



Felsted

Sixth Form

Fact Book & Subject Guide

2022-23

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KEY FACTS

(as at 01/07/21)

Felsted welcomes a number of new students into the Sixth Form each year: some join us from the local area, while others enrol from overseas. Our international students are valued members of our community, making lessons rich with cultural perspective.

263

TOTAL STUDENTS
IN THE SIXTH FORM

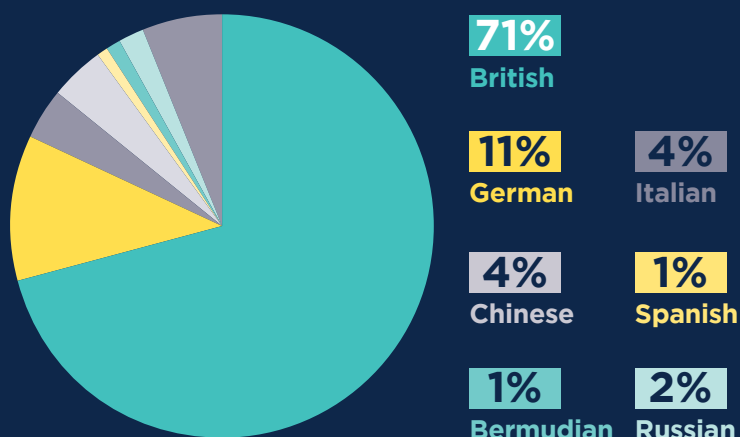
47% BOYS **53%** GIRLS

51

NEW
SIXTH FORM
STUDENTS

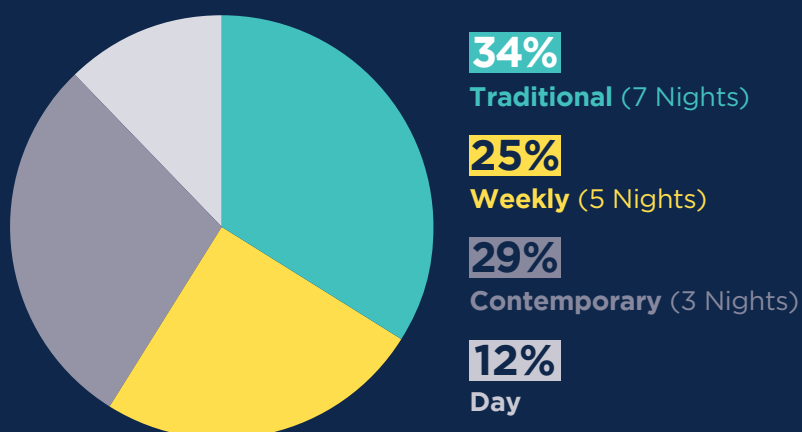
International Diversity in Felsted Sixth Form

We celebrate 25 nationalities in our Sixth Form.



* American, Bosnian, Danish, Dutch, French, Irish, Kazakh, Nigerian, Portuguese, South Korean, Turkish, Ukranian

Boarding / Day split in Felsted Sixth Form



EXAM RESULTS 2021

IB Diploma

Felsted pupils once again achieved a 100% pass rate in the IB Diploma Programme.

- Felstedians achieved a record average score of 37 points, 4 points above the world average.
- 12 students achieved a world class score of 40 points or more (equivalent to 4 A* grades at A Level) with 27 achieving 35 points or more (equivalent of 3 A grades at A Level).
- IB students were offered places for some of the best universities around the world, in countries as diverse as Canada, Germany, Ireland, Italy, Spain, the USA and of course the UK, with offers for Durham, Exeter, KCL, Oxford and Warwick among others.

A Levels

Felsted has achieved an excellent 100% pass rate over the last 4 years.

- 57% of all grades were A*-A, 84% A*-B and 98% A*-C.
- University places have been secured at many top universities in the UK and overseas, including Cambridge, Durham, Edinburgh and UCL, alongside top apprenticeship and work placement offers.

“

I can do it all at Felsted – combining my passions for debating and hockey alongside my academic work!

Lydia, Felstedian

TOP 30

**IB INDEPENDENT
SCHOOL**

ib-schools.com

12

**IB STUDENTS
IN TOP 10%
STUDENTS
GLOBALLY
(40 POINTS
OR MORE)**

INSPECTION HIGHLIGHTS

“The quality of the pupils’ academic and other achievements is excellent”, as endorsed in our recent inspection by the Independent School Inspectorate 2019.



“

Pupils are highly successful in wide-ranging academic and extra-curricular achievements.

Pupils exhibit high level critical thinking and reasoning skills.

Pupils become excellent learners, developing strong skills, knowledge and understanding.

Pupils become successful independent learners who value collaboration and are supportive of each other.

Pupils have notably positive attitudes to their learning and believe they will succeed.

Pupils appreciate the attitude to learning that is promoted in the school, especially that of learning to develop from mistakes.

Pupils work collaboratively across the school, supporting each other to achieve and are highly positive about their school.

WHO'S WHO



BURSAR
Andrew Clayton



DEPUTY HEAD (ACADEMIC)
Sarah Capewell



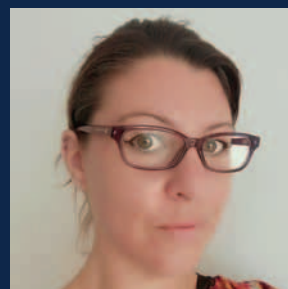
HEADMASTER
Chris Townsend



SENIOR DEPUTY HEAD
George Masters



ASSISTANT HEAD (ACADEMIC)
Lorne Stefanini



ASSISTANT HEAD
(STAFF & CO-CURRICULAR)
Rebecca Purdy



DIRECTOR OF IB DIPLOMA
Karen Woodhouse



DIRECTOR OF
PROFESSIONAL GUIDANCE
Louise Scofield



SENIOR HOUSEMISTRESS
Sarah Barrett



DIRECTOR OF
PERFORMING ARTS
Melanie Donaldson



DIRECTOR OF SPORT
Charlie Knightley



DIRECTOR OF MUSIC
William Warns



HEAD OF ART
Elizabeth Jackson



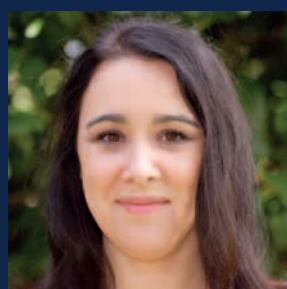
HEAD OF
DESIGN TECHNOLOGY
Mick Pitts



HEAD OF WELLBEING
Lindsey Page



DESIGNATED
SAFEGUARDING LEAD
Nicola O'Brien



SENIOR SCHOOL ADMISSIONS
Emma Carpenter



INTERNATIONAL & HEAD
OF ADMISSIONS
Gemma Kilby

Key Dates

One of the best ways to get to know Felsted is to visit during our dedicated Sixth Form Open Morning, but during this time of Covid-19 related restrictions unfortunately we will be unable to welcome large groups of visitors on site so please book early to avoid disappointment. You will have the opportunity to meet the Headmaster or a member of the Senior Leadership Team who will illustrate how Felsted can help secure academic achievement, offer guidance on careers and university entry and reveal the key benefits to studying at Felsted. You will experience a tour of the school by one of our current Sixth Formers, who give you a true insight into the benefits of a Felsted education. Admissions staff will also be on hand to explain our admissions procedures and answer any questions you may have.

Sixth Form Open Morning

**SATURDAY
2 OCTOBER 2021**

Assessment Days

2 & 4 NOVEMBER 2021

Online Subject Event

NOVEMBER 2021

Scholarship and Assessment Days

MID NOVEMBER 2021

Places offered

DECEMBER 2021

Deadline for Acceptance

31 JANUARY 2022

ENTRY REQUIREMENTS

You will need to obtain the equivalent of 32 points at GCSE across your best 6 subjects, with at least a grade 6 in the subjects you wish to study at A Level or at Higher Level in the IB Diploma. If you would like to study a subject not offered at GCSE, we use other subjects (often English, Maths or Science) as indicators of likely success; these are specified in the entry requirements for each individual subject.

For external candidates, entry to the Sixth Form is based on a Verbal Reasoning assessment, interview and a confidential report from your current school (an additional mathematics test is required if you wish to study the IB Diploma). If English is not your first language, an English assessment is also required.

Please note that if you are admitted into the Sixth Form on the minimum requirement you will be closely monitored to ensure you are making sufficient academic progress. If not it may mean that you will be asked to repeat the Lower Sixth year or, for A Level students, to reduce the number of subjects studied in the Upper Sixth.

Application Process for 2022 entry (for new students only)

Please complete the online registration form on our website as early as possible to register your interest for a Sixth Form place, **and no later than 19 October 2021**. Please check with the Admissions Office for availability before applying after this date. Please note 'Key Dates' (left).

Scholarships & Awards

Scholarships and Awards are available for those candidates showing excellence in and commitment to Academia, Art, Design and Technology, Drama, Music and Sport. All Awards make a student eligible to apply for additional financial support through a means tested top-up bursary. Further details about bursaries, including 100% bursaries, can be found on our website or contact a member of the Admissions Team.



LIFE IN THE SIXTH FORM

Felsted Sixth Form is designed to bridge the gap between school and university. Everything is organised to allow you to focus on your studies and school commitments, and to prepare for university life within the security of school.

The Sixth Form Centre is a focal point for sixth form life. As well as offering a mezzanine computer suite and desk areas for quiet study, there is a lounge and bar area for all-important relaxation. Here you'll enjoy a full calendar of socials, quizzes, debates and other events organised by a student-led committee.

Much of your success will be down to you, but our staff team will be there to help you develop the skills you need for independent study, such as time management. If you know you work best in the morning, we'll help you go to bed and rise early. If saxophone practice or running keeps you sane, we'll ensure it's built into your day.

There's also an emphasis on creating the good habits and self discipline that will serve you in later life, such as showing respect by being on time for appointments and getting up in time to eat breakfast.



Structure of the school day/week

You will be expected to be ready for the start of the school day at 8.30am Monday to Saturday, whether that be for a House Assembly, Chapel or Tutor time, with lessons starting from 8.50am. A full breakfast is available from 7.30am in the Lord Riche Hall, or for some, a piece of toast or cereal in House is preferred.

Your class timetable may allow you to have private study periods during the day, when you will have a choice of places to work – in your House study, or in various locations around the school such as the Library, Sixth Form Centre or Coffee Shop. A mid morning break at 10.45am allows you time to return to your House for a drink and snack (provided by Matron) and to collect your books ready for your next lesson. Alternatively our on site Coffee Shop in the centre of our campus is a good place for a refreshment stop.

An award-winning choice of food is available for lunch in the Lord Riche Hall from 1.10pm, with lessons starting again from 2.10pm to 3.55pm on Mondays, Wednesdays, Thursdays and Fridays. Sport takes place on Tuesday, Wednesday and Saturday afternoon – this could be training or a fixture. Every day from approximately 4.00pm, you can get involved in our extensive co-curricular programme, whether that be drama, art, music, academic enrichment, Duke of Edinburgh or CCF – the list is endless and you can get involved from Day 1!

Supper is available in the Lord Riche Hall from 6.30pm for boarders, with an additional mid evening snack provided in House at 9.00pm. Before and after supper there is allocated time for completing homework, alongside additional activities such as drama, choir and jazz band rehearsals.

Saturday School is compulsory but taking into account exeat weekends (when there is no Saturday School), half terms and holidays, these account for only about 20 during the year. This is crucial to the Felsted timetable in order to fit in the required curriculum teaching alongside our enviable co-curricular programme.





Boarding and Day Houses

As a Lower Sixth pupil you will join a Boarding or Day House, which forms the beating heart of school life. Whether you are a day pupil or a boarder, life will revolve around your House. It's a place to relax, study, make snacks, socialise and sleep; it's a safe space to store possessions, an environment in which you are well known and advised by staff, and a community where lifelong friendships are forged. And as the oldest year in the House, you will be expected to take on some leadership responsibilities for your younger peers.

At the end of the Lower Sixth you join an Upper Sixth House for your final year of study, where most pupils weekly or full board in preparation for exams and university life. Students tell us that these Houses are a real haven. Practically, they offer an ideal environment for independent study. You'll be amongst your peers and there will be a strong staff team around you who understand your needs at this crucial stage. They'll encourage you to spend as much time at school as possible so that you can take full advantage of the support and opportunities on offer.

Each house offers a homely environment that consists of an internet-equipped study bedroom and social areas for watching films, playing games and coming together as a House group. Run by an 'HM' (Housemaster or Housemistress), and

ably supported by an Assistant HM, a Resident Tutor and Matron, each is a unique community with its own family atmosphere and much-loved traditions. Which is the best? Whichever one you are in! You will form strong attachments and real loyalty to your House. Allegiance is regularly demonstrated through a variety of inter-house competitions, including the gleefully awaited annual 'House Shout'.

Felsted's boarding culture is at the heart of the holistic education we offer all our pupils. Irrespective of whether you board, you will benefit tremendously from the boarding culture. There is no substitute for an extended day in affording you time and space to explore your unique combination of passions and interests outside the classroom. This, in turn, greatly strengthens confidence within the classroom.





Many staff members live on site, generously investing as much time as you require. As such, they will know you holistically in a way that isn't possible in a typical day school. In this way mutual respect is born. Most importantly of all, though, is the community that a boarding culture creates. By living, working and sharing life's inevitable ups and downs on one beautiful, spacious campus, both staff and pupils become fiercely loyal to the community. It is this loyalty that makes staff go the extra mile for their students and students commit to being the best they can be for their teachers, friends and school.

HOUSE STRUCTURE		
	Boys	Girls
L6 Day House	Mont's	Manor
L6 Boarding Houses	Deacon's Elwyn's Gepp's	Follyfield Stocks's Thorne
U6 Boarding & Day House	Windsor's	Garnetts



Pupil Care and Wellbeing

The wellbeing of our pupils is of paramount importance to us. In addition to our strong support network of House parents, tutors and matrons, we also have a 24 hour Medical Centre on site for any physical ailments.

Our well established Wellbeing Centre supports the mental health and wellbeing of our community, which includes services such as counselling, mindfulness, meditation, yoga and pilates. Lower Sixth pupils also have the opportunity to sign up to Mental Health First Aid (MHFA) Training and become a Peer Counsellor. 80 Sixth Formers and 75 members of staff have been trained in MHFA.



80
SIXTH
FORMERS
&
75
STAFF
MEMBERS
TRAINED IN
MHFA

Personal Development

“The quality of our pupils’ personal development at Felsted is excellent”, as endorsed in our recent inspection by the Independent School Inspectorate 2019.

INSPECTION HIGHLIGHTS



Pupils are self-confident and take responsibility for their learning.

Pupils become confident decision makers and understand moral values. They value their place in the school and work hard to become leaders and role models.

Pupils’ social development is excellent. Pupils focus on supporting their friends, class and team mates.

Pupils have a notable commitment to charitable work of all kinds in school and in the local and wider community.

Sixth Form Centre

In addition to your House and the onsite Coffee Shop, our Sixth Form Centre located at the heart of the school campus provides a further dedicated base for sixth form social and academic life.

With a large social space incorporating a bar, sofas, games and a pool table for social and relaxation time, a mezzanine floor provides numerous workstations for solo or team work.



ACADEMIC SUPPORT

Academic Extension

Felsted's More Academically Able (MAA) pupils are given the scope and encouragement to challenge themselves beyond the regular curriculum.

Areas of particular talent are recognised and set out to increase your understanding and interest. The MAA programme is established throughout the school and delivered by trained and experienced MAA co-ordinators and teachers to help you achieve your full potential. Depending upon your areas of interest both now and for future studies, there are several different pathways that help to ensure that you experience academic rigour and intellectual challenge as you progress towards university studies, or to training and employment. In the Sixth Form, these subject specific pathways are given a sense of coherence and identity through the overarching Andrew Society; a group that meets weekly to bring together our most academically able pupils from disciplines across the curriculum. Membership of the Andrew Society is commonly also an important component of preparation for Oxbridge or Ivy League university applications.

For greater detail on specific subject extension opportunities, please refer to the Academic Extension Booklet which highlights the various areas that you can develop your learning both at school or at home.

Assistant Head Academic
Lorne Stefanini: lks@felsted.org



Support for Learning

The Support for Learning (SfL) Department provides outstanding support to students at Felsted with SEND (Special Educational Needs and Disabilities) in order for them to be suitably challenged and fulfil their potential in a safe environment.

Please provide relevant reports (Ed Psych, medical and school) to the Admissions Team when applying so we can assess if we can support your needs. We can arrange meetings with our SfL Team as part of your admissions visit to discuss any relevant learning needs.

- We can provide in class support where appropriate.
- Sixth Form pupils have 4 individual lessons a fortnight with a specialist teacher. These lessons incur an additional charge.
- We undertake psychometric testing to assess students for access arrangements for public examinations. This mainly involves extra time for those who qualify under the JCQ regulations.
- We liaise with outside agencies where necessary.
- We write IEPs (Individual Education Plans) for those students who have SfL lessons.
- We liaise with parents and teachers on a regular basis. Parents are invited in each term for a meeting to discuss their child's progress. Tutors and Housemasters or Housemistresses are invited to these meetings too.

Head of Support for Learning (SENCO)
Jeff Hipkin: jwh@felsted.org

English as an Additional Language (EAL)

IB students

As IB students already study English as part of their course, there are no further English lessons provided by the EAL Department. However, IB students are welcome to attend the weekly EAL drop in session, for support with written work and any other language development work relevant to students' individual needs. IB students should check carefully the English Language requirements for the specific university courses they intend to apply for. It may be that a university requires additional proof of competence in English. If this is the case, individual lessons can be arranged with the EAL Department in order to prepare students for a relevant test (all lesson charges are listed on the Felsted School website). This test is typically the IELTS Test (International English Language Testing System).

A Level students

If your first language is not English, you may be advised to have EAL lessons to support you in your studies. These lessons take place in addition to your A Level lessons and provide support in general English language, subject terminology for your chosen A Level options and the Extended Project Qualification. We can also help you with writing your personal statement for application to universities, and with any particular area of English you need to improve on. The EAL Department works closely with other subject teachers in order to find out how to best support EAL students in their EAL sessions.

A Level pupils who are applying to go to university in the UK or other English speaking countries will need to provide proof of proficiency in the English Language. The EAL Department can prepare students for the IELTS test (International English Language Testing System) if they do not have a relevant English qualification for their university application. The level of support needed on the A Level programme will be discussed with students in the first week of term and parents/guardians will be notified.

Typically an A Level student would have 1-2 EAL lessons per week, and these lessons are on a 1:1 basis. Lessons take place when pupils have free time within your timetable. Additional charges for EAL lessons in the Sixth Form can be found on the Felsted School website.

Head of EAL

Diane Guerrero: dkg@felsted.org

“

We are dedicated to internationalism at Felsted and do all we can to ensure that each student achieves their full potential academically and socially. Our EAL support will maximise their chances of this.

Mrs Diane Guerrero, Head of EAL



LEADING CO-CURRICULUM

The opportunities for you in our Sixth Form will not fail to impress; at Felsted you can be sporty, dramatic and academic. You can enjoy professional coaching in hockey and be a beginner on the clarinet. You can express yourself through art, dance or your commitment to the environment. There's no set formula; you can immerse yourself in the combinations that most appeal. What counts at Felsted is that you grasp all the opportunities you've been given, rise to the challenges of leading and serving others and never stop trying to improve or learn new skills.

At Felsted dedicated and well qualified teachers will provide you with a very rich diet of sport, music, drama and art alongside a plethora of extra curricular options. Our job is to help you extend your strengths, interests and talents or unearth new ones. It doesn't matter what fields these lie in. Indeed, former Felstedians have held senior positions and seen success in such diverse areas as the arts, academia, business, media, medicine, the military, public service, science and sport. What matters is that you find your inspiration and leave us with passions that will be fulfilling and sustaining in later life.



The Felsted Diploma

The Felsted Diploma is one of the key mechanisms by which we actively offer you a holistic education to build character and confidence. It's what enables you to develop in the round, contribute to society and learn the value of being a reflective individual.

It merges together the philosophies and programmes of the Felsted Philosophy of Learning, the Round Square, the Duke of Edinburgh Award and the Creativity, Action and Service Programme (IB students only) into a single coherent personalised programme that is unique to Felsted. You will follow a central core co-curriculum, as well as choosing additional options to suit personal preferences and interests.

As part of the Diploma you will make online written entries, which encourages the discipline of self-reflection and self-evaluation. In this way all your achievements in and outside the classroom become structured into a vital personal CV, which really assists with the preparation of Personal Statements for university or the workplace. More importantly, it will keep you focused on your aims and goals post-results and consider how you can transfer your experiences to university study and working life.

