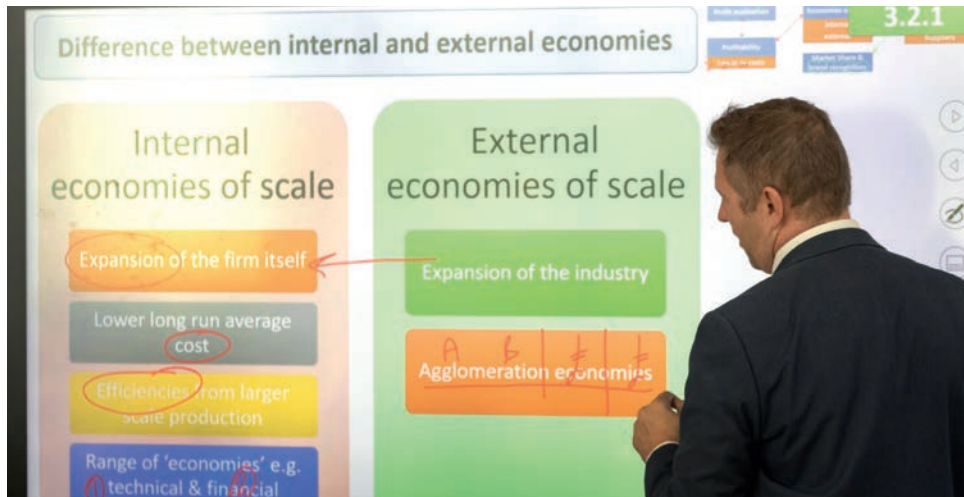
38 marks: structured questions, including practical techniques

15 marks: critical analysis of given experimental data

25 marks: one essay from a choice of two titles



Business



Examination Board: Edexcel

Business A-level will enable you to understand how businesses make decisions and the challenges they face. It will develop your knowledge and understanding of all areas of business including finance, strategy, marketing, human resources and production, as well as the economic environment in which businesses operate. Business A-level will develop your decision-making and problem-solving skills and enable you to tackle complex business decisions, considering a wide variety of factors, in a structured manner. You will learn about many topical issues affecting a wide range of companies.

To succeed in the Business A-level, you need to be very comfortable with numbers, data

and graphs. Students should be at ease with ratios and percentages as these calculations and relationships are at the core of analysing the financial success of companies. This subject suits students who enjoy discussion and have an interest in business and an entrepreneurial spirit.

A-level Business lends itself to many degree courses including Marketing, Management or Business Administration. Alternatively, the course provides a useful bridge for those students thinking of working in their gap year or going straight into the world of work. Business develops students' analytical and decision-making skills, which are useful in a wide range of practical and academic fields.

At the beginning of the course, you will learn about how businesses start, what is required

to get going, some of the legal parameters and some of the decisions new business owners need to make. As the course progresses, you will study more about how to make a business successful; through managing its employees, work processes and finances successfully; and choosing the right marketing strategy based on all the information you have gathered about the company, its customers and its competitors. You will develop a toolkit of understanding and analytical skills. This will enable you to assess more and more sophisticated scenarios involving businesses; whether very small or very large firms. In the final part of the course, you will examine global businesses, incorporating your understanding of trade, exchange rates, economics, global trends and international relations in your analysis of the business. You will make well-justified recommendations about their overall business strategy, making specific reference to their existing accounts and other detailed information given in the case study. In these extended pieces of writing, top marks go to those who can combine detail taken from the case study with an understanding of the wider business environment, recommending well-considered and well-supported ideas for enhancing businesses in a wide variety of market settings.



Theme 1: Marketing and People

Students will develop an understanding of how firms go about meeting customer needs, their marketing mix and strategy. The management of people includes discussions of how to get the best out of employees and what is meant by an entrepreneur or a leader.

Theme 2: Managing Business Activities

Students will develop an understanding of raising finance to start a business or support its growth, financial planning, managing finance, managing resources and external influences on all these factors.

Theme 3: Business Decisions and Strategy

This develops the concepts introduced in Theme 2, including business objectives and strategies, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.

Theme 4: Global Business

This develops the concepts introduced in Theme 1, including an understanding of globalisation, global markets and business expansion, global marketing and multinational corporations.

Business is examined through three 2-hour papers.



Chemistry

Examination Board: AQA

The main reason to study A-level Chemistry should be that you are interested in Chemistry and the associated practical work. The course provides the opportunity to gain appropriate knowledge and understanding, and encourages the appreciation of inter-linking patterns which are a distinguishing feature of the subject. You will be shown the interrelationship between the development of the subject and its application (social, economic, environmental and technological), and be able to recognise the value of Chemistry to society and how it may be used responsibly. You will develop skills in laboratory procedures and practical techniques, and will be encouraged to think both imaginatively and critically.

The qualification builds on the knowledge, understanding and process skills inherent in GCSE. It is expected that students will be capable mathematicians, and it is highly recommended (though not essential) to take Mathematics AS or A-level alongside this course. The qualification integrates theory and relevant practical work, which are developed at different levels throughout the course.

Students will need to be able to communicate effectively, research and think critically about chemical problems. Chemistry offers many career opportunities; both within the chemical industry and as the basis for a more general career in business and the financial world. As a qualification, Chemistry

is highly regarded as a sound basis for employment. Demand for chemists is high, and opportunities for Chemistry graduates have been increasing. Chemistry graduates are increasingly sought after to work in pharmaceutical, oil, chemical, engineering and textile companies, but the range of opportunities also spans the food industry, optical and photographic industries and hospitals. Alternatively, you could follow a degree course in Medicine or Veterinary Science.

A-level Chemistry Paper 1: Inorganic and Physical Chemistry

Content

- Inorganic Chemistry
- Relevant practical skills
- Relevant physical Chemistry topics such as:
 - Atomic structure
 - Amount of substance
 - Bonding
 - Energetics
 - Equilibria
 - Acids and bases
 - Redox

Questions

- 105 marks, with a mixture of short and long answer questions



A-level Chemistry Paper 2: Organic and Physical Chemistry

Content

- Organic Chemistry
- Relevant practical skills
- Relevant physical Chemistry topics such as:
 - Amount of substance
 - Bonding
 - Energetics
 - Equilibria
 - Kinetics

Questions

- 105 marks, with a mixture of short and long answer questions

A-level Chemistry Paper 3: Practical Skills, Data Handling and Synopses

Content

- All content
- All practical skills

Questions

- 40 marks of questions on practical techniques and data analysis
- 20 marks of questions testing across the specification
- 30 marks of multiple choice questions



Examination Board: OCR

Please note that all literature is read in English and no prior knowledge of Latin or Greek is necessary.

This subject is varied and fascinating, and also helps us to understand the legacy left by the Greeks and Romans and their effect on the world today. Studying Classical Civilisation offers you the opportunity to learn more about today by studying the two civilisations which have contributed so much to Western civilisation. You will read, in translation, some of the most famous literature of the Greeks and Romans, and study and admire Greek art and architecture.

If you intend to study English at university, you should definitely consider studying

Classical Civilisation as you will be better informed and understand the classical background to English Literature and Drama. Classical Civilisation in the Sixth Form also combines very well with all other arts subjects, including History, Modern Foreign Languages, Theatre Studies and Art. It also forms, surprisingly you may think, a good combination with scientific subjects. As well as offering a different academic discipline, it indicates your interest in wider subjects.

You should enjoy reading and looking at works of art and artefacts, and be ready to develop your essay-writing skills. If you are looking for variety and interest, you will not be disappointed.

This A-level includes the study of:

- Greek theatre and art
- Greek and Roman Epic
- Imperial Rome
- Greek religion and politics

After taking Classical Civilisation, our students have read subjects at university as diverse as English, Art, Archaeology, History, Theology, Law, Music, History of Art and Classical Studies.

Component 1: The World of the Hero

Examination: 2 hours 20 minutes

In this compulsory component, we will study a work of the great epic poet, Homer, as well as Virgil's masterpiece, 'The Aeneid'. Learners will work towards an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society.

The study of Homer provides us with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer (with their heroes, gods and exciting narratives) have been in continuous study since their conception, and remain popular with learners and teachers today.

This is contrasted with a study of Virgil's, 'The Aeneid', a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proved enduringly popular.

Component 2: Culture and the Arts

Examination: 1 hour 45 minutes

This component contains four options for study, all of which involve the study of visual/material culture, thus providing a more comprehensive understanding of the ancient world. From the study of theatres and vases depicting performances, to Persian art and archaeological sites, to Roman coins and architecture, the sources studied in this component give a broad overview of the myriad of issues inherent in each topic. The topics are designed to give a strong understanding of the context of the sources studied.

Component 3: Beliefs and Ideas

Examination: 1 hour 45 minutes

In this component, learners are given the opportunity to explore some of the beliefs and ideals important, not only to the ancient world, but also to the modern one. From ideas about love to those about democracy, learners will examine thought-provoking and interesting concepts that will develop their ability to evaluate and analyse ideas as well as sources.

This component contains four options for study, all of which include the study of classical thought; from ideas about politics and correct governance, to what is 'right' and 'wrong' when it comes to love and desire, to the nature of the gods and their relationship with mankind. These options contain both the study of classical thought and either related literature or visual/material culture.