Felsted offers you a diverse range of opportunities and continues to encourage you to tailor your co-curricular options to suit your own needs, skills and desires.



You won't find many schools with a longer list of extracurricular options

The Good Schools Guide



Sport

Felsted has a national reputation for the high quality of its sporting teams and the dedication and expertise of the school's coaching staff. There is a strong tradition of sporting excellence at Felsted, however all abilities are catered for and you will be encouraged to enjoy a recreational interest in individual or team games, while developing a healthy attitude to fitness and exercise.

Pupils gain much enjoyment from expert coaching in our core sports of Cricket, Hockey, Rugby and Tennis for boys and Cricket, Hockey, Netball, and Tennis for the girls. However, if these sports are not for you there are many other options for you to try such as Aerobics, Athletics, Badminton, Basketball, Football, Golf, Gym, Horse Riding, Pilates, Polo, Running, Squash, Swimming, Yoga and more.

All students have the opportunity to represent the school in sporting fixtures during their time at Felsted, with travel to an away fixture once a fortnight the norm for the vast majority of students. Additionally, for those who take their sporting expertise to a higher level you may

get the chance to join one of the overseas sports tours.

Sports scholarships are available for entry into Year 12 and this brings with it sports conditioning sessions, expert coaching and an individual sports mentor.

Felsted has established professional pathways for students who are excelling in sports such as rugby, cricket and netball through their associations with Saracens and Northampton Saints Rugby, Essex Cricket and Saracens Mavericks & London Pulse Netball. We also have close links with Cambridge, Old Loughtonians and Chelmsford Hockey Clubs.

For those pupils who have talent in other disciplines such as Horse Riding, Golf or Skiing we are able to work with you to tailor an academic and physical package to suit you where possible. We understand that competing at a high level may require time away from school and by working together we should be able to support your studies remotely. However, this does take commitment and a positive attitude towards keeping on top of your academic commitments.



“

Sport seems to strike the right balance between healthy competition and inclusiveness.

The Good Schools Guide





Music

Music is part of the fabric that makes up Felsted life and has been for many years. With broad opportunities for musicians of all types our main aim is that everyone who wants to be involved musically can be accommodated. Many opportunities exist for talented musicians, including our unique partnership with the Junior Guildhall School of Music, with whom students can follow an integrated programme if accepted by them.

Felsted Music Scholars lead by example and flourish within an enthusiastic and committed environment. They are supported by experienced and qualified full time music staff, with over 32 visiting instrumental and vocal teachers. Our state-of-the-art Music School comprises an auditorium, practice rooms, classrooms, percussion rooms and a recording studio. Tuition is available in a wide range of instruments ranging from the violin and harp through to the trombone and electric guitar!

All pupils are involved in some way, whether it is singing in Chapel, participating in the Inter-House/League Singing Competition or through individual musical interest.

Singing plays a hugely important role both in Chapel and in more informal settings. Pupils may join the Senior School Orchestra, Wind Band, Jazz Band, Funk Band and various chamber ensembles, and take part in regular concerts. You may also participate in drama performances and shows, with opportunities for soloists. The Full Choir is open to all, with a selective elite Choir and Choirs formed for specific events. Choral scholars support the Felsted Prep School Chapel Choir at their services. All pupils take part in our much loved "House Shout" singing competition.

Music Scholarships and the unique Junior Guildhall/Felsted Music Scholarships are available for entry into Year 12, offering an outstanding musical pathway for talented pupils. Music can also be studied at A Level or as part of the International Baccalaureate Diploma.

**GUILD
JUNIOR
HALL**

“

Music activities at Felsted helped me to reach my current position. While Music isn't such an obvious link to TV Presenting, when I present on TV I'm putting on a performance of sorts. There were plenty of opportunities to perform as a musician at Felsted and I loved every minute of it.

Sean Fletcher,
Former Felstedian & TV Presenter



Drama



Felsted has a reputation for drama productions of the very highest quality, making a significant contribution to the co-curricular life of the School. Budding thespians are able to get involved in competitions, House plays, musicals and technical theatre. Professional acts also perform throughout the year in Felsted's own Hunt Theatre, exposing pupils to a wide range of drama.

Felsted offers a wonderful range of opportunities including:

- The annual Senior School Play (musical every two years)
- House & League Shows
- A Level Drama and Theatre
- Monologue and Duologue competitions and numerous other smaller performance opportunities
- Visiting drama productions in the Hunt Theatre
- Theatre trips to a range of productions
- Lighting and Sound training
- A biennial Drama Tour
- The opportunity to study for a LAMDA speech and drama qualification

Under the guidance of the Director of Performing Arts and a full-time Theatre Manager, enthusiastic pupils may also learn to be responsible for all technical aspects of drama, including sound, lighting, make-up, and wardrobe. There are also many opportunities for pupils to direct productions.

Drama Scholarships are available for Year 12 entry, with scholars expected to take part in all drama productions

and activities. Expert advice is given to those wishing to study Drama at university and we have a successful track record of preparing our students well for National Youth Theatre auditions.

Drama coaching and LAMDA speech and drama lessons are available as an additional activity. Many also take LAMDA exams at school, for which we are proud to have a 100% pass rate over an impressive number of years, with many achieving a Merit or Distinction.

Pupils may join the cast of school productions including the major production in the Autumn term. Recent performances have included: *Les Misérables*, *Beauty & The Beast*, *Evita* and *Romeo and Juliet*, which were considered of West End standard and received rave reviews. A Spring Term production is usually a non-musical performance.

There are regular opportunities to attend professional drama and comedy performances hosted in the School Hunt Theatre. There are also regular theatre trips to West End shows.

Felsted's Hunt Theatre is equipped technically to the standard of any small professional theatre: the extensive facilities include flexible seating for 128, fully computerised lighting and sound controls, an impressive range of lanterns and sound equipment, dressing rooms, a front-of-house box office and a licensed bar. Larger scale productions are put on in the Senior School's majestic Grignon Hall.

“

I was in every Felsted play going and was given the opportunity to play lead roles in most of them. I directed our House play and was also an active member of the Debating Society, entering all the public speaking type competitions.

U6 Leaver

“

My interest was nurtured and encouraged which helped me audition successfully for the National Youth Theatre and subsequently Drama School.

U6 Leaver



“

The Art room was the most homely place for me and I would paint in much of my spare time. I never expected art to be my profession, though the experience and support I received in the Art Department made it clear to me it was a hobby I did not want to give up. Felsted gives one the feeling that anything in the world is possible.

Marcus Krackowizer, Impressionist Painter (former Aeronautical Engineer), Felsted 1988-90

“

At Felsted we encourage our artists to explore the creative process through critical thinking, which is crucial for self reflection. The artistic journey therefore becomes a process of self discovery and evaluation. In this way pupils learn how to reflect more deeply on a variety of thematic perspectives in order to elevate their artwork to a higher standard.

Elizabeth Jackson, Head of Art

Art

Felsted pupils are fortunate to have wonderful facilities and specialist teachers to study art either as part of sixth form study, a co-curricular activity or as a hobby.

Art Scholarships are available for Year 12 entry and can be studied at A Level or as part of the International Baccalaureate Diploma. There are many opportunities throughout the school week for any student with a special interest in art to attend extra art activity sessions. A weekly life drawing class is also available for sixth form students.

Trips to London galleries are organised at least once a year for all students formally studying art, to reinforce the contextual and historical component of the courses. Many interested pupils will expand

their knowledge by visiting art galleries in the school holidays or at weekends.

Work is regularly displayed in various exhibition sites within the school; on the Saatchi Gallery Schools site, and at local venues; playing a key role in publicly demonstrating the Felsted ethos of outstanding teaching, learning and achievement.

Felsted has a proven track record in preparing a large percentage of students to successfully access and complete courses in Fine Art, Architecture, and Fashion and Design at many of the prestigious schools of art and top universities. Felsted is well known nationally for enabling students to produce work of the very highest standard.



CCF

Felsted's Combined Cadet Force offers sixth form students an opportunity to develop individual skills and work as part of a team, with responsibility for training junior cadets. Skills developed tend to be practical in nature and include first aid, navigation, expedition skills, military fieldcraft, weapon handling and shooting. Training takes place on a Friday afternoon and there are also a number of field days during the year. An annual camp allows those who wish to be promoted within the organisation to attend external leadership and adventure training courses.

Felsted's Combined Cadet Force is one of the Sixth oldest in the country, alongside Eton, Harrow, Rugby, Rossall and Hurstpierpoint. Felsted School first raised a Cadet Corps in 1860, however, Felsted claims to be the oldest, as military training started at the School on an unofficial basis under the Headmaster's direction before the War Office letter of 12th May 1859, inviting schools and universities to raise Volunteer Corps.

So what does the CCF offer to the Felstedian? It is not a recruitment vehicle for the armed forces, although it does provide the starting platform for those thinking about military service. What the CCF does provide is a safe environment where cadets can develop their personal skills as well as their ability to lead and work in a team. Both skills are useful in all walks of life, in the workplace, on the sports field and in other challenges the pupils may encounter in later life.



It is no surprise that many of our Sixth Form cadets hold senior appointments within the school such as Head of School and Senior Prefects.

The CCF provides many opportunities for our students to enhance their learning off site.

Opportunities include:

- 24 hour exercise in September
- Range Day in March
- One week Summer Camp in July
- Opportunities to complete, Silver and Gold Duke of Edinburgh Award
- Opportunities to attend external Ministry of Defence run courses, including Leadership Training and Adventurous pursuits (Climbing, Canoeing etc.)



The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is central to our co-curricular provision at Felsted and forms a major core element of the Felsted Diploma. We have one of the most active school groups in the country, with participating numbers so high that we have our own DofE Operating Authority, ensuring that all Felstedians gain the full benefits of the opportunities provided by this scheme.

Each year, many achieve their bronze and silver awards, while between 20 and 30 sixth form students will complete the Gold Award. This major achievement is marked with a presentation by a member of the Royal Family at St James's Palace. It is not surprising that employers and universities value the scheme so greatly – it is undoubtedly true that success in the programme builds confidence, determination and self-esteem, giving students the soft skills that are needed for success in other areas, as well as specific areas of expertise that will stay with them for life.

Leadership Opportunities

Alongside the many traditional leadership opportunities such as captaining a sports team, training a cadet in the CCF or leading a group academic task, pupils in Lower Sixth may apply for a number of leadership roles within their Houses. These prefect roles enable them to hone their leadership skills in

readiness for their applications for whole school roles in the Upper Sixth. These include Head Girl or Boy, Deputies and Prefects, where they can gain much experience in helping to represent and run the school and, perhaps more importantly, they act as role models to pupils lower down the school.

Clubs & Societies

Students can get involved in a vast range of clubs and societies at Felsted. Academic Societies include the Andrew and Medical & Veterinary Societies, where students can expand their knowledge and interest through activities with industry specialists. Public speaking is popular at Felsted, with many getting involved in competitions and activities such as the Model United Nations and debating; students visit The Hague and get fully involved in our own Felsted Model United Nations Conference, alongside events hosted by external companies and other schools. Students with active interests lead their own initiatives and these include our Felsted Pride Society and our Felsted Equality and Diversity Committee.

From yoga to cartooning, there is something for everyone and if it does not exist already, you are likely to be able to create it!

Making a difference

Felsted has always been mindful of its role in public service and has a long history of pupils and staff supporting charitable causes and our local and wider community with both financial help and practical assistance. It is our aim that all pupils should leave Felsted with a sense of responsibility and purpose that they can make a difference to the world around them and to those less fortunate.

As a sixth form pupil you will be able to get involved in or lead a charitable event to support one of the School, House or your own chosen charity. There are also opportunities to go on life changing overseas trips to one of our charitable partners in Mumbai and Uganda. Volunteering is also a key element of the Duke of Edinburgh Award, The Felsted Diploma and the CAS elements of the IB Diploma, so you may see yourself helping out at a local primary school, the local Scouts group or providing a helping hand in an old people's home. Within the school, pupils may also train to be a peer counsellor to support younger pupils within the school.



International opportunities

Our membership of the Round Square opens up access to numerous opportunities to visit the 120+ schools worldwide who share the same core values. Through exchanges, gap year opportunities and educational conferences at European and World level, the school experience of the Felstedian is enriched.

Felsted is justly proud of its traditions, but we are also excited to be part of a worldwide community of schools who try to make a difference, to go that extra mile, to help others, both locally and internationally, and in so doing to grow as people who are truly international citizens of the world.

Further information about The Round Square Organisation, of which we are a Global Member, can be found on our or their website (roundsquare.org).



“

“Plus est en vous!” meaning “There is more in you” is one of the leading beliefs and mottos of the Round Square Organisation.

Exchanges

Felsted pupils may exchange with one of our Round Square partner schools around the world from a few weeks to one term. Taking part in an exchange such as this can be transformational, with pupils engaging as global citizens through living and studying in another culture.

Recent exchanges have included students travelling to schools in Bogota in Colombia, Lima in Peru and California in the USA.



Conferences

Each academic year, there are many opportunities for you to engage in the Regional and Global Round Square Conferences held around the world. These conferences follow a theme and will fully engage you to expand your cultural thinking, debate topical issues and become more globally minded. Pupils have taken part in many conferences over the past few years including ones held in Transylvania, Belfast, South Africa, Denmark and at Felsted itself.

International Service Projects

Round Square International Service (RSIS) projects are opportunities for students and adults from Round Square schools to come together from across the globe to take part in a life changing programme. Participation in a Round Square International Service Project is a great way for young adults to learn about global citizenship, community engagement, develop a deeper understanding of the world's problems and experience a new culture. Packed with challenging adventure and cultural awareness opportunities, the project programmes are designed to ensure that students have an exciting, experiential and holistic learning experience that is second-to-none.

For approximately 50 students each year Round Square host two unique service projects. The projects, called 'Big Build', take place every year in

July and December and run on average for two weeks. Students work together with a rural community in need to build a vital piece of infrastructure. In the past this has been classrooms, accommodation for teachers, bridges and clean water systems.

Normally held out of term time pupils age 16 and over may apply. Look out for newsletter articles about these opportunities or contact Mrs Grant on rg@felsted.org. Places do get taken up quickly so apply early if interested.

Examples of recent projects have included building a school for children in Morocco and working on an environmental project with elephants in Sri Lanka!



UNIVERSITY AND CAREERS

4

CAREER PATHWAY ROUTES

Our Professional Guidance Department provides clear, appropriate and individual advice, information, support and guidance so that you can make informed choices as you progress through the sixth form and into the world of work.

We identify **4 pathway routes** for you to research. We advise you to prepare for two, to keep options open.

1. **UK University**
2. **International University**
3. **Degree Apprenticeship**
4. **Direct workplace entry**

In addition to a student weekly drop in clinic on a Friday from 4pm until 6pm, parents are invited to presentations and information evenings. Individual appointments with members of the Professional Guidance Department are also available for parents and students to discuss university & career options.

All Lower Sixth attend a UCAS Fair and a Futures Day where they learn about the options available and partake in workshops including CV writing, personal statement writing, interview techniques etc. You are also encouraged to attend Felsted Network evenings, of which there are several throughout the year, focusing on different industries hosted by parents or former Felstedians in their relevant field. We advise students to attend Open Days in the school holidays as much as possible to avoid missing important lesson time.

All pupils have support with their applications and every university application is reviewed by our Director of Professional Guidance before submission.

It is worth following the department Twitter account **@FelstedCHE** for up to date careers and opportunities.



The level of careers support the students get from the school is truly remarkable and we have impressed on our girls how important it is to use the resources at their disposal and listen to the advice on offer.

Parent of U6 pupil



■ (L to R): Alexandra Simpson, Nikki Pritchard, Louise Scofield and Nicola Sunshine-Harris

The Careers Advice team

A dedicated team of five experienced members of staff make up the Careers Department, each with a different focus of speciality.

Director of Professional Guidance
Louise Scofield
Email: lms@felsted.org
Tel: 01371 822668

Responsible for the overview and management of all aspects of Careers and Higher Education, including applications to universities, apprenticeships and employment. Principal support for applicants to Oxbridge and international universities, including the US, Canada, Holland, Italy, Spain and others.

Assistant Head of Professional Guidance
Nicola Sunshine-Harris
Email: nmsh@felsted.org

Mrs Sunshine-Harris supports Ms Scofield with all aspects of careers and higher education, and is available to offer impartial careers advice and guidance to all students in Years 9 to 13, including support with options

decisions. Mrs Sunshine-Harris works Monday, Tuesday, Friday and Saturday.

Medical, Veterinary & Dentistry Applications Adviser
Alexandra Simpson
Email: alfs@felsted.org

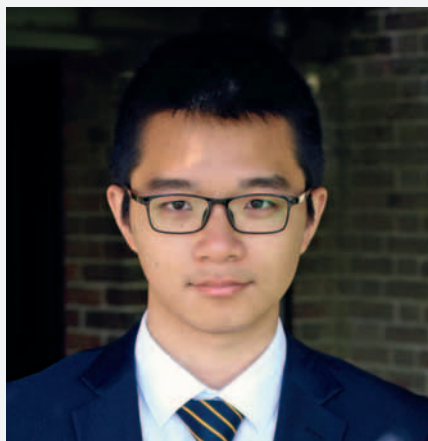
In addition to her role as Director of Assessment and Tracking, Miss Simpson is available to advise and support students making applications to Medicine, Veterinary and Dentistry courses, including preparation for entrance examinations and interviews.

Apprenticeships Adviser
Nikki Pritchard
np@felsted.org

Higher Education & Careers Administrative Assistant (Mon, Thurs, Fri)
Sarah Penrose
careersadmin@felsted.org

Oxbridge and Competitive Applications

Every year, we provide extensive support for pupils making applications to the universities of Oxford, Cambridge and internationally renowned institutions. Whilst the entry process does not get any easier, we have had good success with pupils gaining interviews and places over the past few years. Those pupils wishing to apply should make themselves known as soon as possible to the Professional Guidance Department as there are strict deadlines for applications and testing. They can apply to the Andrew Society, an academic society which helps pupils to expand their knowledge, critical thinking, analytical and debating skills, essential for the development and success of competitive applications.



Jack Huang achieved 3 A*s in Maths, Further Maths and Physics, securing his place at Cambridge to read Mathematics. Jack, who hopes to become a professor, held the school's prestigious Wallis Scholarship, named after former Felstedian and Mathematician, John Wallis, who is most famous for inventing the infinity symbol. Jack balanced his studies by playing badminton for Felsted.



Matilde Colombo from Italy, achieved an outstanding 44 points in the IB Diploma to go on to read medicine in Ireland. Matilde joined Felsted Sixth Form as a Hunter Scholar, given to a pupil who shows exceptional promise in the Sciences. She also represented the school as a Prefect in her final year.



Olga Adhikari achieved a world class score of 43 out of a possible 45 points in her IB Diploma, to secure her place to read Asian and Middle Eastern Studies at Cambridge. Olga was editor of the Felsted Politics Magazine and chaired the Environmental Committee at Felsted's Model United Nations Conference.



Amber Aitken achieved 39 points in her IB Diploma to read International Business with French at Birmingham. Amber was deputy head girl and a sports scholar, captaining the 1st XI hockey team. She was also an active member of the Round Square, taking part in an exchange to Columbia and the Felsted Round Square Conference.



Shola Akindayini achieved a clean sweep of 4 As, exceeding her offer to read Medicine at Edinburgh. A school prefect, Shola took advantage of many opportunities during her nine years at Felsted, including being an active member of the Medical Society and completing her Duke of Edinburgh Silver Award.



Harry Sturge achieved 3 As in Mathematics, Physics and Design Technology to study Architecture at Bath. As a sports scholar and keen rugby player, Harry was able to balance his academic aspirations with his sporting commitments. As an England Academy Player for Saracens he is now enjoying playing rugby for Bath University.

International Applications

Recognising the increasingly diverse outlook of all Felstedians and the number of international students in our sixth form, we have developed a programme to support international applications. You are able to consider options as far afield as Australia and New Zealand, Canada, USA and closer to home places such as the Netherlands, France and Italy. Staff have expertise in most countries, enlisting expert external support as required including visits from worldwide university outreach teams as well as experts in the field. Those planning to apply to the USA are asked to contact the Professional Guidance team in Year 11 or as soon as possible in Year 12, so that they have access to the full programme of support.



Rebecca Earl gained a highly prestigious golf scholarship to Wofford College, South Carolina, to study psychology alongside competing in the National Collegiate Athletic Association's Division 1 Women's Golf Competition. As a sports scholar, Rebecca combined A Level studies in Maths, History and Psychology with her golfing talent.



Samuel Maurer, a full boarder from Switzerland, achieved 40 points in the IB Diploma, to read International Relations and Organisations at Leiden University in the Netherlands. Sam joined Felsted in Year 9 on a full bursary and fully involved himself in school life as both a Prefect and an Academic Scholar, balancing his studies with taking part in Model United Nations events and playing football, squash and rugby.



Sebastian Martinez-Minnett gained top offers in the UK and overseas but decided to accept an offer to read International Relations at The University of British Columbia in Canada. Seb gained 36 points in the IB Diploma whilst enjoying all aspects of Felsted life, including CCF, Chapel Choir, Theatre Productions, Peer Counselling and representing the school in Rugby, Hockey and Tennis teams.



Josephine Molfino, a full boarder from Japan, scored 38 points in the IB Diploma, securing a Purple and Gold Scholarship to the University of Washington. She is looking forward to securing her ambition to be a Doctor by majoring in Biochemistry. Josephine balanced her studies with playing 1st team badminton for Felsted, co-leading the Biosciences Society and being a member of the Andrew Society.



Lea Wolf from Germany, gained 39 points in the IB Diploma, securing an academic scholarship to The American University in Paris to read International Business Administration (major) with Environmental Sciences/Global Communications (minor). As well as excelling in her studies, Lea contributed a great deal to an outstanding 1st XI Hockey squad, helping Felsted to reach the national quarter finals in her final year.

Degree Apprenticeships & Direct Workplace Entry

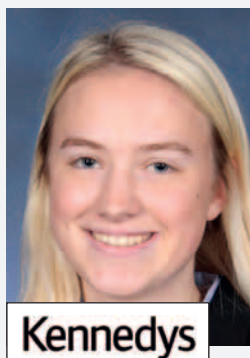
Increasingly popular as a post school option, higher and degree apprenticeships offer students the opportunity to 'earn and learn'. More and more apprenticeships are becoming available each year, with Felsted leading the way in terms of advice in this area. We have had a number of top students choose this route having been successful in their application, for which we are able to offer much support with both the online testing and interview techniques. Please note that the interview process for this route can be time consuming during the final year of study, including time taken to attend interviews, so we recommend time is managed carefully so grades are not affected.

Degree Apprenticeships



William Alexander was one of the first undergraduate engineering students to be accepted at the Dyson Institute of Engineering & Technology. Set up by Sir James Dyson OM CBE, Will was awarded one of only 32 places, turning down some great offers from Bath and Edinburgh Universities. At Dyson, he is being mentored by 'real' scientists and engineers, world experts in their field, taught alongside academics from Warwick University.

Elle King secured a Paralegal Apprenticeship with Kennedy Law, a global law firm, and **James Preston** an apprenticeship with Lloyds of London, chosen as one of 4 from 9500 applicants.



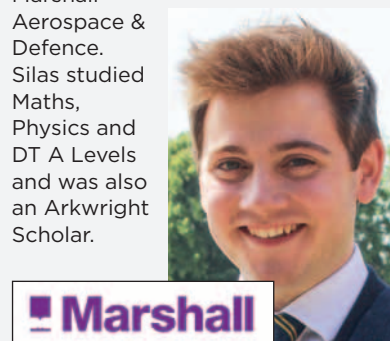
Archie Pritchard secured a highly competitive place on the PWC Flying Start Degree Apprenticeship Programme via Nottingham University.



Luke Johnson accepted a place with Deloitte's on their BrightStart Higher Apprenticeship Programme, bypassing university and leaping straight into a professional 'earn-while-you-learn' career, where he will be a qualified accountant within five years. Luke joined Felsted as an Academic Scholar from a local state school and gained three A*'s and an A grade in his Maths, Further Maths, Business Studies and Geography A Levels. He also received a top offer to read Maths at Warwick University.



Silas Turner-Jones accepted an Engineering Apprenticeship with Marshall Aerospace & Defence. Silas studied Maths, Physics and DT A Levels and was also an Arkwright Scholar.



Direct Workplace Entry

Ollie Stonham accepted a full time Academy contract with Saracens Senior Squad in July 2019. He is also now a member of the U20 England squad and **Obinna Nkwocha** will be joining them in 2021.



Felicity Wall secured a position as a Legal Clerk for a London Legal Chambers, where she hopes to gain qualifications at the same time as gaining valuable work experience.



James Cotterill decided to combine a part time 4 year degree in Accounting with Finance at Birbeck University alongside taking various city exams to become a Junior Emerging Market's Bond Broker with Tullet & Prebon.

Leavers' Destinations 2020

University Destinations

Oxbridge (3 students)	
University of Cambridge	Law Veterinary Medicine
University of Oxford	Classical Archaeology and Ancient History

Russell Group University (43 students)	
Cardiff University	Psychology with Professional Placement
King's College London	International Management Physics and Philosophy
Newcastle University	History
UCL	History
University of Birmingham	History and Political Science
University of Bristol	Education Studies
University of Exeter	Business and Management Economics and Finance Economics and Politics with Industrial Experience Economics with Industrial Experience Geography x 3 International Relations International Relations and Modern Languages Liberal Arts with Employment Experience Politics and International Relations Psychology x 2
University of Glasgow	Environmental Science and Sustainability
University of Leeds	Fine Art with History of Art
University of Liverpool	Business Economics
University of Manchester (3 students)	Economics Economics and Politics Politics and International Relations
University of Nottingham	Geography History and Politics Management Politics with International Relations Psychology Veterinary Medicine
University of Southampton	Computer Science Politics
University of Warwick	History of Art Philosophy, Politics and Economics (PPE) Theatre and Performance Studies
University of York	Chemistry Law and Criminology Micro-Mechanical Engineering Philosophy Physics Politics and International Relations

LEAVERS'

DESTINATIONS 2020

113 students

UCAS 2020 ENTRY	84
GAP YEAR	6
EMPLOYMENT	1
APPRENTICESHIPS	1
EUROPEAN UNIVERSITIES	12
US UNIVERSITIES	2
PROFESSIONAL SPORT CONTRACTS	2
OTHER	5



International Universities (10 students)

Università Cattolica Del Sacro	Italy	
University of Amsterdam	Netherlands	Business
Maastricht University	Netherlands	Business Management
Leiden University	Netherlands	International Relations and Organisations
VU, Amsterdam	Netherlands	
Erasmus, Amsterdam	Netherlands	
IE, Madrid	Spain	International Relations Business Management
University of Alabama	USA	
Tufts University	USA	

Other Universities (38 students)

Anglia Ruskin University	Building Surveying (with Placement year)
Bath Spa University	Creative Arts Practice (with Foundation year)
Birmingham City University	Horology
Brunel University London	Business Management Digital Design
Brunel University London	Business Management (with Foundation) Business Management, Digital Innovation & Entrepreneurship Business, Digital & Entrepreneurship (Professional Placement)
Loughborough University	Architecture (with Placement year) Finance and Management (with Placement year) Geography with Economics
Nottingham Trent University	Fashion Management Live and Technical Events
Oxford Brookes University	Animal Biology and Conservation Business and Management Business and Marketing Management Law with Business Real Estate x 2 Sports Coaching, Fitness and Rehab Foundation
Staffordshire University	Esports
UCFB	Sports Business & Coaching
University for the Creative Arts	Film Production
University of Bath	International Development with Economics
University of Chester	International Tourism Management (with Professional Placement year)
University of East Anglia	Medicine
University of Kent	Biomedical Science Management with a Year in Industry
University of Plymouth	Geography with Ocean Science
University of Reading	Business and Management Geography (Human & Physical) Psychology with Foundation
University of St Andrews	English History of Art
University of Sussex	Marketing and Management (with a Professional Placement year)
University of the Arts, London	Graphic Communication Design
University of Westminster, London	Film Marketing Communications

Apprenticeships/Employment/Other destinations

Saracens	École Hôtelière de Lausanne
Guildhall School of Music & Drama	Quest Business College
Glion Institute of Higher Education	Italia Conti Academy of Theatre Arts

IB Diploma and A Level Curriculum Pathways

Choosing the right route for you

At Felsted we support both the IB and A Level pathways as we believe they offer a strong curriculum for different types of learner. Both pathways should be considered by sixth form pupils as common misconceptions can often deter pupils from following a course that might be best suited to them.

ACADEMIC CHOICE



Approx two thirds of our students take A Levels and one third the IB Diploma

Common Misconceptions

The IB is harder than A Levels

This is not the case – with the IB you study six subjects instead of three subjects plus the EPQ (Extended Project Qualification) at A Level. Three of the six subjects will be at Higher Level and three at Standard Level which does not involve the same depth of study required at A Level. So whilst you are studying more subjects it does not necessarily mean that they are harder than A Levels.

You have to study A Levels to do medicine

You can still apply for Medicine degrees if you study the IB Diploma. To apply for most Medicine degrees, you are required to study Chemistry as well as another Science (Biology or Physics) or Maths. Because of the way the IB Groups work, you are able to take 2 Science subjects and Maths.

You have no free time if you study the IB

The IB curriculum requires more classroom teaching than A Levels so there are fewer 'private study periods'. However 'private study periods' for A Level students require a significant amount of self study, so if you prefer to be classroom led then the IB might be best for you. You have to be organised to study either option and students of both academic pathways have enjoyed taking part in all the co-curricular and social aspects of Felsted School life. We have had music and sports scholars complete the IB Diploma successfully; they have managed their time well and have been able to train and attend performances and matches during their two year course.

I can't decide on only three subjects

Then the IB pathway might be for you! If you want to keep studying subjects you enjoy or you want to keep your options open as you are not sure what you want to do post school, then the IB might be the best route for you. However if you only want to study three subjects and can't wait to drop others, then studying A Levels could be the answer.

You have to be a linguist to study the IB

This is not the case; yes, you do have to study an additional language to your own mother tongue, but this can be at 'ab initio' (beginner) level. So if you have not enjoyed learning French you could take up Spanish or Italian. You will also have to continue with English or your native language but this can be done at Standard or Higher Level.

Universities don't understand the IB

In the early days of the IB Diploma being studied in the UK it is true to say that some universities did not appreciate the rigorous programme that it delivers and were not overly generous with their offers. However over the past few years this has changed and now most universities fully appreciate the IB learner; Felsted pupils have received some generous and even unconditional offers over recent years.

Can't decide? Then this might help...

ADVANTAGES OF THE IB DIPLOMA

- Able to continue with a broader range of subjects (six)
- Internal assessment for each subject counts towards final grade in each subject
- Theory of Knowledge (ToK) course encourages critical thinking skills, which is an advantage across all subjects
- More accessible options for areas that you are less confident in (e.g. ab initio languages)
- The Extended Essay is a chance to choose own topic for research
- Open-ended exam questions and tasks in some subjects are exciting and allow for creativity
- International cohort / new friends and experiences
- Teacher and pupil led
- Exam results are issued in early July which allows for early negotiation with universities

ADVANTAGES OF A LEVELS

- Able to focus on subject areas and specialisms
- The syllabus and subject content is often much more defined
- There is a wealth of resources to support your learning, such as study guides, textbooks and online materials
- Fewer courses have a coursework element, which allows greater time to cover examination content and develop examination technique
- More of a teacher led approach
- Completing the Extended Project Qualification alongside your A Levels allows you to develop self-motivation and autonomy as well as giving you an opportunity to work independently on a topic of your choice
- Less classroom contact time allows you more time to complete assignments and ongoing independent work during the school day and helps you to develop good time management skills

CHALLENGES/PROBLEMS TO CONSIDER WITH THE IB DIPLOMA

- Greater contact time for 6 subjects + ToK requires good organisation skills
- Coursework requires good organisation and a consistent work ethic to avoid falling behind
- You must be willing to continue with 6 subjects across specified curriculum areas
- It is not an appropriate preparation for a Maths degree (especially at Oxbridge) – you would need Maths and Further Maths A Level

CHALLENGES/PROBLEMS TO CONSIDER WITH A LEVELS

- Limits the number of subjects more than the IB
- Most A Level subjects have no coursework and so there is greater pressure on students when undertaking their final exams in the Upper Sixth
- There is greater subject content and therefore more information to learn and recall
- Most A Level subjects involve extended writing in some form

Choosing your Subjects: the Options Process

The deadline for the submission of your preferred subjects is Monday 24 January 2022.

For current Felsted pupils, this is done through the Felsted MIS; however these choices must then be validated by a parent/guardian (also on the MIS). The deadline is immediately following the Year 11 Parents' meeting to enable you and your parents to discuss the suitability of your preferred choices with your subject teachers and tutor.

External applicants should submit their options using the form provided by the Admissions Department. Please contact the Academic Office if you have any queries with your subject choices.

For the IB, you must choose one subject from each of the 6 groups and indicate whether you wish to take that subject at Higher Level or Standard Level. You should be taking at least 3 subjects at Higher Level and up to 3 subjects at Standard Level (please note that some subjects are only offered at either Higher Level or Standard Level). Although you may request alternative combinations (particularly for your Group 6 subject), we cannot guarantee that we will be able to provide a combination not currently shown.

For A Levels, we recommend that pupils choose three A Levels and supplement this with the Extended Project Qualification. However, should pupils wish to take four A Levels (for example, pupils wishing to take Maths and Further Maths), we will consider their requests carefully. As we give pupils free choice of their A Level subjects (i.e. we create our timetable blocks based on your requests), we ask you to place your subjects in order of priority and to provide a 'reserve subject' when submitting your choices.

BTEC: We also offer a BTEC in Sport, either as a Diploma (which is the equivalent of two A Levels) or as the National Extended Certificate (which is the equivalent of one A Level). Either BTEC course can then be combined with one or two A Level subjects respectively, along with the EPQ.

Every effort is made to ensure that a wide range of subject combinations are available and that a pupil's first choice of subjects can be met. Where it is not possible, the Deputy Head (Academic) will inform all concerned at the earliest opportunity and the reserve subject will be used. Once the option blocks have been fixed, based on the choices initially submitted, it may not be possible to change options. Furthermore, a subject may be withdrawn if there is insufficient demand.

MONDAY
24
JANUARY
2022

DEADLINE
FOR
SUBJECT
CHOICE

Case Studies

IB Diploma

Fenella Alexander

Fenella achieved 39 points in the IB Diploma to secure a place to study History at UCL. She gained top marks in English and History, alongside studying French, Latin, Chemistry and Maths. At Felsted since the age of 4, Fenella was Deputy Head Girl and both an Academic and Drama Scholar, taking full advantage of all the opportunities on offer. Fenella was also a Sergeant in the Combined Cadet Force and represented the school in netball, tennis and on the stage!



"I chose the IB because it enabled me to study a broader range of subjects. I also feel that it gave me more opportunities to get involved, such as partaking in Model United Nations in the Lower Sixth. I feel the IB Diploma has set me up with the life skills needed to succeed at university and in life after Felsted."

IB Diploma

Dominic Wells

Dominic achieved a world-class 43 points in IB, to secure his offer to study Law at Cambridge. He studied English, History, Maths, Biology, Economics and French. Dominic threw himself into every area of school life, from being a Prefect and playing 2nd team rugby to winning the school's annual public speaking competition and being Secretary-General of Felsted's MUN Conference. Dominic joined us in the Sixth Form as an Academic Scholar from KEGS in Chelmsford, and aspires to become a barrister in the future.



"I enjoyed the broad curriculum that the IB Diploma provides and did not want to be limited to studying just three A Level subjects. I really enjoyed working alongside students from different cultures for the depth of debate it provides."

IB Diploma

Ben Farrow

Ben is studying International Development with Economics at Bath University after taking English, Geography, Economics, Italian, Biology and Maths as part of his IB Diploma. He was also a Prefect, played rugby for the 1st XV and was part of their international tour to South Africa. Ben also completed an overseas volunteering



trip to Mumbai to support the Magic Bus charity foundation and was a key member of the School's CCF contingent.

"I chose to study the IB because I felt that the breadth of the curriculum would not only prepare me better for life at university and beyond, but also, being assessed through coursework and examination would suit me better and give me a greater chance of success."

IB Diploma

Francesca Slater

Franky has just finished studying the IB Diploma, taking English, Music and TEP at Higher Level and Physics, Maths and French at Standard Level.



As an academic and music scholar, Franky achieved a world class 43 points and is applying to Oxford University next year with a view to studying Philosophy. From a musical family with a rich global outlook the IB appealed to her in its approach and the ability to continue with her passions of music and languages.

"I have been able to manage my studies well alongside my involvement in many music groups, a lead role in the school play, completing my Duke of Edinburgh Gold Award and being a prefect and member of the CCF. I really enjoy the mix of cultures in the classroom."

A Levels

Emma Jones

Emma secured her dream to study Veterinary Medicine at Cambridge, after gaining a clean sweep of A* grades in Biology, Chemistry, Maths and Further Maths.

As a student with a top all round academic ability, Emma was quite focused on the subjects she wanted to continue studying with the ambition to become a vet. Although she could have taken the IB Diploma to follow this route, Emma was keen to gain more depth in her favoured subjects and allow her the time to pursue her passion for cricket – she currently plays for Herts.

“I really enjoyed the depth of A Level study and was happy to drop the more essay based subjects. I did consider the IB Diploma, but did not want to get distracted from the subjects I enjoy the most – which were luckily also the subjects required for Vet Med!”



A Levels

Alex Wardell

Alex secured an A* and two A grades in Geography, Economics and English Literature to secure a place to read at Geography at Durham University. A Prefect and Sports Scholar, Alex balanced his A Level studies with taking advantage of Felsted's sporting programme, playing in the 1st XV rugby squad and 1st IV tennis team. He also has a two year contract with Saracens.

“Taking A Levels worked for me with my sporting commitments and I can't wait to continue with both my studies and sport at university and at Saracens. Felsted has been the best school for me to achieve at all levels!”



BTEC Diploma and A Levels

Claudia Stainton

Claudia secured a fantastic offer to read Criminology at the University of Nottingham, based on her English A Level and BTEC (equivalent to 2 A Levels). Claudia gained top grades in these subjects at GCSE and was keen to pursue them at a higher level.

“I chose a combination of BTEC Sport and English A Level as I knew this was the best way for me to get the UCAS points for a good university. I have really enjoyed the more practical elements of a BTEC, which suits my style of learning.”



A Levels

Hugo Carey

Hugo studied A Levels in English, History and Government & Politics. He chose to study A Levels rather than IB as he was keen to focus on the subjects that he had an interest in. He is now studying History at Exeter University. Hugo was fully involved both on the stage and the

rugby pitch at Felsted, and enjoyed balancing his studies with a lead role in the school play and playing for the 1st XV.

“If I had chosen IB, I would have had to study a wider breadth of subjects. I felt A Levels were better suited to me as it allowed me to focus on three subjects that I am fascinated with, in a lot more detail. I really enjoyed the depth of study that A Level offers and not studying maths and sciences any more!”



YOUR SUBJECT OPTIONS

Whether you choose to study A Levels or the IB Diploma, we have a wide range of subject options for you to choose from.

Subject options	A Level	IB Diploma	BTEC
Art & Design / Visual Arts	✓	✓	✗
Biology	✓	✓	✗
Business	✓	✗	✗
Chemistry	✓	✓	✗
Classical Civilisation	✓	✗	✗
Computer Science	✓	✗	✗
Design & Technology	✓	✓	✗
Drama & Theatre	✓	✗	✗
Economics	✓	✓	✗
English Language & Literature	✗	✓	✗
English Literature	✓	✗	✗
Further Mathematics	✓	✗	✗
Geography	✓	✓	✗
History	✓	✓	✗
Latin	✓	✓	✗
Mathematics	✓	✓	✗
Media Studies	✓	✗	✗
Modern Foreign Languages	✓	✓	✗
Music	✓	✓	✗
Physics	✓	✓	✗
Politics	✓	✗	✗
Psychology	✓	✓	✗
Sport	✗	✗	✓
Sports Science	✓	✓	✗
Theology, Ethics & Philosophy	✓	✓	✗

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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IB
DIPLOMA

“A challenging
and globally
recognised
academic
programme”

Felsted is one of a growing number of schools in the UK to have embraced the International Baccalaureate Diploma as an alternative to A Levels. Our experience in the teaching of this demanding and stimulating programme means that today's Felsted pupils are well placed to make the most of all the IB has to offer.

Recognised all over the world, the IB is a direct route into British and international universities, and offers excellent preparation for tertiary education. The intellectual rigour of the IB Programme, coupled with the breadth of co-curricular opportunities and Felsted's vibrant international ethos, prepares pupils to take a full part in the world beyond School, wherever their IB qualification may take them.

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect. The IB encourages pupils across the world to become active, compassionate and lifelong learners, through challenge and rigorous assessment.



Elite but not exclusive, the IB Diploma affords a tremendously exciting opportunity for young people to challenge themselves. It is a privilege to offer a course which educates the whole person, and prepares pupils to be the global citizens of the future.