Classical Greek

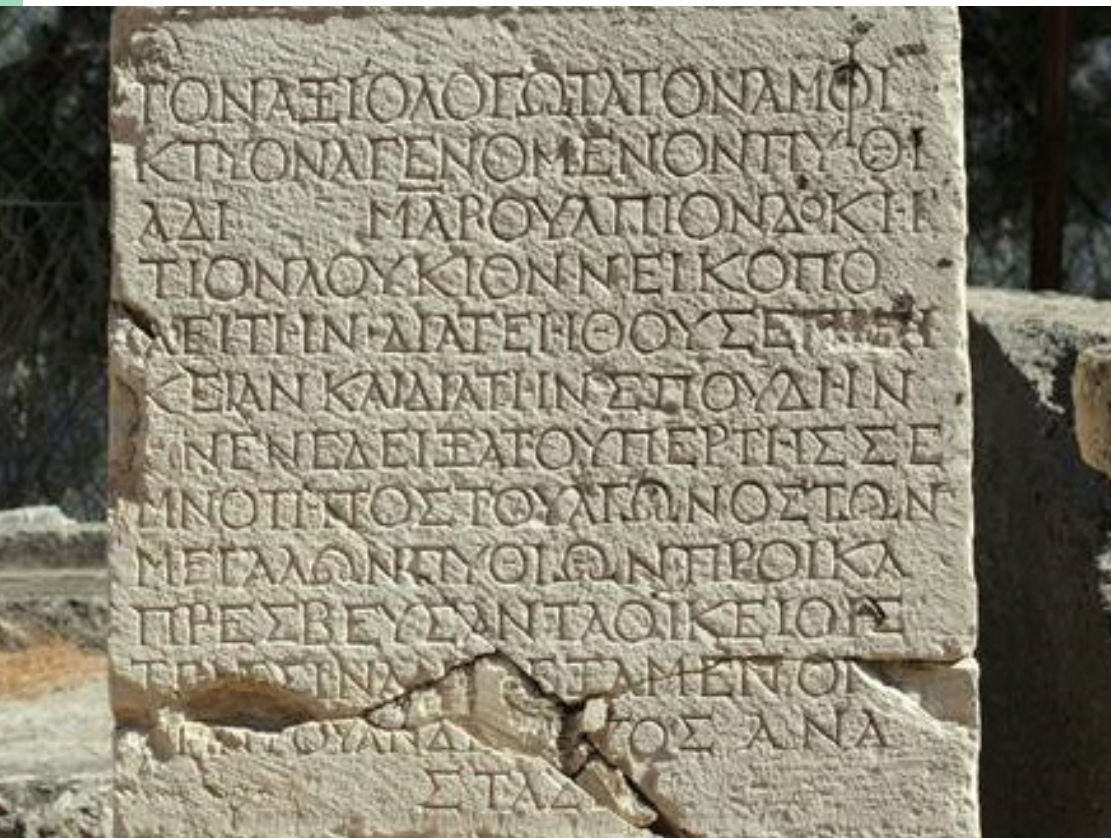
Examination Board: OCR

Studying Classical Greek at A-level is an opportunity to explore further the language of the Greeks, to study more advanced Greek literature in the original language, and to develop an understanding of Greek civilisation through the study of Greek literature.

The language, literature and culture of classical Greece have had an immense

influence on those of our own times. Our intellectual debt to the Greeks is immense: comedy and tragedy, History and Philosophy, Mathematics and Politics, Geography, Biology and Medicine.

You should be studying the subject for GCSE. The structure of the examinations is the same as Latin. At A-level, students study four units.



Unit 01 – Unseen Translation

Examination: 1 hour 45 minutes (33%)

This component is designed to enable learners to demonstrate their linguistic competence in Classical Greek.

Learners will be required to:

- Translate a passage of unseen narrative prose into English
- Translate a passage of unseen verse into English
- Scan two lines of verse

Unit 02 – Prose Comprehension

Examination: 1 hour 15 minutes (17%)

This is a further language unit to demonstrate your linguistic competence in Classical Greek.

You will be required to demonstrate your understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence.



Unit 03 – Prose Literature

Examination: 2 hours (25%)

Learners will study two prose set texts and will be required to:

- Understand and respond to passage(s) from a set text
- Demonstrate knowledge and understanding of the wider context of a set text
- Translate a passage of each set text into English
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
- Write at length, drawing upon a study of a set text as well as material studied in translation

Unit 04 – Verse Literature

Examination: 2 hours (25%)

Learners will study two verse set texts and will be required to:

- Understand and respond to passage(s) from a set text
- Demonstrate knowledge and understanding of the wider context of a set text
- Translate a passage of each set text into English
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
- Write at length, drawing upon a study of a set text as well as material studied in translation





Computer Science

Examination Board: AQA

"Anyone who has lost track of time when using a computer knows the propensity to dream, the urge to make dreams come true and the tendency to miss lunch."

Tim Berners-Lee

Computers make the world around us work and there is a demand for multi-talented people who can help to develop the next generation of hardware and software. Programming computers and creating systems requires an understanding of mathematics, engineering, sciences, psychology and linguistics. This course will introduce students to the 'behind the scenes' world of the computer.

You will learn the fundamentals of computing data, hardware, software and networking whilst also using this new knowledge to solve problems in a logical way. You will be

introduced to programming, where you will learn how to make a computer do what you want it to do. This could be anything from building a dynamic and usable website, to building your own game for a smartphone.

The course starts from the very basic, so no prior knowledge is required. However, if you are considering Computing, you should be aiming for a good grade in Mathematics at GCSE. This is due to the fact that the course requires logical thinking and you will need to be comfortable with this to allow you to focus on the computing aspects of a problem.

An A-level in Computing is a highly-regarded qualification that should definitely be considered by anyone who thinks that they may go on to study Mathematics or Sciences at university. However, the skills gained in Computing A-level would fit with almost any other discipline, including creative ones such as Design and Technology or Art. Employers will see from your studies in the subject that you have the ability to solve problems, and to do so logically. The skills you learn by studying Computing at A-level will be useful for a lifetime.

Year 1 – Programming Module

This unit will develop your programming skills and knowledge using languages such as Python and Visual Basic.

Topics covered:

- Fundamentals of programming
- Fundamentals of data structures
- Software development
- Theory of computation

Year 1 – Computational Theory

An opportunity to delve deeper into the complexity of computer architecture and develop an understanding of how data is stored and manipulated within the computer system.

Topics covered:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

A-level Paper 1 – Programming

2 hours 30 minutes

40% A-level

A longer version of AS Paper 1; this is an on-screen practical examination.

In addition to the topics at AS level, this paper will cover:

- Fundamentals of functional programming
- Systematic approach to problem-solving

A-level Paper 2 – Theory

2 hours 30 minutes

40% A-level

An extended written theory examination, comprised of a mixture of short and extended questions taken from the AS syllabus, as well as covering:

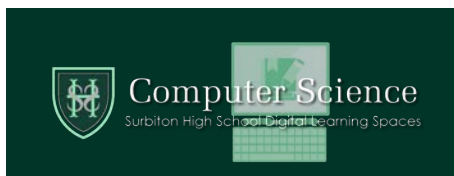
- Fundamentals of databases
- Big data

A-level Practical Project

20% A-level

Coursework

Students programme a solution to a real-life problem, involving the skills of analysis, design, software development, testing, implementation and evaluation. Students will be required to find a real end user for their project.





Dance

Examination Board: AQA

A-level Dance offers students the opportunity to broaden their study and experience of dance, ensuring a breadth of abilities are developed; both theoretical and practical. The qualification reflects both historical and current dance practices, and inspires a lifelong passion and appreciation for dance. A-level Dance is for students with a passion for dance and an interest in developing their creative and intellectual capacity; as well as their technical training. It encourages students to explore the historical and cultural contexts of dance, and to reflect upon their own practical work within the context of professional practice. A-level Dance focuses on three strands of dance: performance, choreography and critical engagement.

A-level Dance is an ideal qualification for those looking to pursue a career in the dance industry or within performing

arts. Its broad yet detailed areas of study within performance, choreography and critical engagement ensure students are well-prepared for work within the industries, as well as further or higher education and university programmes. The course's focus on the promotion of the academic and transferable skills valued by higher education and employers (such as teamwork, communication and problem-solving) also makes A-level Dance a suitable accompaniment to a range of other A-level options.

It is essential that students taking this course have previous experience in the field of dance and relevant supporting qualifications. This could be GCSE Dance or other relevant training and/or examination certificates.

Component 1: Performance and Choreography

In this component, you will work on your practical dance skills by developing your creative choreographic abilities alongside your dance techniques. When being assessed on your performance, you will develop and apply the knowledge, understanding and skills required to perform dance. The knowledge and understanding of physical skills, including flexibility, strength, cardiovascular endurance, muscular endurance, agility, neuromuscular coordination and kinaesthetic awareness, underpin and inform the development of both the physical/technical and interpretative/performance skills. When assessed on choreography, you will learn to translate your dance ideas into choreography by developing and applying practical knowledge and understanding of choreographic processes.

In this component you will prepare for three practical examinations:

- A solo performance - in this assessment, you will develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of a specified practitioner from an area of study in Component 2
- Performance as a quartet - in this assessment, you will learn how to perform as part of a group
- Group choreography - in this assessment you will learn how to create an original piece of group choreography for three to five dancers, in response to an externally set task.

Component 2: Critical Engagement

In this component, you will prepare for a written examination that assesses your in-depth knowledge, understanding and critical appreciation of two professional dance works and their corresponding areas of study. As the compulsory part of the specification, you will study Christopher Bruce's 'Rooster' (1991) and Rambert Dance Company from 1966 – 2002. You will then look at a second historical context and an accompanying set professional work.

In lesson time, you will critically engage with dance and understand the interrelationship between the creation, presentation and viewing/appreciation of dance. Critical engagement with the set works and areas of study will enable you to develop and demonstrate an in-depth knowledge and understanding of dance from different historical and cultural contexts through its styles, techniques, influences, key practitioners and communication of dance ideas.



Design Technology



Fashion and Textiles

Examination Board: AQA

Whatever your relationship with fashion and textiles, this exciting and challenging course will inspire and develop individual creativity, and encourage appreciation of the complex relations between design, materials, manufacture and marketing. The main requirement of this course is a passion for textiles, design and the world of 'formal, functional and frivolous fashion'. This subject gives you the opportunity to enhance life skills through problem-solving, logical thinking, communication and time management. It is a doorway into many future professions such as fashion design, fashion merchandising, fashion marketing, PR and journalism or as a fashion writer, buyer, stylist or technologist. Furthermore, the rapidly developing field of 'new' technologies offers an exciting opportunity for those who enjoy integrating science, maths and business into the future of fashion. Through experimental activities, you will enhance your technical skills and understanding of textile materials and components to create innovative mock-ups and prototypes. Sketchbooks, presentation boards, portfolio and practical outcomes will provide evidence for foundation studies and university applications.

Whilst it would be advantageous to have studied Design and Technology at GCSE, it is not a prerequisite for this course, however, you will need a passion for the creative industries and an experimental mind set.

Paper 1: Technical Principles

Written exam: 2 hours 30 minutes
120 marks
30% of A-level

Mixture of short answer and extended response questions.

Paper 2: Designing and Making Principles

Written exam: 1 hour 30 minutes
80 marks
20% of A-level

Mixture of short answer and extended response questions.

Section A

Product analysis: 30 marks

Up to 6 short answer questions based on visual stimulus of product(s).

Section B

Commercial manufacture: 50 marks

Mixture of short and extended response questions.

Design and Make Assessed Project (NEA: Non-exam assessment)

Practical application of core technical principles, core designing and making principles, and additional specialist knowledge.

A substantial design and make project.

100 marks

50% of A-level

Evidence

Written or digital design portfolio and photographic evidence of final prototype.

Product Design

Examination Board: Edexcel

The world of product design is very fast-paced, with new technologies and materials being introduced all the time, making it an exciting industry to be a part of. Good design is elegant, simple, effective and beautiful. Bad design can be complex, infuriating and dangerous, and it is the job of the modern designer to combine their technical knowledge with creative flair to design and make products which will meet users' needs. This requires the designer to clearly identify the needs of the target market with detailed research and analysis before finalising a design brief and specification. They will then produce a wide range of ideas for evaluation before manufacturing a complete working prototype for testing by the target market.

This course will encourage students to research, design, develop and manufacture a range of useful and aesthetically pleasing products in a wide range of materials, and they will be given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. The students will become conversant with industry standard computer-aided design software and it will be integral to their designing activities. They will also be expected to consider sustainability, ethical, cultural and moral issues within their designing and making activities.

The students will learn a wide range of transferable skills as they will need to liaise with clients, show a high level of independent and creative thought, and manage their time efficiently in order to meet their project

deadlines. Students who take this course will be well-prepared for a wide range of excellent university product design and engineering-based courses.

While it would help if students have studied Design and Technology at GCSE level, this is not a prerequisite to starting the course.

Component 1 – Principles of Design and Technology

Written Examination

2 hours 30 minutes

50% of award

Component 2 – Independent Design and Make Project

40-page portfolio and prototype artefact

50% of award





Drama and Theatre Studies

Examination Board: Edexcel

A-level Drama and Theatre Studies helps students to pursue their interests and skills in a range of practical drama elements including acting, directing and technical design. This course is for students who enjoy reading, watching and taking part in plays, whether performing, directing or designing sets and costumes. It provides a pathway for students to be at the centre of the creative process, creating original and innovative work, as well as developing a wide range of skills and their subject knowledge.

It is a definite advantage, though not essential, to have completed GCSE Drama before embarking on the A-level course. However, candidates without a GCSE in Drama will need to be assessed for suitability by the Director of Drama and Dance on a case by case basis. Please note that there is considerable emphasis on written work in this course; the

written elements within both practical and exam components constitute 70% of your final mark.

Drama and Theatre Studies A-level combines well with most other A-level subjects, either as a complementary or as a contrasting option. Drama and Theatre Studies is, of course, ideal for students who wish to pursue Drama and other arts-based subjects at university, but is also useful for a wide range of areas that require interpersonal and communication skills. Our past students are working in a wide range of areas from theatre, TV and film to law, marketing, personal relations and education.



Component 1

Devising

In this component, you will develop your exploratory drama skills in order to devise an original performance piece in a group of between three and six. You will use an extract of a professionally published performance text as stimulus for the piece and apply the methods of one practitioner as you develop your own interpretation. This component can be approached from more than one perspective, working from the viewpoint of a performer or a set, lighting or costume designer.

At the same time as developing the piece practically, you will complete a portfolio of evidence showing how you have interpreted, created and developed the work. In this document, you will also analyse and evaluate this process and the performance itself. Both the practical performance and portfolio will be assessed.

Component 2

Text in Performance

You will develop two practical pieces of work. The first, a monologue or a duologue performance/design realisation from one key extract of a performance text. The second, a group performance/design realisation of one key extract from a different performance text. You may complete this component either as a performer or as a designer of costume, lighting or set. In this component, you will explore how to realise artistic intentions in performance and conduct wider reading that addresses the significance and influence of social, historical and cultural contexts of the chosen texts and extracts.

Component 3

Theatre Makers in Practice

You will prepare for a written exam that aims to test your knowledge of theatre as a collaborative art form. In lessons, you will prepare to prove you have a clear understanding of how different creative elements of theatre are put into practice. The first section of the exam will be a critical analysis and evaluation of your experience of live theatrical performance. You will, therefore, attend organised theatre trips to see some of the most influential plays, theatre companies and cutting-edge writing; analysing these performances in subsequent lessons. The next section of the exam will require you to articulate your practical ideas for the realisation of any section from a complete performance text from 'page to stage'. The final section of the exam will be your interpretation of a second, more classical complete text; this time in light of the approach of an influential theatre practitioner for a contemporary audience. Throughout practical and textual analysis lessons, you will consider the methodologies of practitioners and interpret texts in order to justify your own ideas for a production concept.



Economics

Examination Board: Edexcel

Economics is a fascinating subject which is constantly in the news headlines. Studying Economics A-level enables you to develop a critical awareness of an enormous range of topical issues ranging from China's remarkable economic emergence to the role of economics in solving problems such as climate change, binge drinking and traffic congestion. Everyone starting out in Year 12 is new to Economics, so everyone goes on this journey of discovery together.

At the core of economic study is decision-making: how do people, firms and governments make decisions when we can't do or have everything? Each choice requires us to give up one thing in order to choose the other. Economics uses simple models to analyse these relationships and illustrate their impact, investigating questions such as:

- Will I make more money if I raise my price or lower it?
- Which firm is better: a big firm or a small one?
- How can the problem of pollution be tackled?
- Does international trade make our lives better or worse?
- Should interest rates be raised or lowered?
- How will changes in tax rates affect different people in society?

- Why is it so difficult for poor countries to develop?

Economics is exciting because we are regularly discussing current affairs. You may not feel very connected to the issues that politicians talk about or items discussed on the 'News at Ten', but you will once you've spent some time in Economics lessons.

Good GCSE results in English and Mathematics are an indication that you would be able to tackle the writing component of the course and understand the more theoretical aspects of this subject. Students must be comfortable with percentages and analysing graphs and data.

Whether or not you are planning to pursue the subject at university, studying A-level Economics is extremely valuable. It is well-regarded by all university departments as a cross-curricular subject because it combines social analysis with mathematical logic and it requires students to apply their understanding in the formation of a coherent argument. Aside from being an excellent preparation for further academic study, it is a tremendously useful course in preparation for adult life.

The course begins by considering both micro and macroeconomics. In microeconomics, you will study the choices people make about what to buy and sell. Analysis of the basic economic problem looks at the constraints of allocating resources and satisfying the infinite wants in an economy. Demand and supply within a market influence the pricing of any product in our economy and this unit will explore this relationship in more depth. It is also necessary to consider times when



the free market creates negative outcomes, such as pollution or overcrowding or overuse of resources. You will examine possible government interventions to tackle some of these problems.

Macroeconomics concerns the performance of the whole economy, helping you to understand economy-wide issues such as the causes of economic growth, inflation and unemployment. You will also study the impact government economic policy has on the economy. For example, are recessions inevitable? If so, what can or should

politicians do to steer our economy back into a period of economic growth?

Once you have a grounding in both micro and macroeconomics, you will use the tools you have learned to analyse and assess a wider variety of economic scenarios. In micro, you will examine the decision-making of firms who make choices about what to produce and how to sell it, based on the economic environment around them. In macro, you will venture into the international economy, including a study of developing economies and their relationship with the richer, more developed economies.