Karen Woodhouse,
Director of IB Diploma

Why Study the IB?



The IB at Felsted prepares pupils for:

University – The intellectual breadth and moral challenge of the Diploma gives IB pupils a vital edge when it comes to university applications and future career success. It is a well-respected qualification that is recognised world-wide.

Life – The holistic approach of the IB encourages pupils to be tolerant and open-minded, compassionate and principled. It promotes risk-taking and reflection, so pupils are confident and creative and have the integrity and skills to succeed in a global economy.

Living – Studying both literature and at least one foreign language, Felsted IB pupils are excellent communicators – articulate on paper as well as in person. The emphasis on Creativity, Activity, Service (CAS) encourages pupils to

appreciate the need for a healthy balance of physical and mental activity that will stand them in good stead for adult life.

Learning – Intellectually curious, IB pupils are almost twice as likely as their A Level and equivalent peers to pursue further full-time study†. The 4,000-word Extended Essay and the Theory of Knowledge element promote independent and critical thinking.

Leadership – IB pupils are more likely to be employed in graduate-level jobs, and command higher salaries than their non-IB peers‡.

Literate and numerate, linguistically and scientifically able, IB pupils are tremendously versatile and can demonstrate talents that are highly sought-after in today's world.

† Research published by the Higher Education Statistics Agency in 2011

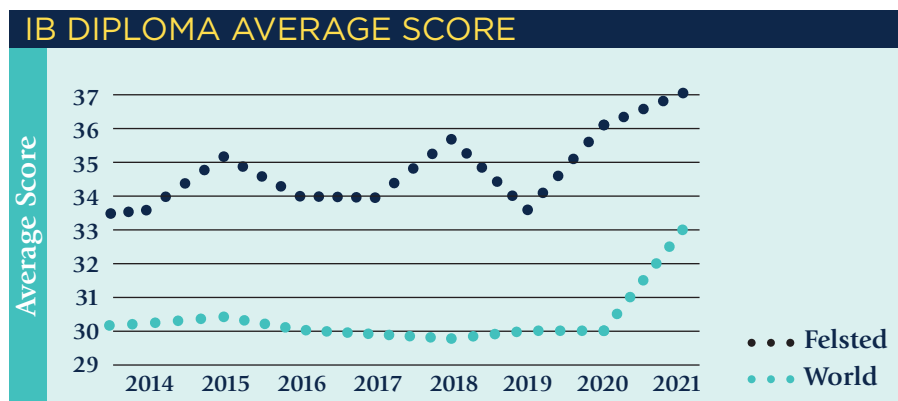
IB Examinations, Marking and University Entrance

Although most subjects have an element of coursework in them, assessment is mainly by terminal examinations, sat in May of the Upper Sixth year. There are no external examinations in the first year, giving pupils more time to study free from exam pressure. Furthermore, the publication of results early in July gives IB pupils a head start when pursuing their university places or future careers.

IB Marking

Each main subject is awarded points, up to a maximum of 7. A further 3 points is added for Theory of Knowledge and the Extended Essay, giving a possible total of 45. (This maximum is achieved annually by only a handful of pupils worldwide).

Although it is not always possible to give an exact equivalence between Diploma Points and A Level grades, here is some guidance: at Higher Level, 7 points is seen as equivalent to an A* at A Level, 6 as A/A* borderline, 5 as A. At Standard Level, which is sometimes seen as being between AS and A2 level, a 7 is regarded as equivalent to an A, a 6 as a B and a 5 as borderline B/C. So a pupil who achieves a 6 in all 6 subjects could be seen as equivalent to someone with 2 A*, 2 A and 2 B grades. However such comparisons are invidious, since they do not take into account the core, nor recognise that the two courses are fundamentally different; A Levels are effectively a qualification, whereas the IB Diploma is more of a preparation.



University Entrance

Typically, 33 or 34 points are seen as equivalent to a standard AAB or ABB offer from a university. Most Russell Group universities are currently asking for between 32 and 37 points for access to most courses; Oxbridge offers generally range from 39-41 points. If you intend to study abroad, often it is enough simply to have followed the Diploma Programme, and a 'pass' is likely to gain you acceptance at many prestigious universities in Europe, Asia and America, although American universities will probably require you to take their own SATS tests in addition to either A Levels or IB.

“

The IBDP enabled me to experience various subject areas in great depth, which was ultimately crucial in my decision-making for my future career. The way of thinking the IB promotes was an invaluable lesson for me and although the process was rigorous, I learnt to be resilient and kept pushing myself to the absolute maximum.

Jana, IB Student
King's College London Undergraduate

“

I have loved taking part in the IB Diploma over the last two years. Not only has it allowed me to carry on with many of the subjects that I love, but it has enabled me to form strong friendships with those from across the world, as we navigated a challenging but rewarding programme.

Imogen, IB Student
Cambridge Undergraduate

10 REASONS

why the IB Diploma Programme (DP)
is ideal preparation for university



The programme increases academic opportunity

Research shows that IB graduates are much more likely to be enrolled at top educational institutions

IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom, developing emotionally and ethically



It encourages you to be a confident and independent learner

The extended essay requires independent research through an in-depth study

It's an international qualification

The IB is recognized globally by universities and employers



Graduates are globally minded

Encouraged by language lessons



DP students have proven time management skills

Good study habits and strong time management can be taken into further education and the working world

Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects



It assesses more than examination techniques

Learn to understand, not just memorise facts or topics and prepare for exams

The IB Diploma encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives



It encourages breadth and depth of knowledge

Candidates have six subject groups to choose from and subjects can be studied at different levels

The IB Learner Profile

IB Learner Profile

The aim of all IB programmes is to develop internationally minded learners who strive to be:

Inquirers

Caring

Knowledgeable

Open-minded

Thinkers

Risk-takers

Communicators

Balanced

Principled

Reflective

Pupils study six subjects, of which at least three are taken at Higher Level and the others at Standard Level. They also must complete the 'Core'. This gives a broad knowledge base and the ability to choose an almost infinite number of career paths; some examples can be found below.

Tailored Specialisms

The Diploma offers specialism as well as breadth – the range of combinations is staggering.



The IB definitely helped me get into Oxford. Oxbridge is all about constantly expanding your knowledge and drawing links between seemingly opposing areas of knowledge and understanding those relationships. The IB meets that perfectly in having so many subjects to choose from and allowing you to follow your own interests with the Extended Essay and Internal Assessments.

Ben, IB Student
Oxford Undergraduate

SUBJECT CHOICES FOR POSSIBLE CAREER PATHS

Examples:	Potential Lawyer	Potential Doctor	All Rounder
Subject 1	English HL	English SL	English SL
Subject 2	German HL	Spanish SL	French HL
Subject 3	History HL	Economics SL	Geography HL
Subject 4	Chemistry SL	Biology HL	Sports Science SL
Subject 5	Maths Studies SL	Maths HL	Maths SL
Subject 6	Music SL	Chemistry HL	Art HL



The Felsted IB Curriculum

Felsted pupils have a wide choice of subjects. However, within the Diploma, they must include two Languages, a Science, a Humanity and some Maths.

Languages can be studied at one of three levels:

1. **Language A** is normally the pupil's native language. There are various options: in German, for example, Language A is a Literature course; in English, Language A is a Language and Literature course. There is also Language A Self-Study, for pupils whose native language is not one which Felsted teaches. Self-study may only be taken at Standard Level.
2. **Language B** is designed to be the study of a foreign language. In consequence, much of the course consists in developing language skills, and learning about the culture of the country whose language is being studied. It should not normally be taken by a native speaker of that language.
3. **Ab Initio** is designed for those who wish to start a new language. 'Ab Initio' courses are designed specifically for pupils with little or no experience of the language in question.

Maths may be studied at Higher or Standard level. There are two different courses available: Analysis and Approaches or Applications and Interpretation.

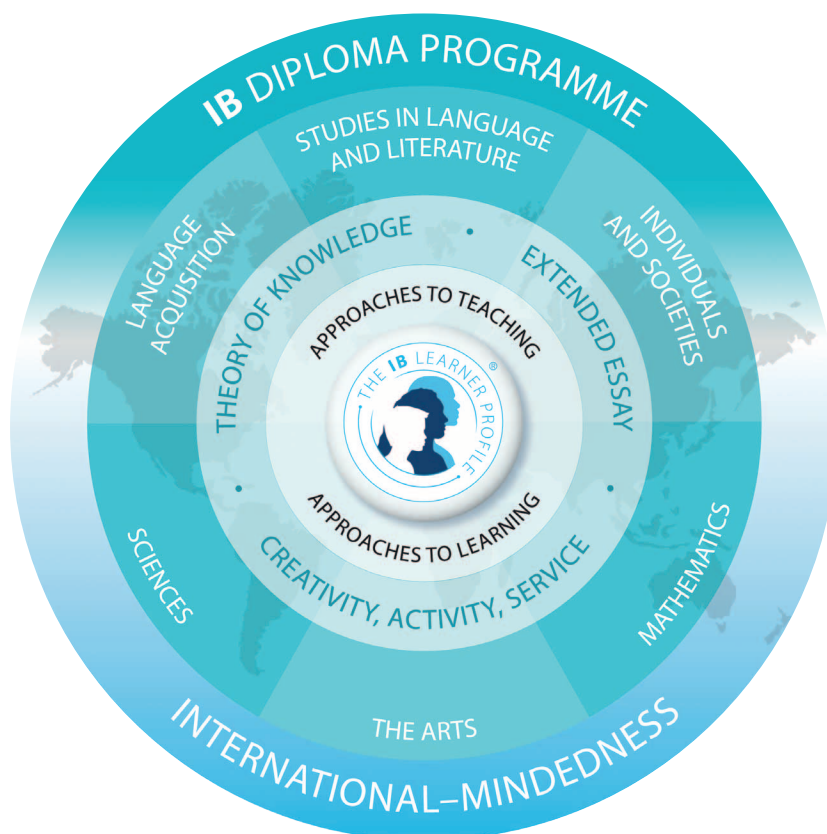
Sciences include Sports, Exercise and Health Science and Design Technology, alongside the traditional Biology, Physics and Chemistry. It should be noted that the IB Diploma programme does not allow for a pupil to follow three science subjects.

The other subjects offered cover a range of **Humanities and Arts** which can be taken in any combination provided there are sufficient pupils to form a viable set, and provided that one of the subjects is a Humanity. Very occasionally, it may be possible to follow a course outside normal lesson time.



The IB allowed me to get to the university of my choice without compromising my option of further study

Danielle, English IB student



Subject Choices

Please choose one option from each group (3 at Higher Level and 3 at Standard Level). This is in addition to the Core: EE (Extended Essay), CAS (Creativity, Activity, Service) and Theory of Knowledge (ToK). Please refer to the notes below when choosing.

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
Language A	Language (Other)	Humanities	Sciences	Mathematics	The Arts/ Electives**
English A: Language and Lit. HL/SL	French B HL/SL	History HL/SL	Biology HL/SL	Maths Analysis HL/SL	Art HL/SL
German A: Literature HL/SL	Spanish B HL/SL	Geography HL/SL	Chemistry HL/SL	Maths Applications HL/SL	Music HL/SL
Italian A: Literature HL/SL	German B HL/SL	Economics HL/SL	Physics HL/SL		Economics HL/SL
Self-taught Language A SL	Italian ab initio* SL	Psychology HL/SL	Design Technology* HL/SL		French B HL/SL
	English B (HL only)	Philosophy HL/SL	Sports, Health & Exercise Science HL		Biology HL/SL
	Latin HL/SL				Spanish ab initio* SL

Notes

We reserve the right to withdraw a course if fewer than five students wish to take it. The option blocks align with the IB criteria – the electives available in column six are based on the most popular options in previous years.

*Please note these subjects are only allowed as electives for the German, Austrian and Swiss University systems.

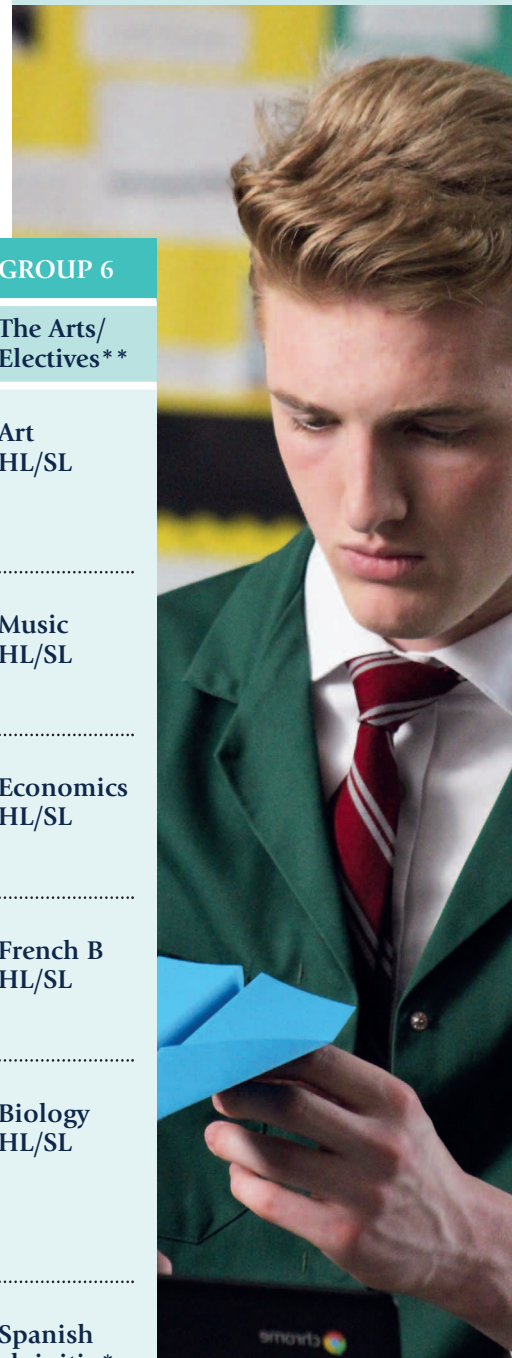
**If you wish to take a different Science, Language or Humanities subject as an elective please indicate this on your option form but we cannot guarantee availability.

Some University courses have specific subject or level requirements, we are very happy to offer advice but you should also check directly with Universities.



The rigour and diversity of the IB gave me a head start over my contemporaries. Even ToK has proved to be incredibly useful, giving me the opportunity to change from Geography to Philosophy for my finals.

Beth, IB Student
Edinburgh Undergraduate



The Core is what sets the IBDP apart from other courses. All IB pupils must complete the following three core elements:

1. An Extended Essay (EE)
2. Theory of Knowledge (ToK)
3. Creativity, Activity, Service (CAS)

Extended Essay: Pupils write an essay of 4,000 words on a topic of their choice. Normally this would be undertaken in one of the subjects they are studying, but it must be something beyond the bounds of the syllabus. Although they are supervised by a teacher, the EE is largely their own work.

Theory of Knowledge: A mixture of philosophy and critical thinking. Pupils are invited to explore connections between the various subjects they are studying, and to consider the key question, 'How do I know what I know?' ToK is assessed via an essay and a written exhibition piece.

Creativity, Activity and Service: It is expected that IB pupils will develop outside the classroom. They must undertake something creative, do something active, and show some element of service in the course of the two years. They must keep a reflective journal showing what they have done and how they feel about it. Although there are no Diploma points for CAS, failure to complete this part of the Programme is a failing condition.

The Extended Essay (EE)

The Extended Essay offers IB pupils the opportunity to develop their research skills by embarking on a project of their own. With support from a supervisor, they choose a topic to investigate, usually in one of the disciplines they are studying already, but going beyond the bounds of the syllabus, and produce a formal essay of 4,000 words for external assessment. This is a skill which really impresses universities!

The bulk of the work for the extended essay is done during the Summer Holidays in Lower Sixth, with a view to completing the essay by the start of November.

Creativity, Activity, Service (CAS)

As detailed in the introduction, the IB Diploma includes the compulsory element of CAS. Pupils complete activities focused on creativity, activity and service, and produce a reflective diary which is submitted for assessment. CAS activities can be carried out during the holidays as well as at school, and pupils are encouraged to challenge themselves by doing something they have not tried before e.g. learning a new instrument, bungee-jumping, working in a Day Centre... the possibilities are endless, and really help pupils to develop a rounded personality by broadening their experience.

Theory of Knowledge (ToK)

The TOK curriculum is made up of three deeply interconnected parts and is delivered by a team of teachers.

- The core theme – Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.
- Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies

Assessment

One exhibition piece is normally completed by the end of the Lower Sixth year, and one essay is normally completed by February in the Upper Sixth year.

Together with the Extended Essay, ToK can earn the candidate up to 3 Diploma Points. More importantly, failure to produce work in ToK, or producing work of an unacceptable standard is a failing condition of the Diploma, regardless of how many points have been scored elsewhere.

This table shows the relationship between ToK, the Extended Essay and Diploma Points.

THEORY of KNOWLEDGE

EXTENDED ESSAY		Excellent	Good	Satisfactory	Mediocre	Elementary	Not Submitted
		A	B	C	D	E	
	Excellent (A)	3	3	2	2	1	N
	Good (B)	3	2	1	1	F	N
	Satisfactory (C)	2	1	1	0	F	N
	Mediocre (D)	2	1	0	0	F	N
	Elementary (E)	1	F	F	F	F	N
	Not Submitted	N	N	N	N	N	N

Languages – General

Languages can be studied at one of three levels:

1. **Language A** is normally the pupil's native language. There are various options: in German and Italian, Language A is a Literature course; in English, Language A is a Language and Literature course. There is also Language A Self-Study, for pupils whose native language is not one which Felsted teaches. Self-study may only be taken at Standard Level.
2. **Language B** is designed to be the study of a foreign language. In consequence, much of the course consists in developing language skills, and learning about the culture of the country whose language is being studied. It should not normally be taken by a native speaker of that language.
3. **Ab Initio** courses are designed for those who wish to start a new language. It is designed specifically for pupils with little or no experience of the language in question.

LANGUAGE OPTIONS

Language A German (Literature)
 English (Language and Literature)
 Italian (Literature)
 Self-study: Any other language, subject to IB approval.
 Pupils taking a self-study language option are supported by
 a member of staff as they follow what is effectively a
 literature course in their own native language. It is only
 available at Standard Level.

Language B* English (HL only), German, French, Spanish, Latin
 (all at HL and SL)

Ab Initio (SL) Spanish, Italian*

*Minimum numbers required

Twitter: @MFLDept



Before starting the IB I felt a little nervous but once I got going I became more productive and efficient. I really enjoyed the IB and I am especially glad to have been able to choose challenging subjects and not easy options. This forced me to go beyond my comfort zone and develop new abilities.

Camilla – IB Student,
Undergraduate University of Bristol



ASSESSMENT:

HIGHER LEVEL

External Assessment 80%

- **Paper 1: Guided Literary Analysis** (35%)
- **Paper 2: Comparative Essay** (25%)
- **Higher Level Essay** (20%)

Internal Assessment 20%

Individual Oral Exam. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

STANDARD LEVEL

External Assessment 70%

- **Paper 1: Guided Literary Analysis** (35%)
- **Paper 2: Comparative Essay** (35%)

Internal Assessment 30%

Individual Oral Exam. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Language A Literature

‘Comprehensive communication in a cultural context’

Language A Literature courses all follow the same basic pattern, with the set texts varying according to the language being studied. The course outline below applies to German and Italian A Literature courses.

Through the study of a wide range of literature, this course encourages pupils to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

Why study Literature?

Literature affords a unique insight into the culture and traditions of a nation. Studying the great writers of the past and more recent authors goes a long way to explaining a nation's history and heritage in an imaginative and enjoyable manner; while engaging in literary analysis enables pupils to understand better the mechanics of the language and to develop their own oral and written communication skills.

Most languages courses at universities contain a strong element of literature, so this provides an excellent

introduction to tertiary education. Furthermore, the study of world literature texts means that pupils begin to see their own native literature in a global context, and to appreciate diverse cultural values.

How good must I be?

Pupils who take this course will often have varied language profiles, depending on their country of origin, and may be multilingual. As such there is no specific qualification, although the majority of pupils will follow the course in their mother tongue.

The Language A Literature course explores elements of language, literature and performance and focuses on:

- the relationships between readers, writers and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality.

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.



Language A Literature

Self-Study Language (Standard Level only)



Pupils may study a language which we do not teach at Felsted. They will follow a programme essentially similar to the Standard Level course outlined here. For 50% of the lesson time they are supported by a member of staff, who will help them develop the requisite analytical skills by guiding them through the works in translation part of the course. However, pupils also undertake a good deal of study on their own.