Theme 1: Introduction to Markets and Market Failure

This focuses on microeconomics, which is economics on a small scale, and concentrates on the choices people make, particularly how and why the decisions that we make have an impact on those around us. Analysis of the basic economic problem looks at the constraints of allocating resources and satisfying the infinite wants in an economy. Demand and supply within a market influence the pricing of any product in our economy and this unit will explore this relationship in more depth.

Unfortunately, these market forces can, at times, create unfavourable outcomes for society. Some firms are happy to ignore the pollution that they have created because it may not have reduced their profits. Should the government intervene to correct this market failure? Does society benefit from green taxes designed to make the polluter pay, or would society be better off without these taxes?

Theme 2: The UK Economy - Performance and Policies

This concerns the performance of the whole economy. Studying macroeconomics will help you to understand economy-wide issues such as the causes of economic growth, inflation and unemployment. You will also study the impact government economic policy has on the economy. For example, are recessions inevitable and what can (and should) politicians do to steer our economy back into a period of economic growth?

Theme 3: Business Behaviour and the Labour Market

Business economics is an area of microeconomics that looks at the behaviour of firms in their competitive environment. How do they make decisions about how much to produce and what price to charge? How does this change depending on the behaviour of other competing firms? Do they ever not compete with each other?

Theme 4: A Global Perspective

The global economy involves an in-depth study of macroeconomics from a global perspective with the examination based on some topical prerelease stimulus material.

The unit picks up from Theme 2 in terms of economic growth, but then goes on to look at international trade, globalisation and the economics of developing countries.

Economics is examined through three two-hour exams.





English

English Language

Examination Board: Edexcel

How do babies learn to speak? Is swearing offensive? Do men and women speak differently?

The Edexcel A-level course seeks to answer these questions and more by taking you on an exciting journey of language through time, space and social contexts. It will start by giving you the tools for the job: the language levels. These methods of analysis (ranging from phonetics to grammar) will make you an expert at analysing the different aspects of language. No more will you fear the 'bogey monsters' of grammar,

complex sentences and the passive voice! You will become familiar enough with these concepts to debate with your peers the finer points of language choices that writers and speakers make. In this respect, the analysis you undertake will build upon your GCSEs, but also delve much deeper by addressing language in all its rich diversity.

This course will appeal to students who have an interest in different times, places and people. You will learn to understand how a text's context (social, cultural and historical) has had an effect on its creation and the ways in which it can be received; you will be provoked to debate and discuss the meaning

of the terms 'Brexit' and 'Remoaner'; you will appreciate why and how particular forms of language are chosen for particular purposes; you will become alert to all forms of communication – written, spoken, unspoken, all around you – and never see language in the same way again!

Assessment is conducted via examination: component one focuses on language variation and component two on child language acquisition. In addition, you will be able to select an area of expertise for an investigative study, the materials for which are pre-released. Your ability to craft language and write creatively for different audiences is also tested via coursework.

This course is rigorous, exciting and highly regarded and would suit those considering careers in the media, public relations, law, psychology and teaching, to name just a few.

Component 1: Language Variation

- Externally assessed: 2 hours and 15-minute exam worth 35% of the overall grade.
- Section A: Individual Variation – you will answer one question on two unseen 21st century linked texts/data and produce an extended comparative response.
- Section B: Variation over Time – one question on two thematically linked unseen texts/data from two different periods. Students produce an extended comparative response.

Component 2: Child Language

- Externally assessed: 1 hour and 15-minute exam worth 20% of the overall grade.
- One question based on a set of unseen data – either spoken or written. Students produce an extended response.

Component 3: Investigating Language

- Externally assessed: 1 hour and 45-minute exam worth 25% of the total grade.
- Research based – students choose a subtopic and use the pre-released material to develop their understanding.
- Section A: one question on unseen data.
- Section B: one evaluative question.

NEA: Crafting Language

- Internally assessed and externally moderated coursework: 20% of the total grade.
- Assignment 1: two pieces of original writing.
- Assignment 2: one commentary.



English Literature

Examination Board: Edexcel

The English Literature A-level is a stimulating and challenging course which will develop your ability to interpret texts, articulate your own views and experience a rich range of literature.

You will begin with the study of prose, focusing on Mary Shelley's 'Frankenstein' and the ways it compares with Kazuo Ishiguro's 'Never Let Me Go'. Comparative skills will be honed through your coursework, too: a 3000-word essay examining a theme or issue in two texts of your choice. Designed to enable you to explore areas of literature which interest you, this coursework essay will help develop your academic voice and enhance your ability to maintain a robust argument. You will deepen your appreciation of poetry both through the analysis of contemporary

seen and unseen texts alongside a named poet or movement.

No literature course would be complete without Shakespeare! You will be studying 'Twelfth Night' in conjunction with an anthology of critical materials to illuminate and support your readings of the comedy genre. Each aspect – poetry, prose and drama – will be assessed by different examination papers at the end of this linear course.

Students undertaking the A-level should be avid and voracious readers with a desire to discuss and build on your understanding of texts. You should be willing to engage in lively and in-depth discussions, and to read widely and independently, using the wealth of resources the School has to offer.



Component 1: Drama

- Externally assessed: 2 hours and 15-minute exam worth 30% of the total grade.
- Section A: Shakespeare - one question from a choice of two on their studied text.
- Section B: Other drama – one essay question.

Component 2: Prose

- Externally assessed: 1 hour and 15-minute exam worth 30% of the total grade.
- One comparative essay on a theme.
- Open book.

Component 3: Poetry

- Externally assessed: 2 hours and 15-minute exam worth 30% of the total grade.
- Section A: one question from a choice of two, comparing an unseen modern poem with a named poem from the chosen contemporary text.
- Section B: one essay question on specified poetry.
- Open book.

NEA:

- Internally assessed and externally moderated coursework worth 20% of the total grade.
- One 2500-3000 word essay comparing two texts linked by theme, movement, author or period.



Examination Board: Edexcel

"Geography illuminates the past, explains the present and prepares us for the future; what could be more important than that!"

Michael Palin CBE

Geography at A-level will give you an insight into some of the most significant issues that are currently shaping our world. You will be able to develop your knowledge and understanding of how China's geopolitical rise is affecting the traditional superpowers, how climate change is really impacting everyone on the planet or how regeneration strategies around Stratford have changed this area beyond recognition over recent years. Furthermore, you will be able to develop a number of highly useful skills as you will be regularly working in groups, collecting data independently, writing reports, presenting to your peers and developing synthesis skills.

There will be a four-day residential trip during the Summer Term (in May) to Devon. Whilst there, you will be collecting valuable data on regeneration and coastal landscapes.

Studying GCSE Geography will help ensure that you have a solid foundation on which to build. An interest in current affairs (such as climate change, migration or natural disasters) will also ensure that you are always up-to-date with current geographical issues.

Geography A-level will allow you to keep open a large percentage of higher education options. It will equip you with a lot of valuable transferable skills (ICT, group work, oral

presentations, report writing and project management) that will be a real benefit to most degrees. These skills are also ones that employers are looking for in graduates from university. Since geographers are both literate and numerate, many careers are open to them, such as the financial services, retailing, human resource management, engineering and journalism.



Geography

Year 12 - Area of Study 1 - Dynamic Landscapes

- Tectonic Processes and Hazards
- Coastal Landscapes

Year 13 - Area of Study 3 - Physical Systems and Sustainability

- Water Cycle
- Water Insecurity
- Carbon Cycle
- Energy Security

Year 12 - Area of Study 2 - Dynamic Places

- Globalisation
- Regenerating Places

Year 13 - Area of Study 4 - Human Systems and Geopolitics

- Superpowers
- Health, Human Rights and Intervention



History

Examination Board: AQA

History at A-level offers students a chance to hone their analytical skills, and to work with many different types of evidence. You will develop the skill of writing detailed, coherent arguments which are supported with well-chosen evidence. There is scope to consider various approaches to History: political,

social, cultural and economic. A focus on how and why historians have arrived at their interpretations of events and personalities allows consideration of the philosophy of this subject. The A-level course will cover more than two hundred years of English and European history. There is also the opportunity to conduct a personal investigation on a topic of the student's choice.

An understanding of History at A-level is very helpful to the study of subjects such as English Literature, Economics, Modern Foreign Languages and Religious Studies. A-level students have combined History with a wide variety of other subjects. Students considering History at A-level should have a genuine enthusiasm for the subject which will give them the self-motivation to work in an independent way. They will need to research in preparation for lessons and for written assignments. A lot of reading is required in order to succeed in this subject, and examiners expect students to be able to use English in an accurate and sophisticated way.

History is highly regarded as an A-level qualification. Many Surbiton High School students go on to study History at degree level, while others pursue subjects traditionally associated with the skills it fosters, such as Law. History also provides an excellent grounding in the research skills needed for many less obvious choices of degree subject. Employers will be impressed that your study of History has enhanced your ability to synthesise information, and to write in a fluent and analytical way.

Component 1: Breadth Study

The Tudors, England 1485-1603
(Year 12: 1485-1547)

Component 2: Depth Study

France in Revolution, 1774-1815
(Year 12: 1774-1795)

Component 3: Historical Investigation

A personal study based on a topic of the student's choice. The assignment will be 3500-4500 words long.



History of Art



Paper 1: Visual Analysis and Themes

Section A: Visual analysis
Section B: Thematic study

- Nature in art
- Identities in art

Assessment

Written Exam: 3 hours

- 50% of A-level
- **Section A:** Visual analysis. A single question that requires comment on a painting, a sculpture, a building
- **Section B:** Themes. A single compulsory question in two parts.

Paper 2: Period Study

- A focus on two different time periods, chosen by the class and the teachers

Assessment

Written Exam: 3 hours

50% of A-level

- A single compulsory question in four parts



Examination Board: Edexcel

The study of Art in its historical and contemporary forms gives students crucial knowledge of world civilisations. It gives students 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.

This specification allows students to develop particular strengths and interests, encourages lifelong learning, and provides access to higher education and university degree courses in Art History and related subjects, as well as art historical-related and other careers. Students will be encouraged to research and investigate art through first-hand experience.



Latin

Examination Board: OCR

The authors studied in this subject have fascinated people and influenced thought and culture for many centuries. If you choose this subject, you will learn to solve linguistic and other problems logically and to interpret evidence, understand complex issues and argue coherently; both in written assignments and orally. You will show universities and employers that you are very capable academically and you will develop good communication skills.

You should be studying the subject for GCSE, enjoying the literature and Roman Life studies, and be coping well with the language.

A-level Latin involves the study of language and literature. The literature is no more difficult than what you are studying for GCSE, but there is more of it and more time to enjoy and explore it in greater depth. We read poetry, which may be 'Love Poetry' or part of a longer narrative (Virgil or Ovid).

Students study two units at A-level. As at GCSE, there is translation from, but not into, Latin, and we supplement a very manageable AS vocabulary list with thematic lists provided by the Department.

Latin has been combined with a range of subjects; frequently with English, History or Mathematics, but also with Religious Studies, Economics, Biology and Theatre Studies.

Our students have gone on to university courses in Classics, Archaeology, English, History, Law, Business Studies and Medicine. Employers are also pleased to note the breadth of interest shown by Classics students, as well as the intellectual discipline required of those subjects, so that a variety of top careers is open to Classics graduates after university. We have had many students go on to study at Oxbridge.

Unit 01 – Unseen Translation

Examination: 1 hour 45 minutes (33%)

This component is designed to enable learners to demonstrate their linguistic competence in Latin.

Learners will be required to:

- Translate a passage of unseen narrative prose into English
- Translate a passage of unseen verse into English
- Scan two lines of verse

Unit 02 – Prose Comprehension

Examination: 1 hour 15 minutes (17%)

This is a further language unit to demonstrate your linguistic competence in Latin. You will be required to demonstrate your understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence.



Unit 03 – Prose Literature

Examination: 2 hours (25%)

Learners will study two prose set texts and will be required to:

- Understand and respond to passage(s) from a set text
- Demonstrate knowledge and understanding of the wider context of a set text
- Translate a passage of each set text into English
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
- Write at length, drawing upon a study of a set text as well as material studied in translation

Unit 04 – Verse Literature

Examination: 2 hours (25%)

Learners will study two verse set texts and will be required to:

- Understand and respond to passage(s) from a set text
- Demonstrate knowledge and understanding of the wider context of a set text
- Translate a passage of each set text into English
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
- Write at length, drawing upon a study of a set text as well as material studied in translation





Mathematics

Examination Board: Edexcel

Primarily, you should study this subject if you have enjoyed Mathematics up to IGCSE level. It is a challenging but interesting subject that not only builds on the work you will have met at IGCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. The courses offered serve as very useful support for many other A-level subjects (e.g. Economics, Physics, Geography, Psychology, Biology and Business) as well as leading to sought after qualifications for the workplace and courses in higher education (particularly Engineering, Physics, Economics and Computer Science).

It is important that your numerical and algebraic skills are of a very high standard. You will need to enjoy problem-solving and be prepared to persevere when solutions are not obvious.

The new Mathematics syllabus at AS and A-level is divided into three compulsory branches:

Pure Mathematics (Core Maths)

At this level, you will be extending your knowledge of such topics as Algebra and Trigonometry, as well as learning some brand new ideas such as Calculus and Logarithms.

Mechanics

In Mechanics, you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them; from cars in the street to satellites revolving around a planet. You will learn mathematical modelling; that is, how to turn a complicated physical problem into a simpler one that can be analysed and solved using mathematical techniques.

Statistics

In Statistics, you will learn how to analyse and summarise numerical data in order to arrive at conclusions about the data. You will extend the work begun for IGCSE by using new mathematical techniques studied in the Pure Mathematics course.

A-level or AS?

Students now have the opportunity to take the full A-level or can elect to study the AS level across two years. The AS level consists of half the content of the A-level and is taught separately.



Maths

Surbiton High School Digital Learning Spaces



A-level Examinations:

Paper 1 – Pure Mathematics 1

Examination: 2 hours (100 marks)

All questions are compulsory. Calculators can be used.

Proof; algebra and functions; coordinate geometry, sequences and series, trigonometry, logarithms; differentiation and integration; vectors.

Paper 2 – Pure Mathematics 2

Examination: 2 hours (100 marks)

All questions are compulsory. Calculators can be used.

The contents of the syllabus for Paper 1 is assumed for this paper and may also be tested in it. This material is extended to receive a more advanced treatment, and some new topics are included such as Numerical Methods.

Paper 3 – Statistics and Mechanics

Examination: 2 hours (100 marks)

This paper will contain questions on both Statistics and Mechanics. All questions are compulsory. Calculators will be required.

Statistics: sampling and data representation; probability; statistical distributions; hypothesis testing.

Mechanics: motion in a straight line; forces and Newton's Laws of Motion; moments and equilibrium.

AS level Examinations:

Paper 1 – Pure Mathematics 1

Examination: 2 hours (100 marks)

All questions are compulsory. Calculators can be used.

Proof; algebra and functions; coordinate geometry, sequences and series, trigonometry, logarithms; differentiation and integration; vectors.

Paper 2 – Statistics and Mechanics

Examination: 1 hour 15 mins (60 marks)

This paper will contain questions on both Statistics and Mechanics. All questions are compulsory. Calculators will be required.

Statistics: sampling and data representation; probability; statistical distributions; hypothesis testing.

Mechanics: motion in a straight line; forces and Newton's Laws of Motion.



Further Mathematics

A-level

Examination Board: Edexcel

The Further Mathematics A-level is for those students who really enjoy the subject, and are very good at it. There is no requirement that students have followed the GCSE Further Mathematics course that we offer as an enrichment in Year 11, however, it is a demanding course and should only be undertaken by the most enthusiastic and able mathematicians. For this reason, Further Mathematics can only be taken as a fourth A-level choice, and must be chosen alongside the 'single subject' Mathematics A-level choice. Students choosing this double Mathematics option will find that half of their timetabled lessons are allocated to Mathematics lessons, and they will sit 12 hours of Mathematics exams at the end of Year 13, which includes the six hours of exams (three two-hour papers) sat by students choosing the Mathematics option.

In the single subject, students have no choice in their topics of study, however, in the Further Mathematics A-level they will. All students studying Further Mathematics A-level will have to sit four 90-minute papers; two of which cover topics in Pure Mathematics and are compulsory, with the remaining two papers being selected from a variety of different options. This allows students to tailor half of their Further Mathematics A-level: they could choose to specialise

in Mechanics, Statistics or Decision Mathematics (this is the mathematics of algorithms and is relevant to optimisation problems and computer programming). Alternatively, they may choose the two Further Pure Mathematics options and thereby have an A-level comprised entirely of Pure Mathematics. Alternatively, they may choose two different, non-consecutive modules for a broader experience of the subject.



Paper 1 – Further Pure Mathematics 1

**Examination: 1 hour 30 minutes
(75 marks)**

All questions are compulsory.
Calculators can be used.

Proof; complex numbers, matrices; further algebra and functions, further differentiation and integration, further vectors.

Paper 2 – Further Pure Mathematics 2

**Examination: 1 hour 30 minutes
(75 marks)**

All questions are compulsory. Calculators can be used.

Complex numbers, further algebra and functions, further differentiation and integration, polar coordinates, hyperbolic functions, differential equations.

Paper 3 – Further Mathematics Option 1

**Examination: 1 hour 30 minutes
(75 marks)**

All questions are compulsory. Calculators can be used.

Students choose one of the following four options:

- 3A: Further Pure Mathematics 3 (FP3)
- 3B: Further Statistics 1 (FS1)
- 3C: Further Mechanics 1 (FM1)
- 3D: Decision Maths 1 (DM1)

Paper 4 – Further Mathematics Option 2

**Examination: 1 hour 30 minutes
(75 marks)**

All questions are compulsory. Calculators can be used.

Students choose one of the following four options:

- 4A: Further Pure Mathematics 4
(If FP3 was chosen for Paper 3)
- 4B: Further Statistics 1
- 4C: Further Statistics 2
(If FS1 was chosen for Paper 3)
- 4D: Further Mechanics 1
- 4E: Further Mechanics 2
(If FM1 was chosen for Paper 3)
- 4F: Decision Maths 1
- 4G: Decision Maths 2
(If DM1 was chosen for Paper 3)



Further Mathematics

AS level

A-level or AS?

Students now have the opportunity to take the full A-Level in Further Maths or can elect to study the AS level across two years. The AS level consists of half the content of the A-level and is taught separately.

Paper 1 – Core Pure Mathematics

Examination: 1 hour 40 minutes (80 marks)

All questions are compulsory.