There are specific arrangements for assessment of their oral capabilities, while their written work is assessed in exactly the same way as in a taught course. The three internal assessment components are submitted to the IB for marking.

ASSESSMENT:

STANDARD LEVEL

External Assessment 70%

- **Paper 1: Guided Literary Analysis** (35%)
- **Paper 2: Comparative Essay** (35%)

Internal Assessment 30%

Individual Oral Exam. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Twitter: @English_Felsted

ASSESSMENT:

Internal Assessment: **30% at SL**
 Individual Oral **20% at HL**
 (15 minutes)

This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes on a global issue of their choice. The commentary is followed by 5 minutes of questions and answers with the examining teacher.

Paper 1

Guided Textual Analysis **35%**
 (1 hour 15 minutes SL; 2 hours 15 minutes HL)

The paper consists of two non-literary passages, from two different text types, each accompanied by a question.

At SL, students choose one passage and write an analysis of it; at HL, students write an analysis of each passage.

Paper 2

Comparative Essay **35% at SL**
 (1 hour 45 minutes) **25% at HL**

The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.

HL Essay **20%**

Students submit an essay on one non-literary body of work, or a literary work studied during the course. The text and focus of the essay is of the student's choosing.

The essay must be 1,200-1,500 words in length.

English A Language and Literature



In this course, students study a wide range of literary and non-literary texts in a variety of media, including song lyrics and visual media. The central aim is that students explore the nature of language itself and the ways in which it

shapes and is influenced by identity and culture.

Pupils study two (SL) or three (HL) literary texts for the written examination and a further two (SL) or three (HL) texts for the individual oral.

French, German, Italian, Spanish and English

‘Sprichst tu el mio language’

French, German, Spanish and Latin can all be taken at Standard Level or Higher Level. English is available at Higher Level only. Spanish and Italian are also offered as an Ab Initio Standard Level course (in Groups 6 and 2 respectively – see page 39).

Why study another language?

Communication and understanding of others lie at the heart of the IBO mission statement. Studying another language and its culture in depth helps broaden your outlook and prepare you for the ever-changing world you will face when you leave school. Fostering international cooperation will be essential, and a good grasp of a second language is fundamental in achieving this.

Whichever language you choose, you will develop your

- Communication and intrapersonal skills
- Comprehension and production of a variety of text styles
- Ability to make articulate presentations
- Refinement of research and analytical skills
- In-depth knowledge of a variety of other cultures and societies and of international affairs.

How good must I be?

If you wish to study another language at HL, we recommend 7 or above at GCSE. For SL, a 5 at GCSE is generally sufficient, while to take up a language ab initio, no previous knowledge is required.

Course structure

Core: All languages studied follow the compulsory core, with topics common at both levels, and divided into five themes:

1. Identities
2. Experiences
3. Human Ingenuity
4. Social Organisation
5. Sharing the Planet

At Higher level pupils also read two works of literature, chosen from the prescribed list of authors.

ASSESSMENT:

STANDARD AND HIGHER LEVEL

External Assessment **75%**

Paper 1

Written response (25%)

Paper 2

listening and reading comprehension (50%)

Internal Assessment **25%**

One oral examination, internally assessed by the teacher and externally moderated by the IB.

HL pupils face longer comprehension passages and must produce more lengthy written responses, in addition to studying literature, which is tested via oral examination.



Twitter: @ClassicsFelsted

ASSESSMENT:

STANDARD AND HIGHER LEVEL

Latin is assessed via two examinations at the end of the course.

Paper 1 **35%**

Translation from a Latin text by an author you have studied (Ovid or Cicero).

Paper 2 **45%**

Responding to questions based on specific passages chosen from the texts you have studied.

Research dossier **20%**

which is internally assessed and externally moderated by the IB.

Latin

'Fons et origo mundi'

Why study Latin?

The rewards offered by studying Latin are immense – an appreciation of our own language, the development of analytical and evaluative skills, an understanding of the impact Latin has had on the language, history and culture of so much of Europe and the ability to make informed responses based on a range of evidence, are some of the joys of this subject.

There are many university courses involving Latin and other Classical subjects. Employers value Classicists not only for their rigorous academic discipline, but also for their ability to think laterally, clearly and rationally. Classics graduates enter the jobs market with specific, practical, intellectual and theoretical skills. Potential careers are manifold: Law, Finance, Accountancy, Civil Service, Media, Publishing and Teaching, to name but a few.

Course structure

The foundation of all Romance languages and the origin of so much in the way of culture and tradition throughout Europe, Latin is as relevant today as in the days it was spoken. It may be taken at Higher or Standard Level.

The course is divided into three components:

- **Study of the language (35%)**
- **Genre study (45%)**

Genre texts:

- a) Vergil – selections from Aeneid 12; Eclogues
- b) Love Poetry – selections from Catullus; Horace; Ovid

- **Individual study (20%)**

For the first of these, you study one or two prescribed authors in order to develop your language skills. You will be required to translate a passage by that author in the examination.

For the second, you embark on a detailed study of two genres in the original Latin (supplemented by reading in translation), and respond to extracts from the texts in the examination.

The individual study involves compiling a research dossier relating to a topic in classical history, literature, religion, mythology, art or archaeology, or some other aspect of classical influence.

Wherever suitable, there will be opportunities to attend relevant study days and to go on trips, for example to Rome in the Upper Sixth year.

How good must I be?

The IB is a direct continuation of GCSE and assumes a knowledge of the Latin vocabulary and grammar prescribed for the GCSE course (a 6 at GCSE is desirable). Individual pupils will be assessed on their merits.

“

The sheer diversity of the literature, the satisfaction of “getting it” and the knowledgeable enthusiasm of my teachers make this a great subject

Alex, IB student



Economics

‘A handle on the world – or how to handle the world’

Why study Economics?

Economics is perhaps the most immediately relevant of the Humanities, in the sense that you are dealing with everyday issues such as market forces, inflation, unemployment and globalisation, all of which impact on your day-to-day life. Studying some of the theories which drive the world's political strategies, seeing how they affect the ordinary person, understanding the reality behind headlines in the news – Economics is an exciting introduction to the world outside the classroom.

Where will it lead me?

Economics involves the application of theories to real life. In particular, you will develop your analytical and evaluative skills across a wide range of topics which are broadly current affairs. These skills are really helpful for anyone hoping to enter the world of business, economics or politics, but are equally valuable for budding lawyers, managers, bankers or civil servants.

Course structure

The course is divided into these areas of study:

1. Unit 1: Introduction to economics
2. Unit 2: Microeconomics
3. Unit 3: Macroeconomics
4. Unit 4: The global economy

The **introduction to economics** is where students will get the opportunity to look at questions like ‘what is economics?’ and ‘how do economists approach the world?’

Microeconomics is the study of particular markets, and segments of the economy. It looks at issues such as consumer behaviour, individual labour markets, and the theory of firms.

Macroeconomics is the study of the whole economy. It looks at ‘aggregate’ variables, such as aggregate demand, national output and inflation.

The Global Economy is the study of international trade. It looks at protectionism, exchange rates, and sustainable development.

The aims of the Economics course at SL and HL are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals’ and societies’ economic choices, interactions, challenges and consequences of economic decision-making.

Twitter: @Felsted_BusEcon

ASSESSMENT:

STANDARD AND HIGHER LEVEL

External Assessment **70% at SL**
80% at HL

Paper 1

Standard Level
(30% of your overall mark)

Higher Level (20%)

Extended answers on
Microeconomics (Section A) and
Macroeconomics (Section B)

Paper 2

Standard Level (40%)

Higher Level (30%)

Data response answers on
International Economics (Section A)
and Development (Section B)

Paper 3

Higher Level only (30%)

Known as the ‘policy paper’, Paper 3 will largely focus on the quantitative elements in the syllabus, but also testing definitions and explanations. The final part of each question will ask you to recommend a policy for the situation you were given.

Internal Assessment **30% at SL**
20% at HL

Internally assessed by the teacher and externally moderated by the IB at the end of the course.

Students produce a portfolio of three commentaries based on published extracts from the news media linked to different sections of the syllabus.



“

It's interesting!
It's challenging!
It's relevant!
It's useful!
I love it!

Helena, IB student

Twitter: @GeogFelsted

ASSESSMENT:

External assessment is via two exams for Standard Level, three for Higher Level.

Paper 1 35% at SL, 35% at HL

Tests the core theme.

Section A consists of short answers; Section B requires one extended response.

Paper 2 40% at SL, 25% at HL

Tests the optional themes.

You must respond to stimulus material relating to two of the themes.

Paper 3 20%

An extension paper for HL only.

You write an extended response on one topic from the study of Global Interactions.

Internal Assessment 25% at SL 20% at HL

For internal assessment, you will be required to produce one investigation of 2,000-2,500 words involving fieldwork and primary data collection. You will need to attend the department fieldtrip in order to collect this data. Recent destinations for fieldwork have included Barcelona and Norfolk.

Geography

'Mapping your place in the world'



Why study Geography?

In what other subject could you study topics as diverse as China's one child policy, AIDS and development, and the exploitation of rainforests and coral reefs? Geography develops your understanding of physical, economic, social and environmental issues with case studies taken from across all continents.

Alongside the fundamental cartographic and statistical techniques, Geography develops many key skills, most notably research, independent learning and group work. You have the chance to collect primary data via fieldwork, carried out in a variety of venues from the Alps to Barcelona and London Docklands, and to develop your use of ICT. You will truly become informed global citizens.

Where will it lead me?

Not just to being a Geography Teacher! With the advantage of a highly rated degree behind them, Geographers work in a wide range of professionally and financially rewarding environments such as finance, property, investment, planning, travel, tourism, government and aid agencies.

Course structure

At Standard Level, the course is split into two parts; Core Themes and Optional Themes, while at Higher Level there is an additional paper on Global Interactions.

1. Populations in Transitions
2. Disparities in Wealth and Development
3. Patterns in Environmental Quality and Sustainability
4. Patterns in Resource Consumption

You explore the nature of human population around the globe on a variety of different scales. Issues and themes include: population distribution and structure; mortality and fertility levels, population migration, the relationship between population and resource consumption, and how population can affect levels of development.

Optional themes:

At Standard Level, two options are chosen; for HL a third is required. The topics taught at Felsted are:

Theories and Problems of Ethics

1. Freshwater – issues and conflicts
2. Oceans and their coastal margins
3. Extreme environments
4. Hazards and Disasters – risk assessment and response

At Higher Level, the Global Interactions paper allows you to develop an understanding of Economic Geography. The topics covered include: measuring global interactions, changing space, economic interactions and flows, environmental change, socio-cultural exchanges, political outcomes, and global interactions at a local level.

History

‘Investigating the past to illuminate the present’

Why study History?

The IB History course is designed to stimulate pupils' intellectual curiosity in the study of the past. The subject is, at its most basic level, about important 'stories' from our collective past, which are historically significant and interesting to look at for their own sake. For instance, it is fascinating to consider how so many people had faith in communism as an infallible political ideology until so recently.

The content of the IB History course has been specifically designed to provide pupils with an insight into the history of the countries like China and India that will almost certainly go on and dominate the 21st century – a good practical reason for studying IB History! Furthermore, by the end of the course all IB historians will have developed a good understanding of some of the seminal events of the 20th century such as World War One, World War Two and the rise of communism in China, which have helped to shape the world in which we live today.

How good must I be?

If a pupil has studied History at GCSE, a grade 6 result would be expected. However, it is not necessary to have studied History GCSE in order to make a success of studying it at IB Level.

Where will it lead me?

History is still widely seen as an academic 'gold standard' by universities and employers. An IB History qualification is evidence that an individual can assimilate information and make judgements about it; weigh

up different points of view; and express themselves in an articulate and coherent way. These are all intellectual qualities which are highly prized in today's job market. The subject is certainly useful in leading towards a variety of professional careers, most obviously the law but also business, the civil service and banking.

Course structure

The subject, once memorably described by the historian, G R Elton, as 'endlessly exciting', is well taught by experienced teachers who are passionate about their subject, which always helps to make for interesting lessons. Finally, the IB course is delivered in a dynamic and thought provoking way by teachers who are keen to encourage pupils to express their own ideas and opinions via a rigorous process of discussion and debate.

Expectations of independent study

Pupils can expect to be set one substantial piece of written work per fortnight, which may take several hours to research, plan and write. One of the major differences between GCSE and IB is the greater emphasis on wider reading and research, especially in the Upper Sixth. This enables pupils to gain the best marks in examinations but also prepares them for university study and enables them to contribute perceptively to the frequent seminar and discussion lessons. In particular, the internal assessment task provides pupils with a valuable opportunity to research a topic in depth by conducting their own independent research.

Twitter: @HistoryFelsted

ASSESSMENT:

Paper 1 30% at SL, 20% at HL

A source based paper on German, Italian and Japanese foreign policy in the 1930s (Prescribed Subject 3 – The Move to Global War – Japanese expansion in East Asia (1931-1941) and German and Italian expansion (1933-1940)

Paper 2 45% at SL, 25% at HL

An essay paper in which pupils have to answer 2 questions on 20th century world history topics drawn from: Causes and Effects of 20th Century Wars (conflicts covered include World War One, the Spanish Civil War, World War Two and the Chinese Civil War); and 20th Century Authoritarian States (key case studies include Hitler, Franco and Mao Zedong)

Paper 3 35% at HL only

Three essay questions on a particular region – Asia and Oceania. This involves pupils studying the history of Asian powers like India from c1500 up until the 1970s.

Internal Assessment 25% at SL 20% at HL

Pupils must also undertake a short internal assessment project of 2,200 words on a topic of their choice. Pupils are also free to select a History topic for their extended essay.



IB History teaches you to consider different viewpoints and develop a questioning approach.

Harry, IB student



Twitter: @RSFelsted

ASSESSMENT:

All pupils sit two terminal examinations.

Assessment 1

Two essays in response to questions on the core and optional themes.

Essay 1 (Core and Optional theme):

40% at SL, 40% at HL

Essay 2 (Set text):

30% at SL, 20% at HL

HL pupils sit a further examination in response to an unseen text

Internal Assessment

30% at SL, 20% at HL

Pupils complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Philosophy

'I think therefore I am ...a philosopher!'

Why study Philosophy?

Philosophy helps you formulate arguments in a sound and purposeful way. It also develops an independent and creative way of thinking, and encourages you to examine your own experience and ideological perspectives, while learning to appreciate the impact of cultural diversity on philosophical thinking.

It is great for developing skills of critical analysis, reasoned argument and evaluation, skills which are valuable in many careers, such as law, journalism, advertising, teaching, the media, civil service, counselling and marketing.

Course structure

The course is structured around a number of themes.

At **Standard Level**, the core theme is:

What is a human being?

- Mind and Body
- The Human Condition

Optional theme:

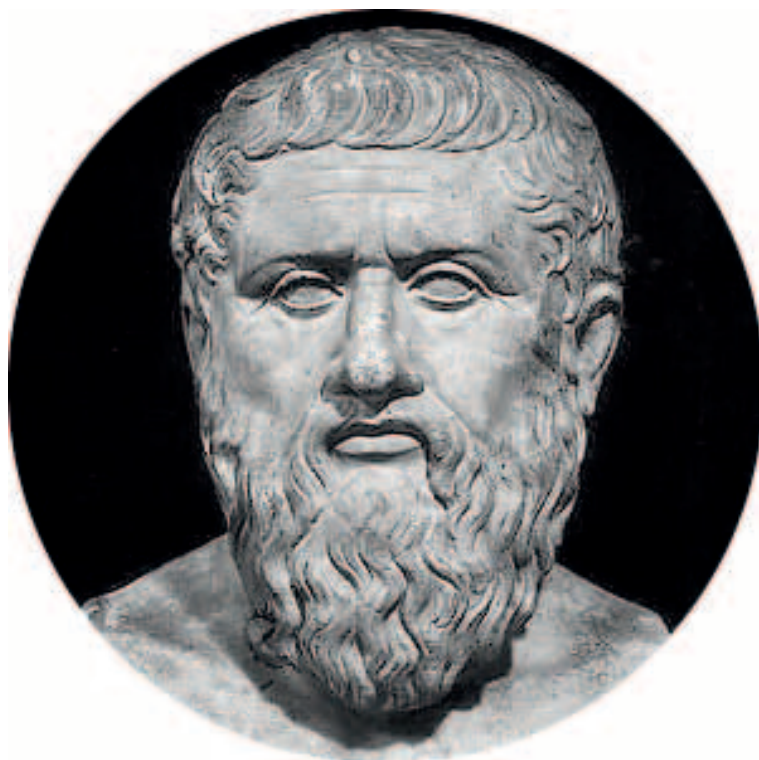
Theories and Problems of Ethics

- Principles for Moral Action (Normative Ethics)
- The Nature of Moral Judgements (Meta-Ethics)
- Applied Ethics

Pupils also study Descartes 'Mediations' as a set text, and complete an internal assessment. This consists of writing a philosophical essay on the analysis of some non-philosophical material.

At **Higher Level**, pupils study all of the above, plus a further optional theme: Philosophy of Religion

They also have to develop the ability to respond to an unseen philosophical text in a way that demonstrates what doing philosophy means, and shows a holistic appreciation of the skills, material and ideas developed throughout the course.



Psychology

'Are you out of your mind?'

Why study Psychology?

Psychology is an interesting and varied subject. It is closely related to the sciences, but frequently perceived to be more directly related to people and their everyday behaviour. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications. It essentially deals with the question of what makes us do the things that we do and provides a unique approach to understanding modern society.

The study of Psychology develops an understanding of explanations of behaviour and appropriate methods of psychological inquiry, explores how psychological research can be applied for the benefit of human beings and ensures that ethical practices are upheld in psychological inquiry.

What skills will I develop by studying this subject?

As an essay based subject, pupils will develop the ability to analyse and evaluate theories and research in written work. The heavy reliance on quantitative research methodology in Psychology also ensures that pupils develop their understanding of how to analyse and interpret statistical data.

What career pathways are open to me if I study this subject?

Apart from providing a firm foundation for Higher Education courses in Psychology, a course of study based on this specification will be useful for pupils intending to pursue careers in medical disciplines, business and social sciences. The excellent skills of evaluation and analysis gained from the

study of Psychology are highly valued in the job market. Psychology is useful for any career that involves interaction with people.

Course structure

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach at its core. It allows pupils the opportunity to explore specialised topic areas of Abnormality and Health. All pupils carry out and report on an independent research project of their own. Higher level pupils take an additional unit in research methods.



ASSESSMENT:

Two written examinations

(three at Higher Level) consist of a mixture of short answer and essay questions

75% of overall grade at SL
80% at HL

Coursework

An independent experimental study

25% of overall grade at SL
20% at HL

Sciences

Twitter: @FelstedScience

Standard and Higher Level

- Biology
- Chemistry
- Design Technology
- Physics
- Sports, Exercise and Health Science

SL Total teaching hours 150

Theory total 110

- Core 95
- Options 15

Practical work total 40

- Investigations 20
- Group 4 project 10
- Individual Investigation 10

HL Total teaching hours 240

Theory total 180

- Core 95
- Additional higher level 60
- Options 25

Practical work total 60

- Investigations 40
- Group 4 project 10
- Individual Investigation 10

Why study a Science?

A fundamental understanding of how things work is a vital part of your education. IB science courses help you to understand how everything you experience in daily life fits together – from sub-atomic particles to the grandest designs in Nature. Science seeks explanations of all phenomena, and promotes rational and logical thought. And of course, it is responsible for all those inventions you depend on for your very existence.

How good must I be?

Past experience shows that pupils will be able to study a Group 4 science subject at standard level successfully with no background in, or previous knowledge of, science. Their approach to study, characterised by the specific IB learner profile attributes – inquirers, thinkers and communicators – will be significant here.

Course structure

Both levels undertake a common core syllabus, an internal assessment scheme and have some overlapping elements in the options studied. Pupils

are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities of Group 4 science subjects are common to pupils at both levels, pupils at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

Pupils at both levels study two options, of which there are three kinds: those specific to SL pupils, those specific to HL pupils and those that can be taken by both SL and HL pupils.

Pupils at Standard Level are required to spend 40 hours, and pupils at Higher Level 60 hours, on practical/investigative work. This includes 10 hours for the project.



Biology

‘Genes, spleens and greens for keen teens in jeans’



Why study Biology?

Biology teaches respect for all living things. Within the IB course, you will study some of the most exciting contemporary scientific developments in the world – for example, the role played by genetics in our evolution, the changing nature of our environment, and aspects of human health and behaviour. It is a hands-on subject, where you will develop your practical and investigative skills as you apply the scientific method to a range of technological, ethical and economic aspects of this fascinating area of human knowledge.