Calculators can be used.

Complex numbers, matrices, series, proof by induction, roots of polynomials and vectors.

Paper 2 – Options Papers

Examination: 1 hour 40 minutes (80 marks)

All questions are compulsory.

Calculators can be used.

Students take one of the following ten options:

2A: Further Pure Mathematics 1 and Further Pure Mathematics 2

2B: Further Pure Mathematics 1 and Further Statistics 1

2C: Further Pure Mathematics 1 and Further Mechanics 1

2D: Further Pure Mathematics 1 and Decision Mathematics 1

2E: Further Statistics 1 and Further Mechanics 1

2F: Further Statistics 1 and Decision Mathematics 1

2G: Further Statistics 1 and Further Statistics 2

2H: Further Mechanics 1 and Decision Mathematics 1

2J: Further Mechanics 1 and Further Mechanics 2

2K: Decision Mathematics 1 and Decision Mathematics 2

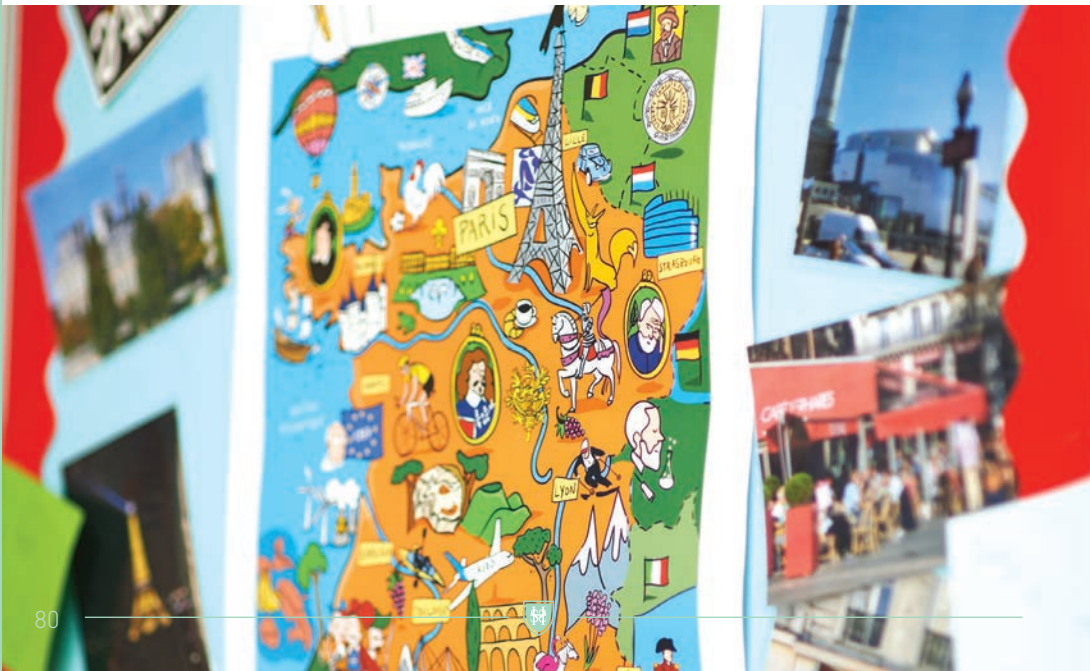


Modern Foreign Languages - French, German and Spanish

Examination Board: Edexcel (French, German, Spanish)

Taking a modern foreign language at A-level will be an asset for life. If you speak one or more languages, research shows that your brain is already more flexible and efficient at many important tasks than that of someone who only speaks one language. In the current international economic climate, people with languages are increasingly in demand; in fact there are limitless opportunities open to you if you have language skills. The study of a modern foreign language at A-level will give you an edge in virtually any career, regardless of whether you consider yourself a language specialist or not. All

three modern foreign languages aim to offer trips abroad in the Sixth Form and in previous years, students have taken part in cultural trips to Berlin, the French Riviera and Seville. Many cultural opportunities are offered outside the classroom and students are encouraged to watch foreign films, visit art exhibitions and attend talks and events at each of the languages' respective cultural institutes in London.



A-level Paper 1 - Listening, Reading and Translation - 2 hours

Students should be able to understand key points from a variety of complex spoken and written texts, infer meaning, assimilate and use information, and report key points and subject matter. They will also be required to translate accurately from French, German or Spanish into English. All spoken and written materials are culturally relevant to France, Germany and Spain and other countries in which these languages are spoken. Material is drawn from four main themes:

Theme 1: Changes in French, German or Spanish society

- Changes in the structure of families - shifts in attitudes towards marriage and family life (French and Spanish) or environmental issues (German)
- Education - the education system and student-related issues
- The world of work - attitudes towards work, the right to strike, equality of the sexes

Theme 2: Political and artistic culture of the French, German or Spanish speaking world:

- Music - changes and developments, impact of music on popular culture
- Media - freedom of expression, written press and the online world
- Festivals and Traditions - festivals, customs and traditions

Theme 3: Immigration and multicultural French, German or Spanish society and related subtopics

Theme 4: Occupation and resistance (French), Reunification of Germany (German), Franco dictatorship and transition to democracy (Spanish)

A-level Paper 2 - Written Response to Works and Translation - 2 hours 40 minutes

Students will study two works in French, German or Spanish and will be required to write a critical and analytical response in the language of study. Responses will relate to features such as the form and technique of presentation, key concepts, issues and the social context. There will be a choice of two questions for each literary text and film. Students should be able to manipulate language accurately through translating an unseen passage from English into French, German or Spanish. The content of the translation will be a passage based on one of the four themes mentioned above.

A-level Paper 3 - Speaking - 21-23 minutes (5 minutes' preparation time)

Students should be able to demonstrate knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched, linked to the social and cultural context of the language studied. They must demonstrate the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions, interacting and holding a natural and fluent discourse, manipulating the language accurately and responding to written language in speech. These aspects are assessed via two distinct tasks.



Music

Examination Board: Eduqas

Many students choose to study Music at KS5 because of their innate love for the subject, the challenge and stimulation it provides, and because it is a subject widely respected by universities. Some of the skills involved are unique to the subject, but many other disciplines complement the work of other subjects. A-level Music is strongly recommended for anyone who enjoys performing, composing and listening to music, and is mandatory for anyone who hopes to pursue a performing course at Music college or wishes to take an academic Music course at university.

Although some students may study A-level Music without having any other prior qualification, it is helpful to have studied Music at GCSE. We recommend that you can perform to Grade 6 standard before starting the course. You will also need to be able to write English fluently, have a good 'musical ear' (e.g. completing aural tests successfully within your performance exams) and

have had experience composing. Most importantly, you should be keen to explore and evaluate a wide range of musical styles, both as a listener and as a participant.

A-level Music is an excellent foundation for a range of careers in the arts, which include performing, composing, teaching, musical research, journalism, arts management and music therapy. Music is also unusual in that many professionals from other walks of life are often enthusiastic and highly accomplished amateur musicians and, while many students intend to work in a different field, they find that A-level Music gives them the background to pursue a lifelong interest in playing and listening. It is worth noting that in 2011, the Confederation of British Industry outlined the seven skills that define employability: self-management, teamwork, business and customer awareness, problem solving, communication, numeracy, and IT skills. Music students develop all seven of these. By this measure, music graduates are among the most employable of all.

Component 1: Performing – 35% (Option A) or 25% (Option B) of the qualification

Students may choose whether to major on performance or composition.

A public performance of at least three pieces if opting for Option A or two pieces if opting for Option B, performed as a recital.

- The performance can be playing any instrument(s) and/or voice. At least one piece must be as a soloist for Option A.
- The total performance time across all pieces must be 10-12 minutes for Option A or 6-8 minutes for Option B.
- For Option A, two pieces must reflect the musical characteristics of one area of study. For Option B, just one piece.
- The recital is externally assessed by a visiting examiner in the Summer Term of Year 13.

Component 2: Composing – 25% (Option A) or 35% (Option B) of the qualification

The number of compositions required depends on whether the student chooses to major in composing or performing.

- For Option A students write two compositions lasting 4-6 minutes duration.
- One composition is a response to a set brief released in September of Year 13. This reflects the musical conventions of the Western Classical Tradition.
- The second composition is a free composition.
- For Option B students compose three compositions lasting 8-10 minutes duration.
- The additional composition must link to a different area of study (not Western Classical Tradition).
- Compositions are externally assessed by WJEC.



Component 3: Appraising – 40% of the qualification

Content overview:

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of three areas of study, each with set works or focused areas of analysis.
- Application of knowledge to unfamiliar works.
- The areas of study are: Western Classical Tradition (Development of the Symphony 1750-1900); Musical Theatre into the 20th Century.



Philosophy

Examination Board: AQA

Students are evidently drawn to the compelling and profound nature of the questions that Philosophy raises. These include how can I be sure that anything really exists? Does my mind accurately represent the world as it really is? Does God exist and, if so, why does God allow evil? Is there such a thing as right and wrong? Are mind and body separate?

Such matters have preoccupied the finest minds since the dawn of civilisation. Although few Philosophy students are rewarded for their hard work with certainty concerning them, far fewer regret having tackled them in the first place. Our students always enjoy the subject tremendously.

Philosophers take nothing on trust and are notoriously fastidious – some would say

pedantic – when it comes to making their meaning clear and justifying every step in an argument. Accordingly, students will need patience and diligence as well as the capacity to think both abstractly and logically. The ability to transfer one's thoughts onto paper in a lucid and succinct fashion is, given that assessment is entirely by timed written examination, crucial. However, despite the demands of the subject being significant, there is no one GCSE subject that is essential in preparation for studying A-level Philosophy.

Many who are unfamiliar with Philosophy wonder how such an apparently abstruse subject can be of much value beyond academia. The answer is that Philosophy practises skills of analysis, argument, evaluation and reasoning to levels arguably unsurpassed in any other subject, and that these are skills which are among those most highly prized by universities and employers alike. As an A-level, it complements all other subjects; after all, there is a Philosophy of Art as much as there is a Philosophy of Mathematics.



Paper 1

3-hour examination

Part 1: Epistemology

'Epistemology' refers to theory of knowledge. Some of the questions we study include:

- What can we know?
- How do we gain knowledge?
- Can we be sure that the world outside our minds exists?
- Is there such a thing as innate knowledge?

There are three main areas of study:

- Perception: what are the immediate objects of perception?
- The definition of knowledge
- The origin of concepts and the nature of knowledge: where do ideas/concepts and knowledge come from?

Part 2: Moral Philosophy

'Ethics' is moral philosophy, which is about right and wrong and the way we should behave. Some of the questions we study include:

- How do we make moral decisions?
- Is there such a thing as right and wrong?
- Do human beings have rights?
- Is the right thing to do always the one that produces the most happiness?

There are two main areas of study:

- Ethical theories – Utilitarianism, Kantian Deontological Ethics, Aristotle's Virtue Ethics
- Ethical language

Paper 2

3-hour examination

Part 1: Metaphysics of God

Some of the questions we study include:

- Can the existence of God be proved?
- Why is there evil?
- Does it make sense to talk of an omnipotent being?
- Do statements need to be provable by sense experience in order to be meaningful?

There are three main areas of study:

- The concept of God
- Arguments relating to the existence of God
- Religious language

Part 2: Metaphysics of Mind

'Metaphysics of Mind' deals with some of the questions left unanswered by psychology and neuroscience, whilst also drawing on some of the findings of these subjects. Some of the questions we study include:

- Are my mind and body separate?
- What is the relationship between the physical and the mental?
- Could zombies (beings without consciousness) exist?
- Can all mental states just be explained physically?

The main areas of study include:

- The relationship between mind and body
- Dualism
- Materialism
- Logical/analytical behaviourism
- Mind-brain type identity theory
- Eliminative materialism



Physical Education

Examination Board: AQA

If you have a desire to gain a greater understanding of the scientific and socio-cultural factors that underpin physical activity, you love playing sports, and are a dedicated sports woman, then A-level Physical Education is for you.

This specific Physical Education subject has been selected to develop your understanding of health, well-being and the human body as well as providing the opportunity for you to continue to engage and compete in sport to a high level.

Areas of study will include, anatomy and exercise physiology, biomechanics, skill acquisition, sports psychology, technology in sport and sport in society. Assessment is via a written exam at the end of Year 13 as well as a practical performance in your chosen specialist area as a performer or coach. The practical assessment includes analysis of your performance in verbal or written feedback.

A-level Physical Education is accepted by all top Russell Group universities and will prepare you for further studies in either sports science degrees and support related applications in a wide range of subjects including, but not exclusive to, Psychology, Sociology, Biology and Physics. You will develop many transferable skills in demand at university and the world of work.

If you are considering studying Physical Education at A-level, you should have a genuine interest in sport and physical activity. We would expect you to be playing your chosen sport at School and club level, studying GCSE PE is desirable but not essential. The entry requirement for Physical Education will be a grade 7 in PE if taken, 7 in English and a 7 in Biology.

Paper 1

Factors affecting participation in physical activity and sport.

What is assessed

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

How it is assessed

Written exam: 2-hour written exam

105 marks

35% of A-level

Questions

Section A: Multiple choice, short answer and extended writing

(35 marks)

Section B: Multiple choice, short answer and extended writing

(35 marks)

Section C: Multiple choice, short answer and extended writing

(35 marks)

Paper 2

Factors affecting optimal performance in physical activity and sport.

What is assessed

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

How it is assessed

Written exam: 2-hour written exam

105 marks

35% of A-level

Questions

Section A: Multiple choice, short answer and extended writing

(35 marks)

Section B: Multiple choice, short answer and extended writing

(35 marks)

Section C: Multiple choice, short answer and extended writing

(35 marks)

Non-exam assessment

Practical performance in physical activity and sport.

What is assessed

Students assessed as a performer or coach in the full sided version of one activity.

Plus: written/verbal analysis of performance.

How it is assessed

Internal assessment

External moderation

90 marks

30% of A-level



Physics

Examination Board: AQA

A-level Physics is a stepping stone to further study of a science-based subject at university. It is an extremely versatile qualification and is essential for Electronics, Engineering and pure Sciences, and very useful for auxiliary science-based subjects, such as Medicine. The intellectual training that one gets studying Physics, such as the use of applied mathematics and logical reasoning, as well as the scientific approach to problem-solving, can be considered useful for any profession. We follow the AQA Physics Specification 7408.

This subject is an essential A-level choice for students who have already made up their minds to study Physics or Engineering at university; it is also useful for students who are considering a degree in any of the Sciences or Social Sciences and students who wish to broaden their education in preparation for university life and the world beyond.

A GCSE Mathematics grade 9 to 7 is necessary. It is preferential but not essential to study A-level Mathematics.



Core content

1. Measurements and their Errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity
6. Further Mechanics and Thermal Physics
7. Fields and their Consequences
8. Nuclear Physics

You can then pick one A-level option topic from:

9. Astrophysics
10. Medical Physics
11. Engineering Physics
12. Turning Points in Physics
13. Electronics

Assessment criteria

Paper 1 A-level

Sections 1 – 5 and 6.1 (Periodic motion)

Assessed

- Written exam: 2 hours
- 85 marks
- 34% of A-level

Questions

60 marks of short and long answer questions and 25 multiple choice questions on content.

Assessment criteria

Paper 2 A-level

Sections 6.2 (Thermal Physics), 7 and 8

Assumed knowledge from sections 1 to 6.1

Assessed

- Written exam: 2 hours
- 85 marks
- 34% of A-level

Questions

60 marks of short and long answer questions and 25 multiple choice questions on content.

Assessment criteria

Paper 3 A-level

Section A: Compulsory section: Practical Skills and Data Analysis

Section B: Students enter for one of sections 9, 10, 11, 12 or 13

Assessed

- Written exam: 2 hours
- 80 marks
- 32% of A-level

Questions

45 marks of short and long answer questions on practical experiments and data analysis.

35 marks of short and long answer questions on an optional topic.



Politics



Examination Board: Edexcel

Politics is a 'living subject'; students must have a keen interest in current affairs and contemporary politics in both the United Kingdom and the USA. You will need to be able to analyse critically, evaluate evidence and write in a fluent and developed manner. You will learn how to present an issue and how to defend a view and challenge the opposing argument.

Students will be expected to read British and American newspapers, watch the news and programmes such as 'The Andrew Marr Show' and 'Question Time'.

Politics is well-regarded as an A-level subject and provides good preparation for degrees such as History, Law, Economics and Philosophy. Politics combines well with a variety of subjects.

Component 1 - UK Politics

Written examination: 2 hours

Content overview

- Political Participation, students will study:
Democracy and participation, political parties, electoral systems, voting behaviour and the media.
- Core Political Ideas, students will study:
Conservatism, liberalism, socialism.

Assessment overview

Section A: Political Participation: two 30-mark questions

Section B: Core Political Ideas: one 24-mark question

Component 2 - UK Government

Written examination: 2 hours

Content overview

- UK Government, students will study:
The constitution, parliament, Prime Minister and executive, relationships between the branches.
- Optional Political Ideas, students will study:
One idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.

Assessment overview

Section A: UK Government: two 30-mark questions

Section B: Optional Political Ideas: one 24-mark question

Component 3 - Comparative Politics

Written examination: 2 hours

Content overview

- The USA, students will study:
The US Constitution and federalism, US Congress, US president, US Supreme Court, democracy and participation, civil rights.

Assessment overview

Section A: 12-mark question

Section B: 12-mark question
Two 30-mark questions



Psychology

Examination Board: Edexcel

What does studying Psychology involve?

Psychology is the scientific study of people; how they think, how they act, react and interact. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations behind it. Psychologists and psychological research have a big impact on all aspects of public life; particularly in areas such as education, health, the economy, industry, the media and government.

Studying Psychology will not only provide you with a clearer picture into the science of human behaviour and attempts to explain it, but it will help you to investigate some of the following practical problems:

- How can the courts ensure that eyewitness testimony is reliable?
- How can we help people overcome eating disorders, depression, stress or phobias?
- How can we speed up recovery from brain injury?
- Why do some people suffer addictions?
- Is intelligence innate or acquired through experience?

How will I know if I will be successful?

Psychology is ideal for students who have

a very sound ability in Science, English and Mathematics. There is a large amount of research to investigate and become familiar with; therefore, a capacity to engage enthusiastically with the reading material is essential. There is a large scientific emphasis within the A-level, so students will need to be confident scientists. 10% of the exam tests pure mathematical skills students are taught throughout the course. Students will be expected to calculate Mann-Whitney, Spearman's Rho, Chi-Squared and Wilcoxon statistical tests.