Where will it lead me?

It will allow you to pursue Biology as a single subject at university. However, Biology is also an ideal subject for anyone looking for a career in medicine or veterinary science, or in rural pursuits such as agriculture or horticulture. For the dedicated scientist, it combines well with Chemistry, opening up a whole vista of possible subjects for further study.

Course structure

Four basic biological concepts run throughout the course, serving as themes to unify the topics. This allows the pupils to study at different levels of complexity. The concepts are:

- Structure and function
- Equilibrium within systems
- Universality versus diversity
- Evolution

Approximately 25% of the course in total is devoted to practical work: 60 hours at higher level and 40 hours at standard level.

Core Topics studied by both Higher and Standard Level pupils are:

- Cells
- Molecular Biology
- Genetics
- Ecology
- Evolution
- Human Physiology
- Option D:
Further Human Physiology

Additional Higher Level Topics studied by pupils in addition to the core are:

- Nucleic Acids
- Metabolism
- Cell respiration and photosynthesis
- Plant Biology
- Genetics
- Animal Physiology
- Option D (core and extension):
Further Human Physiology

ASSESSMENT:

External Assessment **80%**

Paper 1

Multiple-choice questions test knowledge of the core for SL pupils, plus the advanced (AHL) material for HL pupils.

Paper 2

The paper is divided into two sections.

Section A consists of a data based question which requires pupils to analyse a given set of data. The remainder of section A is made up of short-answer questions.

Section B requires pupils to select two questions from a choice of four at HL or one question from a choice of three at SL.

Paper 3

This paper tests knowledge of the option.

Internal Assessment **20%**

The internal assessment consists of an interdisciplinary project; a mixture of short and long-term investigations (practicals and subject specific projects). Pupils' work is internally assessed by the teacher and externally moderated by the IBO.

ASSESSMENT:

External Assessment**Paper 1** 20%

Multiple-choice questions

Paper 2 40% for SL, 36% HL

Short answer questions

Paper 3 20% for SL, 24% HL

Questions on the core and the option topic

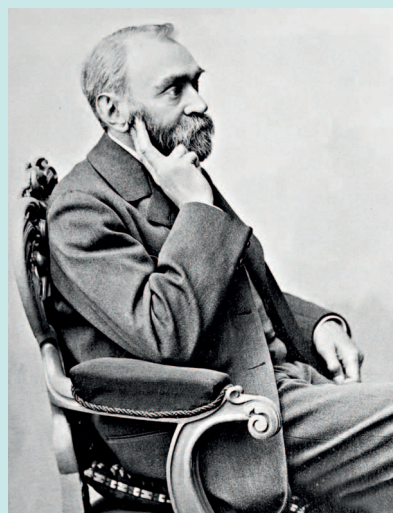
Internal Assessment

An individual investigation of 10 hours' class time.

Assessed on five criteria:

1. Personal Engagement
2. Exploration
3. Analysis
4. Evaluation
5. Communication

Pupils are required to complete 40 hours of practical work at Standard Level and 60 hours of practical work at Higher Level. Work is assessed internally by the teacher, then moderated externally by the IB.



Chemistry

'Finding a formula for fun!'



Why study Chemistry?

Chemistry occupies a pivotal position in the sciences. Studying this subject develops an appreciation of many aspects of our complex and technical society, with an emphasis on analytical skills and a spirit of enquiry. Potential employers value the analytical and conceptual skills that are developed during the study of Chemistry. Such skills, coupled with the ability to work in a meticulous and accurate manner, enable chemistry pupils to pursue careers both within and outside the vast area of Science. Although Chemistry is not an easy option, the correct approach to study can make it an extremely rewarding and enjoyable subject.

Where will it lead me?

As well as being compulsory or strongly advised for courses such as Medicine, Dentistry, Veterinary Science, Physiotherapy and all Applied Chemistry subjects, it opens up career prospects in fields such as: anatomy, agricultural science, beauty therapy, engineering, food science, forestry, pathology, pharmacology, polymer science, zoology and many more. But its academic standing is such that it is also a good subject to have when contemplating courses as diverse as Law, Economics, History, Sports Therapy and Geography.

Course structure

There are eleven topics studied by everyone:

1. Stoichiometric Relationships
2. Atomic Structure
3. Periodicity
4. Chemical Bonding and Structure
5. Energetics/Thermochemistry
6. Chemical Kinetics
7. Equilibrium
8. Acids and Bases
9. Redox Processes
10. Organic Chemistry
11. Measurement and Data Processing

An additional option subject is chosen, based on pupils' interests and teachers' discretion, from: Materials, Biochemistry, Energy, Medicinal Chemistry.

Group 4 Science pupils from Biology, Chemistry and Physics also come together and collaboratively complete a "Group 4 Project" which constitutes ten hours of their practical work. This is a great opportunity to explore a topic of interest to the pupils under one umbrella topic chosen by the School.

Design Technology

‘Living in a material world’

Why study Design Technology?

Design Technology interfaces well between the sciences and the arts, using principles from both in the design cycle. The course emphasises good technological design, how to exercise judgement and responsibility in the use of technology, how to recognise needs, how to explore a range of conflicting demands, and how to produce the optimum solution.

How good must I be?

It is useful for pupils to have had previous experience of working through design projects which may have included planning, researching, design development of ideas, evaluation of concepts as well as some practical skills. The assessment criteria for the project work at IB level will be based largely on these key areas.

Where will it lead me?

Where pupils may be considering a university or college course in science, applied science, technology, product design or engineering, IB Design Technology offers a suitable course of study.

Course structure

Standard Level covers a core specification which includes the teaching of the following subject areas:

- Topic 1: Human factors & ergonomics
- Topic 2: Resource management
- Topic 3: Modelling
- Topic 4: Raw material to final production
- Topic 5: Innovation and design
- Topic 6: Classic design

Higher Level also covers additional subject areas such as:

- Topic 7: User centred design
- Topic 8: Sustainability
- Topic 9: Innovation and markets
- Topic 10: Commercial production

Twitter: @Felsted_DT

ASSESSMENT:

These topics are examined through the sitting of 2 examination papers at SL level and 3 exam papers at HL.

SL Exams:

Paper 1 **30%**
A multiple choice paper covering core material

Paper 2 **30%**
A more formal exam requiring essay style responses to questions based on the core material, as well as short answer responses to questions on the subject option choice

HL Exams:

Paper 1 **20%**
A multiple choice paper covering core topics and extension materials

Paper 2 **20%**
A more formal exam requiring essay style responses to questions based on the core topics

Paper 3 **20%**
Requires structured answer responses to questions on the HL extension material

A Design project - (HL & SL)

has to be completed involving planning, research, design work, making and evaluation.

A final **Group 4** project **40%**
is also to be completed as part of a team including other group 4 subject candidates and is to be chosen by the pupils following guidance from subject teachers



ASSESSMENT:

STANDARD AND HIGHER LEVEL

External Assessment 80%**Paper 1**

Multiple-choice questions test knowledge of the core for SL pupils, plus the advanced (AHL) material for HL pupils.

Paper 2 40% for SL, 36% HL**Standard Level**

Section A: short-answer and extended-response question on core material.

Higher Level

Section A: short-answer and extended-response questions on core and higher level material.

Paper 3 25% for SL, 24% HL**Standard Level**

Questions on core and SL option material.

Higher Level

Questions on core, AHL and option material.

Internal Assessment 20%

The internal assessment consists of one scientific investigation covering a topic that is commensurate with the level of the course. Pupil work is internally assessed by the teacher and externally moderated by the IBO.

The **group 4 project** is a compulsory interdisciplinary activity for all science pupils. They work in groups to analyse a common topic or problem. This is a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of it.

Physics

'From here to infinity'

Why study Physics?

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself – from the very smallest particles, to the vast distances between galaxies.

Where will it lead me?

The course allows pupils to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows pupils to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

Course structure

There are eight core topics common to standard and higher level:

1. Measurement and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

In addition, Higher Level pupils have to complete the following higher level (AHL) topics:

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

All pupils must study one of the following options:

- A. Relativity
- B. Engineering Physics
- C. Imaging
- D. Astrophysics



Sports, Exercise and Health Science

‘Mens sana in corpore sano: get fit for life!’

Twitter: @FelstedSport

ASSESSMENT:

Paper 1 20%

Multiple choice questions on the core syllabus

Paper 2 35%

Section A: Questions on the core syllabus
Section B: one extended-response question on the core syllabus (choice of three)

Paper 3 25%

Short answer questions on two options studied

The remaining 20% is awarded for an internally assessed practical investigation and the completion of a Group 4 Science project.

Why study Sports Science?

This exciting programme incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.

The course suits pupils who enjoy scientific study and would welcome the opportunity to apply their knowledge to sport. This course complements a wide variety of other subjects and provides excellent preparation for an extensive range of university degrees. You develop the ability to apply scientific principles to sport, to analyse human performance critically and objectively, to question data and appreciate the value of the scientific method, and to understand the position and ethical values of sport in an international context. It should be noted that there is no assessment of your practical sporting ability either in practice or competition. It is an excellent option for anyone considering a career in sports science or performance-related analysis, but also for those interested in nutrition, physiotherapy, biomedical sciences, health and fitness and the leisure industry.

Course structure

The aims of the course are to:

1. Acquire knowledge and understanding to apply scientific principles in relation to sport
2. Enable pupils to critically and objectively analyse human performance
3. Encourage pupils to question data and appreciate the value of the scientific method
4. Apply their knowledge to understand the position and ethics of sport in the international context.

Core Modules:

1. Anatomy
2. Exercise Physiology
3. Energy Systems
4. Movement Analysis
5. Skill in Sport
6. Measurement & evaluation of human performance

Options (choose 2 from 4):

- A. Optimising physiological performance
- B. Psychology of Sport
- C. Physical activity and health
- D. Nutrition sport, exercise & health



Twitter: @FelstedMaths

ASSESSMENT:

Each **HL course** is assessed by three externally assessed papers and the internal assessment.

Each **SL course** is assessed by two externally assessed papers and the internal assessment.

The **internal assessment** is based on a current Mathematical exploration. This is a piece of written work that involves investigating an area of Mathematics.

Mathematics

'Figuring out the world'

Mathematics is a compulsory part of the IB Diploma Programme. There are two different courses available: Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation. Each course can be studied at Standard Level, but we only offer the Analysis and Approaches course at Higher level. You should choose the level that best suits your ability.

Why study Mathematics?

Mathematics is an international language. For many, Mathematics is the tool for use in other areas of study, while some see the subject as an adventure in reasoning and proof, with its own special aesthetics. Whatever your perception, it is undoubtedly the foundation for advancement in the real world, for example in engineering, finance and commerce, science and technology, to name but a few. Everyone is touched by the subject, from counting your change when shopping to understanding the world of finance, from measuring up for your new garden fence to calculating the interest payable on your mortgage: Mathematics is everywhere.

The importance of Mathematics in the world and the prevalence of the subject in your daily life provides a clear structure and sufficient rationale for making the study of this subject compulsory within the IB diploma.

Where will it lead me?

While it is clearly an essential foundation for a degree in Maths, Engineering and many of the Sciences, it is also highly valuable for Economics, Psychology, Business Studies and Accountancy. Further than this, its inherent logic make it attractive to potential lawyers, while for any subject such as Geography or IT which uses data analysis, the mathematical skills are invaluable.

Other key skills you will develop are logical thinking, problem-solving and numeracy, as well as the ability to conceptualise and manipulate formulae. You will require a graphic display calculator, obtainable from the School Bookshop.

Mathematics: Analysis and Approaches

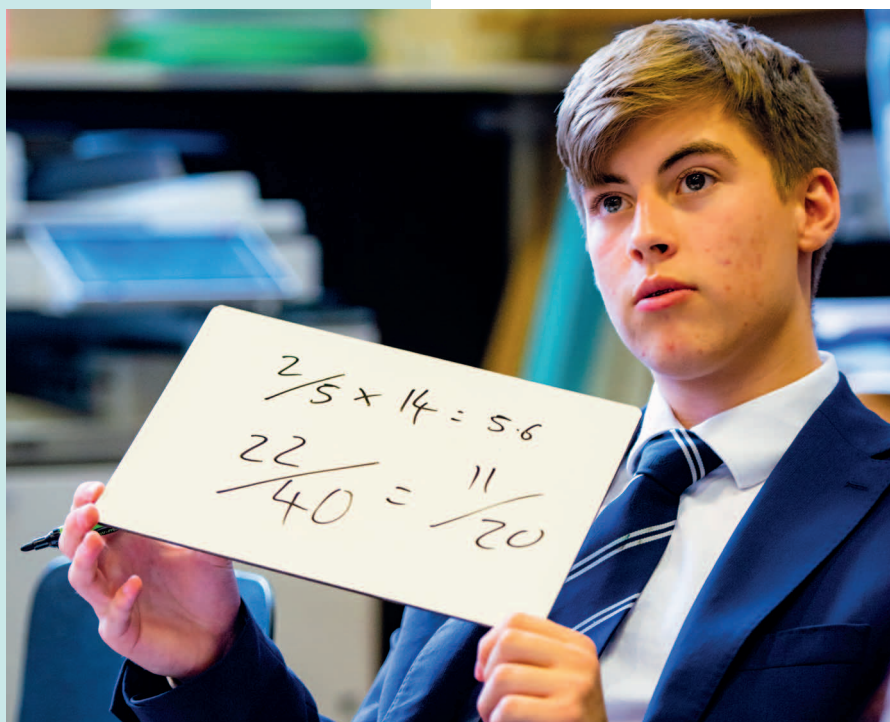
This is intended for students who wish to pursue studies in Mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The course is a development from the old HL and SL subjects. Naturally, the HL course explores each topic area in more depth and the style of the problem set is more demanding. The following topics are studied:

- Number and algebra
- Statistics and Probability
- Functions
- Calculus
- Geometry and trigonometry

Mathematics: Applications and Interpretation

This is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The SL course will be developed from the old Mathematical Studies SL and as such is designed for those who find Mathematics more challenging or really don't enjoy it. The HL course will be new content, including elements of the current HL statistics and discrete courses. The following topics are studied:

- Number and algebra
- Statistics and Probability
- Functions
- Kinematics
- Geometry and trigonometry



Music

‘Music is the heartbeat of the soul’

Why study Music?

The skills learnt in Music are extremely wide-ranging. They include the expected skills such as performance, composition and listening, but the course also provides pupils the opportunity to develop analytical and writing skills, research skills, teamwork and time management skills. As part of the Diploma Programme Music Course, pupils study music from familiar and unfamiliar musical worlds and they will be encouraged to explore the similarities and differences that link music from within our culture to that of others across time. By the end of the course, pupils would have engaged with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will gain knowledge and perception of music from different times, places and cultures and be able to use appropriate musical terminology to describe their understanding of music. In addition to this, they will have strong performance skills through practical music making as well as develop creative skills through composition.

Where will it lead me?

The Music course provides a foundation for further study in Music at University level or a career in music. Nonetheless, the skills developed on the course are highly transferable for pupils who may wish to pursue other careers. Universities and employers value the wide range of skills and self-discipline required to excel in the study of music.

Alongside more obvious careers, such as being a freelance performer, composer, music journalist or critic, music administrator, teacher, music therapist, sound producer, or recording artist, many musicians go on to careers in law, advertising, business and marketing.

Course structure

There are three components that both Standard Level and Higher Level pupils are required to study. ‘Exploring music in context’ allows students to engage with a wealth of musical material and reflect on personal, local and global context in which it is composed and performed. ‘Experimenting with music’ provides students with the opportunity to gain a deeper understanding of the music they engage with at both a theoretical and practical level. Finally, ‘Presenting music’ allows students to practise and prepare composition that will be performed or presented to an audience. In addition to this, Higher Level students study a component called ‘The contemporary music maker’ where students will plan and collaboratively create a project that draws on the competencies, skills and process found in the three previous components, and is inspired by real-life practices of music-making.

Students will demonstrate their skills in the components listed above in a mixture of written work, practical exercises, composition and performing. There will be opportunity to work on multimedia projects, explore music technology and work collaboratively with others. This course allows students to encounter music in a variety of different roles – including researcher, creator and performer. Nonetheless, academic rigour is maintained throughout the course as students are required to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music making through creating and performing.



Twitter and Instagram:
@felstedmusic

ASSESSMENT:

Exploring music in context – External Assessment

**30% at SL
20% at HL**

Students select samples of their work for a portfolio submission. Students submit:

- A. written work demonstrating engagement with, and understanding of, diverse musical material
- B. practical exercises in creating and performing

Experimenting with music – Internal Assessment

**30% at SL
20% at HL**

Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit:

- A. a written experimentation report that supports the experimentation
- B. practical musical evidence of the experimentation process in creating and performing

Presenting music – External Assessment

**40% at SL
30% at HL**

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

The submission contains:

- A. Programme notes
- B. Presenting as a creator: composition and/or improvisation
- C. Presenting as a performer: solo and/or ensemble

The contemporary music-maker HL only – 30%

Students submit a continuous multimedia presentation documenting their real-life project which evidences:

- A. the project proposal
- B. the process and evaluation
- C. the realised project, or curated selections of it.

ASSESSMENT:

At both Higher and Standard Levels, you are required to do three things:

- 1. Exhibition 40%**
(Internally assessed)
- 2. Process Portfolio 40%**
(Externally assessed)
- 3. Comparative Essay 20%**
(Externally assessed)

At both levels each pupil prepares an exhibition of work produced during the course. The pupil will then be asked to explain the content through a written 'curatorial rationale'. The exhibition is internally assessed by the teacher and the process portfolio – a 'condensed version' of the sketchbook is externally moderated by the IB examiners, along with the Comparative Essay which is also submitted digitally. You are assessed on how well you present your thoughts and ambitions in both visual and written forms.

Visual Arts

'A wonderful window on the wider world'



Why study Art?

IB Visual Art provides the opportunity to mix creativity with critical thinking. While much of the course consists of practical work, in which you express your original ideas in your own ways, studying the work of other artists develops the necessary skills for you to do so, and helps give your work a context.

Studying art promotes a sense of your own identity, stimulating and training your visual awareness and critical faculties as you consider Art from various cultures, and enables you to discover, develop and enjoy the means of creative visual expression via a variety of media and techniques.

Individuality, persistence and self-criticism are qualities you will particularly need in your pursuit of artistic quality.

Where will it lead me?

Although Art is a subject normally associated with specific careers such as architecture, fashion, and design etc., Felsted pupils who have taken Art as an option have equally gone on to become doctors, engineers, lawyers, clergymen, television presenters, company directors and agricultural specialists. It is all too easy to link subjects to careers in a narrow way when in fact many employers are looking for skills which are not so easy to measure; and both

freedom of expression and the ability to think laterally, in which respect Visual Art has close links to the Theory of Knowledge, are highly valued in the marketplace.

Course structure

At both Higher and Standard Levels, pupils complete studio work, involving practical exploration and artistic production. They also complete an investigation workbook, involving independent contextual, visual and critical investigation and reflection, both visual and written; plus a comparative study essay.

The way in which the course is delivered is determined by the individual pupil. After a period of training in how best to explore and present ideas you are encouraged to follow your own artistic interests, with the teacher providing technical and intellectual support in order to guide rather than dictate. Through a variety of teaching approaches, you are encouraged to develop your creative and critical abilities and to enhance your knowledge, appreciation and enjoyment of visual arts. The emphasis is always on quality control, and you will get the best possible advice on how to create good art and how to

present your arguments in an academic manner.

Because of the nature of the subject, quality work in visual arts can be produced by pupils at both HL and SL. The course content and assessment objectives are the same for visual arts pupils at both levels. However, due to the different amount of time available, pupils at HL have more opportunity to develop ideas and skills, to produce a larger body of work and work of greater depth; hence the assessment criteria (on which you will be judged) are more demanding at HL than at SL. At HL, you receive approximately four hours of practical studio teaching per week with much of the written analysis and research set as prep to be completed in your own private study time. At Standard Level you receive approximately two and three quarter hours of teaching per week. The content of the course is the same as the Higher Level course but work of a similar breadth or quantity would not be expected.

Visits to museums and galleries support the course as does a taught life drawing class which takes place one evening per week. Regular attendance of the life drawing class is compulsory for all pupils.



Electives

Students may also choose another subject in Group 6. Please refer to the subject choices grid on page 39.

A LEVELS

At Felsted, pupils following the A Level/BTEC route will usually study 3 subjects and supplement this with the Extended Project Qualification (EPQ). However, should pupils wish to take four A Levels (for example, pupils wishing to take Maths and Further Maths), we will consider their requests carefully. Our curriculum is designed as a two year course, it is not possible for pupils to choose 4 subjects initially with the intention of dropping one later on.

A LEVELS

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Extended Project Qualification

The EPQ serves to enrich and extend a student's academic performance by enabling them to 'learn how to learn'. A completed project carries with it, not only significant UCAS points (slightly more than an AS qualification), but also material to discuss when applying for a course, apprenticeship or work placement. Many universities value EPQ owing to the independent study skills it develops, with some reducing offers for an A/A* EPQ.

What does the process involve?

Pupils select a topic for their project about which they have a genuine interest and excitement. They might choose a question that extends or combines their A Level subjects by investigating an area not covered by the syllabus that supports and strengthens their understanding in that academic discipline and the research surrounding it. Pupils often find the autonomy of that choice exciting and empowering as a result, but their supervisor is also there to ensure their topic is appropriately challenging and focused. Students will conduct extensive research to support their ideas, leading to either a written report of 5,000 words, or for the more creatively inclined, an artefact underpinned by a 1,000 word research based report. At the end of the project the pupil will present their findings to their supervisor and class, whilst evaluating their learning experience. A production log is used throughout the project to record what students are doing; why they are doing it and what alterations they might have to make as a result of further research, planning and any other obstacles.

What will they submit:

- A completed and signed production log
- A 5,000 word essay or artefact with a 1,000 word report
- A presentation
- Material that evidences their project management

Some examples of EPQ titles:

1. What is the effect of a football stadium on the local area and city considering social, economic and environmental factors?
2. Does social media damage a teenager's development?
3. How will technology affect agriculture and farmers in the future?
4. What draws people to high end fashion?
5. Do the most popular tourist destinations need a tourism tax?
6. Is the Rubens' Flame Tube the best method when teaching students about acoustic resonance and behaviour?

What does the course look like?

The course has two elements; the Taught Element and the Independent Element. For the Taught Element, students are given a 'supervisor', whose role is to guide and advise pupils through their project, teaching them the necessary skills and providing feedback at key stages. The Taught Element meets the requirement of the exam syllabus that pupils should be taught the necessary generic study skills to successfully complete their independent work. This includes lessons on critical thinking, finding and using different sources of information, evaluating and applying sources, presentation and reflection skills. This aspect of the course is delivered through four lessons per fortnight in a traditional class setting.

Pupils are expected to work independently throughout the course, though they are guided in their work by their project supervisor. Pupils should expect to be developing their artefact or writing their long report during the Easter half term in the Lower Sixth. They may also plan research activities such as visiting galleries, museums and workplaces during Christmas half term or exeat weekends.

EXTENDED PROJECT

QUALIFICATION

ASSESSMENT:

Manage the project 20%

Eg. Meet deadlines, arrange and attend meetings with supervisor, plan, record, reflect on research

Use Resources 20%

Pupils are expected to use a variety of appropriate resources in the research which must be appropriately referenced

Develop and Realise 40%

Pupils show how their ideas and understanding has grown and changed through the project towards the end goal. They must bring their research together in an end product (long report or artefact)

Review 20%

Throughout the project pupils must show that they are reviewing and reflecting on their work. They must give a presentation about their project and answer questions



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EXAM BOARD:

AQA

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ASSESSMENT:

Component 1**Personal Investigation** 60%**Practical Work****Personal Study**

(3,000 word essay in continuous prose) on an Art Historical Subject of the pupil's choice

Component 2**Externally set assignment** 40%
15 hour controlled assessment**Why study Art?**

There is a huge difference between someone who studies Art and someone who does Art. To compare it to a different skill like gardening, you have RHS specialists and someone who enjoys gardening. Studying Art will provide a similar level of expertise. In addition there are the soft skills which are developed and honed, such as precision, accuracy and patience, which could support a budding scientist for example. As such it complements many subjects such as Chemistry, Physics and Biology.

These days universities will accept Art as one of three A Levels. However why stop at three? Art as one of four is very feasible if the pupil has the right approach. In the 21st century employers are looking for the soft skills to accompany paper qualifications. Art has never been more relevant.

Expectations of independent study

Independent study is a major part of studying Fine Art. A pupil chooses to study Art rather than simply 'doing' Art. There is a world of difference. A minimum of four hours per week of independent study is required, of which at least 50% can be in the Art Department using equipment, with teacher support. However, independent study in Art is mostly about awareness and curiosity. It is a living and breathing subject and we would hope each pupil is constantly relating their Art to the world and the world to their Art.

Requirements

There are no previous requirements needed to study Art at A Level but it is very helpful if the pupil has some artistic ability and an open mind. Drawing was returned to its rightful place in the Assessment process from 2015. Curiosity and a willingness to read are also recommended for the higher grades at this level.

Art & Design

**What do the pupils say?**

"It's hard work but rewarding. I achieve a great deal from studying how to do it well."

"Learning how to realise an idea to a standard that I did not think possible when I started in Yr 10 is the best feeling. I really get to express my creativity."

What career pathways are open to me if I study this subject?

A typical Sixth Form pupil studies three subjects. Art on its own will not normally lead to a successful career but as part of a package there is no limit to how far it can contribute. We have had former pupils attend Oxford, Cambridge, Durham, St Andrews, Edinburgh and other top universities in the UK, Europe and the US. In the last 25 years the Art Department has produced an England Cricketer, a Vicar, several Doctors, Architects, Designers, very successful Businessmen and women, a TV Director, University Professors, Art Historians, Teachers, Soldiers and of course Artists.



Biology

Why study Biology?

Biology is the study of life from the smallest microorganisms to the entire planet. The subject presents essential principles in contexts that pupils find useful in many higher education choices. It provides an insight into the fact that nature is not just a backdrop to our existence but that we are very much part of it.

Studying Biology equips pupils with relevant skills for many university courses, such as collecting and processing data, data analysis, evaluation of scientific procedures, logical and lateral thinking, essay writing and research skills.

The reformed A Level course is a linear course which leads to an A Level qualification. The subject content of the specification is relevant to real world experiences. It has been written in a context-free style which enables teachers to select the context and the applications to bring the subject alive and to teach to the pupils' needs.

Expectations of independent study

Biology is an interesting and exciting subject. The specification content will require pupils to acquire a large amount of factual knowledge which can only be achieved through independent learning. Pupils are expected to read around the subject and should spend at least 4 hours per week on consolidating their knowledge outside the classroom.

Requirements

Pupils should be aiming for at least a 7 in GCSE Biology or a 77 grade in GCSE Double Award Science. At least a grade 6 in Mathematics is also recommended.

A Level subject content

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

What do the pupils say?

"The subject covers a wide range of topics and helps to understand scientific issues covered in the media."
"The field trip enabled us to see real life examples of what we learnt in class."

What career pathways are open to me if I study this subject?

Medicine, Veterinary Medicine, Dentistry, Zoology, Botany, Environmental Monitoring, Genetic Engineering, Pharmacology, Agricultural Studies, Estate Management, Physical Education, Health Management to name a few.



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ASSESSMENT:

Paper 1 35%

Any content from topics 1-4, including relevant practical skills.

Written exam: 2 hours

91 marks (76 marks short and long answer questions and 15 marks extended response questions)

Paper 2 35%

Any content, including relevant practical skills.

Written exam: 2 hours

91 marks (76 marks short and long answer questions and 15 marks extended response questions)

Paper 3 30%

Any content from topics 1-8, including relevant practical skills.

Written exam: 2 hours

78 marks (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)

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ASSESSMENT:

You will need to learn theory and apply this theory to real life scenarios. In addition you will have to show your ability to analyse the information that you have presented. To secure the highest marks you will also be required to evaluate the information that you provide.

Paper 1 33.3%

Fifteen multiple choice questions and short answer questions in two compulsory sections. Two essays with choice of one from two

Paper 2 33.3%

Three multi-part data response compulsory questions

Paper 3 33.3%

Six compulsory questions based on one case study



It gives you a greater understanding of the world of business.

Tom, L6 pupil

Business

Why study Business?

The subject lends itself to a very contemporary approach to teaching and learning. Pupils are expected to keep abreast of the news and to develop an analytical approach to life from a commercial point of view. Lessons often contain recent affairs unfolding across the nation and across global markets. The following topics are covered during the course.

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Expectations of independent study

Pupils will be required to produce one good quality essay or equivalent per week and keep folders organised and to independently review lesson materials. In addition to this we expect pupils to read newspapers and dip into resources

such as the *Economist* or *Business Review* magazines. They can also engage with the subject through tweeting relevant articles and responding to departmental tweets.

Requirements

You do not need to have studied Business at GCSE Level. However, we recommend a 5 at GCSE Maths and English. It is more important that you have a strong interest in business issues and want to learn how a business is organised, operates, plans and makes its decisions.

What do the pupils say?

"Business is the bridge to success."

"It gives you a broader view of the world."

"It's really fun and will enhance my future prospects."

"It gives you a greater understanding of the world of business."

What career pathways are open to me if I study this subject?

Business provides pupils with the opportunities to develop important skills and relevant tools that will be helpful in many courses and for employment. The range of careers that follow studying this subject are so broad that they cannot be stated in a list but some of the obvious ones might be entrepreneurial ventures, Law, Accounting and Banking.



Chemistry

The reformed A Level course is a linear course resulting in an A Level qualification. The specification is taught using a content-led approach giving flexibility to divide topics and approach teaching in a logical fashion.



Why study Chemistry?

Chemistry occupies a central and pivotal position in the sciences and its study develops an appreciation of many aspects of our complex and technical society.

Expectations of independent study

Although Chemistry is not an easy option, the correct approach to study can make it an extremely rewarding and enjoyable subject.

We would expect that you show an interest in Chemistry by reading around the subject, e.g. Chemistry review magazines, New Scientist articles etc. Every hour of Chemistry teaching needs to be matched with an hour of private study, this equates to around 4 hours per week.

Requirements

Pupils should be aiming for at least a 6 in GCSE Chemistry or a 77 grade in GCSE Double Award Science (recommended). At least a grade 6 in Mathematics is also recommended.

What career pathways are open to me if I study this subject?

Chemistry opens up innumerable career prospects in fields such as Anatomy, Agricultural Science, Beauty Therapy, Biochemistry, Biology, Physics, Engineering, Chemistry, Dentistry, Food Science, Forestry, Medicine, Pathology, Polymer Science, Veterinary Science, Zoology and many, many more. Potential employers value the analytical and conceptual skills that are developed during the study of Chemistry. Such skills, coupled with the ability to work in a meticulous and accurate manner, enable Chemistry pupils to pursue careers both within and outside the vast area of Science.

What do the pupils say?

"Chemistry fits in with both biology and physics"

"I really enjoy the physical chemistry"

"Throughout the course the organic chemistry really starts to link together"

"The course is well structured and easy to follow."

A LEVEL

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EXAM BOARD:

OCR

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H432

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ASSESSMENT:

A series of terminal examinations, covering the following six modules:

1. Development of practical skills
2. Foundations in Chemistry
3. Periodic table and energy
4. Core organic chemistry
5. Physical Chemistry and transition elements
6. Organic Chemistry and analysis

Paper 1

37%

Periodic table, elements and physical Chemistry. Examines modules 1, 2, 3 and 5. Varied multiple choice and short answer questions

Paper 2

37%

Synthesis and analytical techniques. Examines modules 1, 2, 4 and 6. Varied multiple choice and short answer questions

Paper 3

26%

Unified Chemistry. Examines all units. Longer answer questions (no multiple choice)



We do lots of experiments independently which helps with understanding

Charlotte, L6 pupil

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EXAM BOARD:

OCR

SYLLABUS CODE:

H408

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ASSESSMENT:

Assessment takes the form of three examinations; there is no coursework element.

Paper 1 40%

The world of the hero
2 hr 20 mins 100 marks

Paper 2 30%

Imperial Image
1 hr 45 mins 75 marks

Paper 3 30%

Greek Religion
1 hr 45 mins 75 marks



We get to discuss and argue about issues from the past which still have relevance today.

Harvey, U6 pupil

Classical Civilisation

Why study Classical Civilisation?

Classical Civilisation is the study of the Greeks and Romans through literature, history, archaeology and philosophy. The study of the Classical World provides an excellent basis for understanding and appreciating modern culture, more of which originates from the Classical World than one might realise. Classical Civilisation is a cross-curricular subject and because of this, and its intrinsically interesting and entertaining subject matter, it has something for everyone. It combines well with most other subjects and leaves pupils' options open for university decisions.

Expectations of independent study

Pupils will be expected to enjoy reading (in English!) not only the texts which accompany the course but also secondary source material. You will be asked to think creatively, yet analytically, about what you are reading and observing. You will be encouraged to visit museums and cast collections, and to join the various Classics trips which take place.

Requirements

Although Classical Civilisation is available at GCSE, there is no necessity for pupils to have studied it at this level. There is also no need for any knowledge of either Latin or Greek, as all the literature is studied in translation. The A Level course builds on the skills gained at GCSE through other subjects if necessary, such as English (reading literature) and History (source analysis and essay writing).

Course content

• The World of the Hero – Homer's *Odyssey* and Virgil's *Aeneid*

The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component will provide pupils 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 as popular as ever.

This component also provides pupils with the opportunity to appreciate Virgil's *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 proven enduringly popular.

• Culture and the arts – Imperial Image

The idea of a politician 'spinning' their public image is one which is very familiar from contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging for learners. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule.

• Beliefs and ideas – Greek Religion

Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine oracular intervention.

What do the pupils say?

"Classical Civilisation has been my favourite subject, mainly because the teachers are always showing their love for their subject."

What career pathways are open to me if I study this subject?

Studying Classical Civilisation will allow you to access a variety of careers. You will find Lawyers, Journalists, Teachers, Accountants, Bankers, Businessmen and Politicians, to name but a few, who have all had the benefit of studying Classics, a subject that makes you a clear and original thinker.

Computer Science

Why study Computer Science?

Computer Science is all about learning to reason. It can be seen as a series of puzzles with formal solutions. Computer Science is not concerned with simply learning how to use applications or programming languages. Instead, abstract thinking, general problem-solving, algorithmic and mathematical thinking are emphasised. The theory is demanding and wide ranging, moving quickly across a broad range of topics from the Turing Machine to databases and normalisation of floating point numbers to big data and programming paradigms. You need to be prepared to puzzle things out, to abstract information, to recognise patterns and to apply your knowledge.

Expectations of independent study

The syllabus will be delivered using a variety of teaching and learning methods, such as formal lessons, flipped learning, examination question practice, on-line learning sources, mini research projects and collaborative learning. Homework will be set on a regular basis.

For your NEA you will develop your own computing project - this is your project and you can choose what to do and what programming language/environment to use. This is excellent preparation for the sort of individual projects and dissertations that universities demand.

Requirements

An interest in the subject is a must. Ideally pupils should have studied

Computer Science at GCSE. However if you have not, you will be expected to demonstrate your coding skills using Python before starting the course. A grade 7 or above in Mathematics would indicate the ability to be successful in Computer Science.

What do the pupils say?

"Computer Science is a perfect mix of both theory and practical skills and strongly encourages you to think outside of the box"

"Work hard – the more you put in, the more you get out."

What career pathways are open to me if I study this subject?

Computer Science is a traditional and academically rigorous subject which combines well with Maths and the Sciences. A level Computer Science students can go on to further studies in Computer Science, Game Design, Cybersecurity or any number of disciplines where analysis and problem solving are required.

Five out of the top ten jobs of the future are in computer science related fields:

- Cyber security expert
- Robotics engineer
- Software developer
- User experience designer
- Data analyst

<https://www.parentalguidance.org.uk/labour-market-information/20-top-jobs-of-the-future>

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EXAM BOARD:

AQA

SYLLABUS CODE:

7517

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ASSESSMENT:

Subject Content

1. Fundamentals of programming
1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communications and networking
10. Fundamentals of databases
11. Big data
12. Fundamentals of functional programming

Paper 1 40%

An on screen exam tests a pupil's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1 to 4

Paper 2 40%

Tests a pupil's ability to answer questions from subject content 5 to 12

Non-examined Assessment

20%

Assesses a pupil's ability to use the knowledge and skills gained through the course to solve a practical problem. Pupils complete an investigative project on a topic of particular interest to them

“

Computer Science is a good background for the future.

Alexander, U6 pupil



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EXAM BOARD:

AQA

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A Level 7552

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ASSESSMENT:

Paper 1 **25%**

Core technical principles and core designing and making principles

Paper 2 **25%**

Specialist knowledge, technical and designing and making principles

Non Examined Assessment **50%**

Written or digital design portfolio and photographic evidence of final prototype



I can now communicate my ideas using graphic techniques.

William, U6 pupil

Design & Technology

Why study Design & Technology?

Pupils find the project work interesting as there is the freedom to choose their own product which they can develop and manufacture. This freedom to design a product is a great motivator. Graphic and project management skills will be developed, as will practical skills in the dedicated D&T workshops.

Expectations of independent study

Pupils will need to work continuously on the Designing and Making practice project throughout the first two terms. These take the form of a design and make project of the pupil's choice. Background reading of the accompanying text book will also be necessary.

Requirements

GCSE in Design & Technology at grade 5 and above.

What do the pupils say?

"The facilities are excellent."

"There are lots of opportunities to do different designs!"

"We are well supported by teachers and technicians in the workshops."

"I can now communicate my ideas using graphic techniques."

What career pathways are open to me if I study this subject?

The A Level course leads on well to courses in engineering or product design – project work in the D&T Department gives pupils a head start in project management for when they do similar projects at university. Pupils wishing to follow architectural product design or engineering related courses at university can benefit from taking D&T A Level.



Drama and Theatre



Rehearsals take place outside the classroom, at weekends and, sometimes, at the beginning or end of school holidays; all pupils need to be available to attend these rehearsals.

Requirements

All pupils need to be fluent in English; they are also required to attend a range of theatre productions during the holidays, in London and elsewhere, as part of their independent learning programme.

Why study Drama?

The Advanced Level Drama and Theatre course should appeal to anyone who has a strong practical interest in Drama and the Performing Arts, whether on stage or behind the scenes. It also develops communication, collaboration and confidence; all essential to a career in any field.

As well as a written exam, there is a large amount of practical work which counts for 60% of the total marks.

The first practical element is a devised piece, influenced by the work and methodologies of one prescribed practitioner, supported by a working notebook. The second practical element is a performance of an extract as well as a reflective report analysing and evaluating the extract along with two others.

Expectations of independent study

For practical performances, candidates wishing to pursue the acting option should have successful experience in acting. Candidates who wish to take the technical option must have previous experience of designing and programming lights or sound desks.

What do the pupils say?

"Definitely my favourite subject."

"I achieved maximum marks in my practical performance, so I was absolutely thrilled."

"I definitely have achieved more than I thought I could."

"The high grades that drama pupils achieve is a reflection of the hard work put in by all, both ourselves and our teachers."

"There is a very good relationship between the teachers and pupils."

What career pathways are open to me if I study this subject?

The prime strengths of Drama and Theatre at Advanced Level are that it develops confidence and communication skills and, as such, it can be recommended for many occupations that will require these skills – for example, Marketing, Business and Law. It is also helpful, though not essential, for anyone who hopes to work in the Theatre, or in the related fields of the Media, Film and Journalism.

A LEVEL

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AQA

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7262

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ASSESSMENT:

Component 1 40%

Written Exam: 3 hours

Component 2 30%

Practical A

Devised performance (as a performer, designer or director) with a working notebook

Component 3 30%

Practical B

Practical exploration and interpretation of three extracts, along with a reflective report



“

We work hard and are expected to meet high standards, but lessons are very enjoyable.

Scarlett, L6 pupil

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EXAM BOARD:

AQA

SYLLABUS CODE:

7136

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ASSESSMENT:

Paper 1 **33.3%**

Markets and market failure

Paper 2 **33.3%**

National and international economy

Paper 3 **33.3%**

Economic principles and issues



**Interesting,
relatable, respected
and important –
Economics at
Felsted.**

Elizabeth and Leo, L6 pupils

Economics



Why study Economics?

The subject lends itself to a very contemporary approach to teaching and learning. Pupils are expected to keep abreast of current issues and to develop an analytical approach to life from an economic point of view. Lessons often focus on recent events unfolding across the nation and throughout global markets.

Expectations of independent study

Students are expected to keep their notes organised, to review lesson materials regularly, and to read ahead to prepare for forthcoming lessons. They will produce regular written work for marking in order to consolidate learning and assess their progress. In addition, we would like students to increase their awareness of current issues by reading newspapers and dipping into key resources such as the *Economist* and *Economic Review* magazines.

Requirements

You will need to learn key concepts and underlying principles and apply this theory to real life scenarios. You will have to consistently demonstrate and seek to improve your ability to explain and analyse issues in a range of contexts. To secure the highest marks

you will also be required to evaluate and make judgements about the information that you have presented. Therefore we suggest that a 6 in Maths and English GCSE is a good indicator that you will be able to succeed on this course.