What topics will I study?

During the first year, students will be introduced to four scientific approaches to study human behaviour: Social (how we behave based on the group), Cognitive (how we process information), Biological (how our genes, brain structure and hormones influence our behaviour) and Learning (how we learn from our environment). During the course, students will be critically analysing the research methods used to investigate behaviour. During the second year, students will examine two applied topics in Psychology; Clinical (examining abnormality), and Criminal Psychology (factors contributing to criminal behaviour) which bring together explanations from different approaches and engages students in issues and debates in contemporary Psychology.

This qualification consists of three externally examined papers at the end of the two-year period.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Psychology are to enable students to:

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- Develop interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.



Incorporation of Practicals and How Science Works

A practical focus is embedded within this course. A series of short and manageable practical experiments and tests accompany the first four approaches and allow students to develop an active knowledge of the scientific aspects of Psychology.

What skills will I develop and where could studying this subject lead me?

The Psychology course has been designed to provide a broad introduction to the scope and nature of Psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking. Further to this, Psychology students will also develop strong transferable essay writing skills, report writing and skills of statistical analysis.

Currently, there are over 300 Psychology courses at degree level. It is an extremely popular and highly competitive subject to study at degree level, with graduates being very employable due to the nature and variety of skills acquired at A-level and university.

For further information, please visit our learning space:

www.learn.surbitonhigh.com/psychology



Psychology Assessments

Paper 1 – Foundations in Psychology (35%)

Content overview

- Topic 1: Social Psychology
- Topic 2: Cognitive Psychology
- Topic 3: Biological Psychology
- Topic 4: Learning Theories

Assessment overview

- Written examination.
- Students must answer all questions from five sections.
- Sections A–D total 70 marks and comprise mixed question types, including stimulus and data response, short answer and extended response questions and cover the topic areas as follows:

Section A: Social Psychology

Section B: Cognitive Psychology

Section C: Biological Psychology

Section D: Learning Theories

- Section E: Issues and Debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in Psychology.
- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- The formulae and statistical tables given in Appendix 4: Formulae and statistical tables will also be given in the paper.
- Calculators may be used in the examination.

Paper 2 – Applications of Psychology (35%)

Content overview

Mandatory content

- Topic 5: Clinical Psychology

Optional topics (students must study one)

- Topic 6: Criminological Psychology
- Topic 7: Child Psychology
- Topic 8: Health Psychology

Assessment overview

- Written examination.
- The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B.
- Section A has 54 marks and comprises of mixed question types, including data and stimulus response, short answer and extended response questions with a 20-mark response covering the topic area of Clinical Psychology.
- Section B presents students with a choice of one from three optional topic areas – Criminological Psychology, Child Psychology or Health Psychology.

Each section totals 36 marks and comprises mixed question types, including stimulus and data response, short answer and extended response questions.

- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- The formulae and statistical tables given in Appendix 4: Formulae and statistical tables will also be given in the paper.
- Calculators may be used in the examination.

Paper 3 – Psychological Skills (30%)

Content overview

Topic 9: Psychological Skills:

- Methods
- Synoptic review of studies
- Issues and debates

Assessment overview

- Written examination.
- Students must answer all questions from three sections.
- Section A has 24 marks and comprises mixed question types, including stimulus and data response and short answer questions, covering the topic area of research methods.
- Section B has 24 marks and comprises mixed question types, including stimulus and data response and short answer questions based on psychological studies and one extended response questions based on classic studies given in Topics 1 to 5.
- Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in Psychology.
- The assessment is 2 hours long.
- The assessment consists of 80 marks.
- The formulae and statistical tables given in Appendix 4: Formulae and statistical tables will also be given in the paper.
- Calculators may be used in the examination.



Religious Studies

Examination Board: OCR

Is there such a thing as right and wrong? What happens when I die? Why might a good God allow evil in the world? These are all questions that are tackled head-on in the Religious Studies A-level course, as well as more practical questions, such as what is the ethical way to run a business? and is euthanasia morally acceptable?

A-level Religious Studies is not a preparation for the religious life. Rather, it is a stringent academic subject that will encourage you to write in an orderly and lucid way, help you to understand and evaluate complex critical theories and develop your sensitivity to the variety of factors influencing religious thought and practice. These skills will be of value in any future career and will demonstrate to future employers and university interviewers a high level of academic competence.



Students taking Religious Studies have combined it with almost every other subject and gone on to a wide range of undergraduate courses. As well as Theology and Philosophy, students have also applied for Psychology, English, History, Economics, Medicine, Dentistry, Geography and Education. Partly because of the transferable skills that it develops, universities have a very positive attitude towards a Religious Studies A-level.

Philosophy of Religion

Examination: 2 hours

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language



Religious Ethics

Examination: 2 hours

- Utilitarianism
- Kantian Deontology
- Natural moral law
- Situation ethics
- Business ethics
- Euthanasia
- Conscience
- Ethical language

Developments in Christianity

Examination: 2 hours

- Saint Augustine's teaching on human nature
- Death and the afterlife
- Knowledge of God's existence
- The person of Jesus Christ
- Christian moral principles and action
- Religious Pluralism
- Gender theology
- The challenge of secularism
- Liberation theology



Sociology

Examination Board: AQA

What is Sociology?

■ Sociology is the systematic or scientific study of human society and social behaviour, ranging from large-scale institutions and mass culture to small groups and individual interactions.

■ In Sociology, we look at institutions such as the family, the media and the education system and ask questions about their structure, in whose interests they operate, and the effect that they have on individuals and on society.

Why choose Sociology?

■ Studying Sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, families and social power. More than once during the course you're bound to ask yourself the question, "why has society developed like this? With poverty, ignorance, crime and injustice."

What skills will you learn?

A-level Sociology will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including:

■ the use of evidence to support your arguments

- how to investigate facts and use deduction
- critical thinking
- making reasoned arguments
- developing opinions and new ideas on societal issues
- the ability to analyse and better understand societal issues.

How will it fit in with my other subjects?

There's no limit to the other subjects that you can take alongside Sociology. There's such breadth to the subject that it will complement just about anything. Students who study Sociology often also study Psychology, English, Economics and History. Also, students who want a career in any of the caring services, or in marketing or business, will find an understanding of Sociology useful.

Where can Sociology take me?

Studying Sociology at university can give you a whole host of exciting career options, including:

- Human resources
- Advertising
- Marketing
- Journalism
- Law.

Paper One

Education with Theory and Methods

Education: short answer and extended writing, 50 marks

Methods in Context: extended writing, 20 marks

Theory and Methods: extended writing, 10 marks
2-hour written exam
80 marks
33.3% of A-level

Paper Two

Topics in Sociology: Families and Households Media

Section A: Families and Households, extended writing, 40 marks

Section B: Media, extended writing, 40 marks
2-hour written exam
80 marks
33.3% of A-level

Entry Requirement

English Literature and English Language: grade 7+.

Paper Three

Crime and Deviance with Theory and Methods

Crime and Deviance: short answer and extended writing, 50 marks

Theory and Methods: extended writing, 30 marks
2-hour written exam
80 marks
33.3% of A-level



Learning Enrichment

Learning Enrichment provides specialist tuition in small groups and individual support. There is also a clinic that can be attended on a drop-in basis. Support is offered for the learning journey from GCSE through to the completion of A-levels to set habits and practise the skills needed for A-level studies and beyond. This includes organising for learning, reading and responding, using wider reading, taking notes and critical thinking.

Why study English as an Additional Language (EAL) in the Sixth Form?

If a student would like to improve their English skills, or if they require a further English qualification to study an undergraduate course at university, we prepare them for the International English Testing System (IELTS Academic Test). We provide an interesting and bespoke programme for our EAL pupils focusing on communicating effectively in all the four skills, using grammar structures accurately and being able to use advanced and idiomatic expressions, and vocabulary confidently. As the program is unique to the individual, we can offer just the correct variety and amount of practice in the skills needed for each student. In addition to this, we offer help in planning, drafting and writing extended essays, writing under timed conditions, and investigating a range of different revision techniques to support other curriculum areas.



Other Information



Superb Facilities

Our purpose-built Sixth Form Centre provides state-of-the-art resources for every activity and field of study. We have specialist classrooms, a dedicated study area with ICT facilities, an air-conditioned ICT suite and an excellent common room with cooking facilities and a fitness suite. Sixth Form students also use our facilities in the Main School, Surbiton Assembly Rooms and our Sports Complex at Hinchley Wood.

Good Preparation

Preparation for higher education is an important feature of life in Surbiton High School Sixth Form. Our students aim high with their choice of universities, and we give them outstanding support and expert guidance at every stage of the application process.

We encourage our students to think deeply about their future, to have ambition and clear goals and to be fully prepared for life beyond School.

We want our students to be totally prepared for university life. We have important traditions of independent learning, academic rigour and absolute support.



Extended Activities

Surbiton High School Sixth Form students are encouraged to extend their learning way beyond our formal curriculum. From Open University courses to taking part in our annual Drama Production, each of our students has many opportunities for confidence building, achievement and fun.

Our Sixth Formers make a major contribution to our wider school community. All are expected to be role models for our younger students and many have significant positions of leadership and responsibility throughout the School.





There's something for everyone at Surbiton High School and each student has the chance to take part in a wide range of activities.



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