What do the pupils say?

"If you want to actually understand half of what the newspapers are saying, studying economics is the answer."

"It is the most fun subject!"

"What you study is all relevant to everyday life."

What career pathways are open to me if I study this subject?

A Level Economics provides pupils with the opportunities to develop important skills and relevant tools that will be helpful in many further and higher education courses and for employment.

Economics opens the doors to a wide range of possible careers such as Management, Banking and Finance, Law, Accounting, and the Civil Service to name a few.

English Literature

Why study English?

The study of English Literature will help you to understand the complexity of the human condition, to appreciate other people's views and experiences and to challenge conventional ideas through intellectual curiosity.

This course is rewarding for pupils who have a love of literature in all its diverse forms, and who take pleasure in discussing and debating their interpretations with others. As we speculate on how English will evolve over the coming years, there needs to be a strong voice for the pleasure principle and the joy of words.

Expectations of independent study

At A Level pupils will be expected to read set texts independently outside of the classroom. One of the most exciting parts of the course is the opportunity to compare two texts of your own choosing for your coursework essay. In order to make an informed decision, it is vital that A Level pupils see reading as a leisure pursuit and that they commit to reading varied, high-quality literature texts in their spare time.

A fundamental part of A Level study is the ability to engage critically and creatively with texts and to respond to the ideas of others. It is therefore important that, alongside reading texts, you read critical essays written by academics in the field.

Requirements

Pupils will be required to attain a minimum of two grade 6s in English Language and English Literature at GCSE. Pupils should not be deterred from studying English Literature at A Level if they are likely to perform better in English Language at GCSE as the skills are entirely transferable.

What do the pupils say?

"There is such a wide variety of things to discuss – we are always debating our interpretations."

"I love seeing the words on the page come to life when we read them."

"The atmosphere is enjoyable and our teachers know how best to help us achieve our full potential."

What career pathways are open to me if I study this subject?

We believe that English is the ultimate facilitating subject. This is because of the undeniable value of being a competent reader and writer. The skills you gain through studying English Literature are marketable in almost any career area. For example, Marketing, Advertising, Teaching, Journalism, Public Relations, Law and many more.

HEAD OF DEPARTMENT:

Mrs E Predebon

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elp@felsted.org

Twitter: @English_Felsted

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9ETO

www.edexcel.com

ASSESSMENT:

Paper 1 **30%**

Drama – Shakespeare/other drama text

Paper 2 **20%**

Prose – 2 prose texts (1 pre-1900)

Paper 3 **30%**

Poetry – Unseen/prescribed poetry

Paper 4 **20%**

Coursework – Comparative essay (Internally marked/externally moderated)



“

I love seeing the words on the page come to life when we read them.

Beth, L6 pupil

HEAD OF DEPARTMENT:

Mrs G Stringer

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Twitter: @GeogFelsted

EXAM BOARD:

AQA

SYLLABUS CODE:

7037

www.aqa.org.uk

ASSESSMENT:

Component 1 40%

Physical Geography
2 hr 30 min written exam

Component 2 40%

Human Geography
2 hr 30 min written exam

Component 3 20%

Geographical investigation
(Non Examined Assessment)
3,000-4,000 word investigation



Geography

Why study Geography?

Geography helps you to make sense of the world around you. It's hands-on, hugely relevant in our rapidly changing world, and fun.

Geography is not only up-to-date, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. In no other subject could you study topics as relevant, diverse and engaging as climate change, sustainable food production, natural disasters, environments under stress, water wars, the spread of disease, the reasons for migration and the future of our coasts, coral reefs and oceanic resources. These are just some of the great challenges facing the next generation of geographers.

"A knowledge of geography has enriched my life and encouraged me to take on long and sometimes difficult journeys. Geography has stimulated my mind and given me the attitude to go out and see for myself, rather than be told by others." Sir Michael Palin

Geography at Felsted is taught interactively using a variety of methods, such as resource based investigations, local and international case study material, online research and the extensive use of media and visual aids in lessons. Fieldwork also plays a key part in supporting the teaching with residential and day trips to deliver research and enquiry skills. These also help to support the curriculum with vital case studies enabling pupils to apply their knowledge and make sense of the wider world around them.

- Pupils will become independent enquirers with strong cartographic, ICT, statistical, and graphical skills
- They will have the ability to work with their peers out in the field collecting primary data as well as making use of wider research options
- Pupils will be able to write analytically formulating and exemplifying arguments
- Pupils will become empathetic global citizens

Geography is one of the most popular A Level subjects at Felsted, with approximately 30 students opting to study it each year. It has a high University course selection by pupils, and is consistently rated as an excellent department by Felsted pupils.

Expectations of independent study

At A Level all pupils will complete tasks set after every lesson. They will also be expected to write up a field work

investigation after practical field work. Extensive reading of articles in Geography journals and accessing current affairs from news sources is vital for access to the higher grades.

Requirements

Pupils must have studied to GCSE level, gaining at least a GCSE grade 6 or above, plus have an interest and enthusiasm for the subject.

Geography, with its emphasis on the synopticity of world systems, current affairs and the natural world relies on a pupil's ability to apply their knowledge, analyse new material and to think for themselves.

We hope that Felsted Geographers will leave with the confidence to interpret the world around them, identify and decipher the geographic issues the planet faces at a variety of scales and have the skill set to know how to help improve the physical and human environments both in their university studies and beyond.

What do the pupils say?

"Geography at Felsted offers a stimulating and current insight into politics, economics, the environment and world issues."

"It's such a broad subject, there's always something interesting to learn about."

"The highlights of my geography career at Felsted was becoming 'Geographer of the Week' and the field trips."

What career pathways are open to me if I study this subject?

Choosing geography can open the doors to a university degree, either specifically in geography or in a multitude of associated subjects such as land management, urban planning, environmental conservation or oceanography to name a few! Equally an A Level in geography is recognised for its academic 'robustness' and, most importantly, its wide ranging skill set. Hence Geographers are numerate, literate, analytical, and have enquiry, teamwork and communication based abilities all of which are attractive for all university or workplace applications. In the last two years, over 25 Felstedians have opted to study Geography at University and many more have taken related degrees.

Geographers work in a wide range of professionally and financially rewarding environments such as Finance, Property, Investment, Hazard analysis, Management Consultancy, Planning, Energy, Travel, Tourism, Government and Aid Agencies.

History



Why study History?

History is a subject that satisfies and stimulates the intellectual curiosity of pupils. The subject is at its most basic level about important 'stories' from our collective past, which are interesting to look at for their own sake.

The chronological core of the new A Level course runs from c1600 to the mid-20th century and provides a rich and fascinating canvas for pupils to explore: ranging from Russian Tsars, German Emperors and British prime ministers to men like Oliver Cromwell.

The 17th century saw the first stirrings of democratic ideas and religious toleration in Britain and in many ways it was the century that 'made the modern world'.

A century after the outbreak of World War One, the great wars of the 20th century, and what caused them, still exert a powerful fascination, as shown by the recent rush of high profile TV documentaries and excellent works by

Margaret Macmillan, Chris Clark and Max Hastings.

Pupils who study History find that the subject also encompasses the study of a variety of other disciplines such as Politics, Economics and Literature, in order to make sense of the past – and this of course makes the subject even more multi-faceted.

Moreover, the History Department works hard to make A Level History a really enjoyable and intellectually stimulating experience; involving book clubs, and a day spent following in the footsteps of Oliver Cromwell around East Anglia!

Expectations of independent study

Pupils can expect to be set one substantial piece of written work per fortnight. This is most usually an examination answer or essay, which may take several hours to research, plan and write.

A LEVEL

SUBJECT OPTIONS

HEAD OF DEPARTMENT:

Mr R Pathak

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EXAM BOARD:

AQA

SYLLABUS CODE:

7042

www.aqa.org.uk

ASSESSMENT:

Paper 1 **40%**

Stuart Britain and the Crisis of Monarchy 1603-1702

Paper 2 **40%**

International Relations and Global Conflict 1890-1941

Personal Study **20%**

Historical Investigation on 19th century German History



“

The class dynamics are great and the atmosphere is enjoyable. There is clear clarification of unsure areas and I always have the confidence to ask if I am stuck with anything. I always feel like I have achieved something or know much more at the end of each lesson which is rewarding.

Guy, L6 pupil

“

The History packs we are given at the start of each big topic are amazingly detailed and much better than any other resources I have seen in History in any other school.

Ellie, U6 pupil

One of the major differences between GCSE and A Level is the greater emphasis on wider reading and research, especially in the Upper Sixth. This enables pupils to gain the best marks in examinations but also prepares them for university study and enables them to contribute perceptively to the frequent seminar and discussion lessons.

Requirements

To make a success of History A Level it is the History Department's expectation that pupils have at least a 6 in History at GCSE. It should be noted that due to the nature of the syllabus, which is quite different to its GCSE counterpart, having done History GCSE is not an absolute prerequisite for entry onto the A Level course.

History, with its emphasis on weighing up the validity of different arguments, extended writing and forthright, reasoned debate, helps pupils to develop the intellectual skills that they will need at university and beyond.

It is the aspiration of the History Department that, by the end of the A Level course, pupils will be fully independent learners, able to read undergraduate level texts with confidence and to form their own ideas and opinions, based on the available evidence.

Encouraging evidence of how we are developing independent learners is the fact that over the last two years a growing number of A Level Historians have submitted scholarly and well researched essays to competitions run by Oxford and Cambridge colleges.

What do the pupils say?

The experiences of A Level Historians are overwhelmingly positive and one of the best measures of how much pupils have enjoyed the subject and the degree to which they have excelled is the fact that since 2006 over 60 Felstedians have gone on to study the subject at university, including at such prestigious institutions as Cambridge, King's College, Nottingham, Durham and Edinburgh. Here are just a few of

the comments provided by our A Level pupils in two recent end-of-year surveys:

"The class dynamics are great and the atmosphere is enjoyable. There is clear clarification of unsure areas and I always have the confidence to ask if I am stuck with anything. I always feel like I have achieved something or know much more at the end of each lesson which is rewarding."

"The teachers are really organised and enthusiastic. You get a sense they really know how to push people to get the top marks and their passion for the subject rubs off on us."

"The revision class in half term was really reassuring."

"The feedback from essays in particular is so good, very detailed and shows exactly what needs to be done to improve, and shows how the marking process has taken place."

"The History packs we are given at the start of each big topic are amazingly detailed and much better than any other resources I have seen in History in any other school."

"Teachers are always willing to teach past the curriculum."

What career pathways are open to me if I study this subject?

History is still widely seen as an academic 'gold standard' by universities and employers. An A Level in History is evidence that an individual can assimilate information and make judgements about it; weigh up different points of view; and express themselves in an articulate and coherent way.

These are all intellectual qualities which are highly prized in today's job market. The subject is certainly useful in leading towards a variety of professional careers, most obviously the Law; for which the emphasis in History on argument, evaluation of textual material and the sifting of evidence, forms an excellent preparation.

Beyond this, History graduates are to be found in the upper reaches of Business, the Civil Service and Banking.



Latin

Why study Latin?

Latin occupies a major place in the history of world culture, as it was the central language of the Roman Empire, which stretched from Britain to the boundaries of modern India at its height. Through Latin, we can gain an understanding of the impact of Roman culture and thus its considerable legacy, and we can access a wealth of rich literature. Latin is the essential root of modern Romance languages. To study Latin is to be both fascinated and to be inspired, as have been so many of the historians, politicians and authors of the last two millennia.

The set texts for examination will be taken from:

Prose Literature:
Tacitus Annals IV

Verse Literature: Selections from:
Virgil, Aeneid XII

Expectations of independent study

Throughout the Lower Sixth course, pupils can build a thorough understanding of more complex linguistic structures and develop the ability both to translate Latin into English more fluently and to translate English into idiomatic Latin. In addition to the study of language, pupils will study two Latin authors (one prose and one verse) in the original language, through which they learn to respond personally to the text, considering the

spiritual, moral and cultural issues that emerge from the reading. The Upper Sixth course continues to develop these skills, but expects greater independence in the pupil.

Requirements

The A Level course is a direct continuation of GCSE and assumes a knowledge of the Latin vocabulary and grammar prescribed for the GCSE course (a 6 at GCSE is desirable).

What do the pupils say?

"The challenge of facing a piece of Latin, placing all the words into their correct context and then producing a stylish translation has been immensely rewarding."

"The sheer diversity of the literature, the satisfaction of "getting it" and the knowledgeable enthusiasm of my teachers make this a great subject."

What career pathways are open to me if I study this subject?

Studying Latin will allow you to access a variety of careers at a high level! Just look at the world around you: you will find lawyers, writers and journalists, teachers, researchers, accountants, bankers, financiers, businessmen and politicians, all who have a Classical foundation... This is a subject that makes you a critical and original thinker.

A LEVEL

SUBJECT OPTIONS

HEAD OF DEPARTMENT:

Miss E McLaren

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EXAM BOARD:

OCR

SYLLABUS CODE:

H443

www.ocr.org.uk

ASSESSMENT:

Assessment takes the form of four examinations; there is no coursework element.

Language **33%**

Unseen translation paper
1 hr 45 mins 100 marks

Prose composition or comprehension **17%**

1 hr 15 mins 50 marks

Literature **25%**

Prose literature
2 hrs 75 marks

Verse Literature **25%**

2 hrs 75 marks



“

I have really enjoyed getting stuck into my set texts – I've even learned how to chat up a girl, Roman style!

Jack, U6 pupil

HEAD OF DEPARTMENT:

Mr M Campbell

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Twitter: @FelstedMaths

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9MA0

www.edexcel.com

ASSESSMENT:

Pure MathematicsTwo 2 hour papers,
each worth**33.3%****Applied Mathematics****33.3%**One 2 hour paper, split equally
between Statistics and Mechanics**Expectations of independent study**

The teaching is shared between two teachers and pupils should expect up to two hours work per teacher per week, to be completed outside of the lessons. Tasks may be set to consolidate understanding from the lessons, to provide the opportunity to conduct independent research or to make links between the current subject matter and material covered much earlier in the course. The teacher will formally assess one piece of work per week.

Requirements

At least a 7 and preferably an 8 or 9 at GCSE.

Why is it interesting?

Quite apart from its many applications to the natural world, Mathematics is of interest in and of itself. Rigorous proof for example is only to be found within Mathematics, so that one can know the

result which follows with certainty. Mathematical models can be used throughout mechanics and statistics and as such Mathematics is an incredibly powerful tool to apply to real-life problems.

What skills will I develop by studying this subject?

Pupils will develop their ability to construct rigorous mathematical arguments and learn how to form mathematical proofs. The ability to use clear mathematical notation and language will be developed in some depth, as will the ability to solve complex problems. Pupils should develop a deep appreciation of the applicability of Mathematics to areas such as mechanics and statistics and learn various different techniques to describe real-life phenomenon Mathematically.

What do the pupils say?

"A Level Maths is hard work but great fun."

"Developing my ability to solve problems and think logically will really help me in my future studies."

What career pathways are open to me if I study this subject?

An A Level in Mathematics is very highly regarded by prospective employers and is a prerequisite for many science-based university courses. Mathematics easily lends itself to a career in Finance, Management, Engineering, Science, Education and many other areas.

“

It's good being intellectually challenged and I enjoy seeing how Maths can be used in the real world.

Ed, L6 pupil



Further Mathematics



Why study Further Mathematics?

The Further Mathematics course allows the most able Mathematicians to work at a pace which suits them and to study Mathematics in much more depth than the single A Level allows.

Topics such as imaginary numbers, differential equations and hyperbolic functions are explored in detail alongside a broad range of applied Mathematics topics.

Studying Further Mathematics helps further develop powers of logical reasoning, problem-solving skills and resilience.

The concept of proof is developed in more depth than in the A Level course, for example through proof by induction. The applications of Mathematics to the real world are also explored at some length.

Expectations of independent study

The teaching is shared between three teachers and pupils should expect up to two hours work per teacher per week, to be completed outside of the lessons.

Requirements

An 8 or 9 at GCSE, plus Additional Maths. Pupils without Additional Maths may be considered if their GCSE performance is very strong.

What do the pupils say?

"You're able to do all the work at a very high pace and it's really enjoyable."

"It really supported me with my Physics A Level."

What career pathways are open to me if I study this subject?

Further Mathematics is widely held to be one of the most intellectually challenging A Levels and as such is very highly regarded by universities and prospective employers alike.

Anybody considering studying Mathematics or a subject with a high Mathematical content at university should take this course. It opens doors to careers in Finance, Management, Engineering, Science, Education and many other areas.

A LEVEL

SUBJECT OPTIONS

HEAD OF DEPARTMENT:

Mr M Campbell

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Twitter: @FelstedMaths

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9FMO

www.edexcel.com

ASSESSMENT:

Pure Mathematics

Two 90-minute papers, each worth

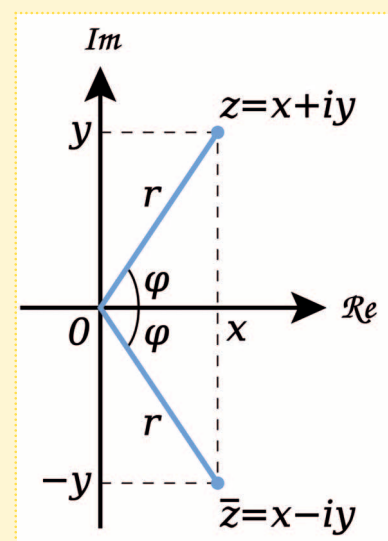
25%

2 Options from
Additional Pure Mathematics
Mechanics
Statistics

Decision Mathematics

Two 90-minute papers, each worth

25%



“

Having a small class size is brilliant and the Maths is really fun.

Emma, L6 pupil

HEAD OF DEPARTMENT:

Mrs E Predebon

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Twitter: @English_Felsted

EXAM BOARD:

Eduqas

SYLLABUS CODE:

B680QS

www.eduqas.co.uk

ASSESSMENT:

Paper 1	35%
Media Products, Industries and Audiences	
Exam - 2 hours, 15 minutes	
Paper 2	35%
Media Forms and Products in Depth	
Exam - 2 hours, 30 minutes	
Paper 3	30%
Non Examined-Assessment (Internally marked/externally moderated)	
Cross-Media Production	



You get the chance to create your own videos and magazine covers, which I really enjoyed

Louisa, L6 pupils

Media Studies

Why study Media Studies?

The media plays a central role in our lives today: media products are global in reach and they're at our fingertips. Not only does the media provide us with entertainment and ways to communicate, but it helps to shape our views of the world through its representations of social groups and issues. Studying Media Studies at A Level is, therefore, critically exploring the key issues and industries that dominate our everyday lives.

Expectations of independent study

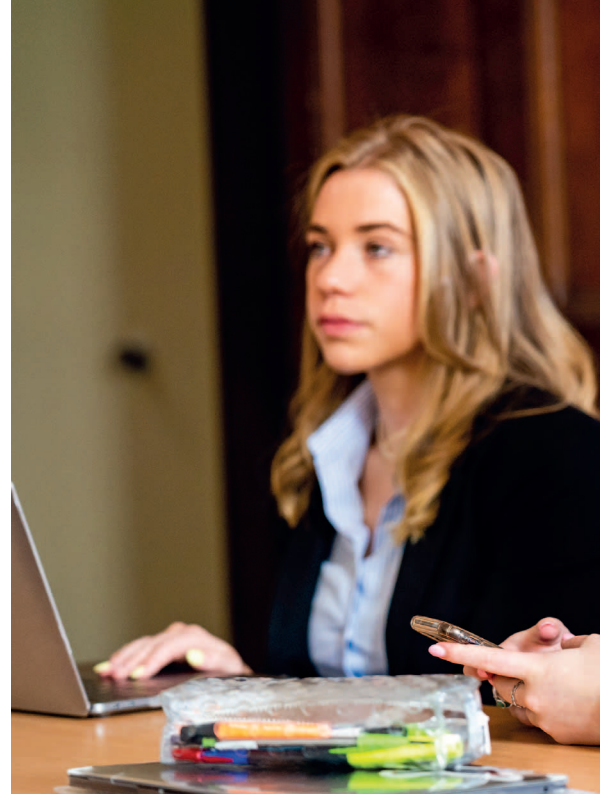
Pupils will be expected to explore a range of different types of media outside of the classroom. One of the most exciting parts of the course is the cross-media study, in which pupils are asked to create two media products. In order to produce high quality work, pupils will need to be creative and committed, as well as familiar with the way a range of existing media products work as well as.

Alongside the production element, there is a large body of theory that will underpin all of the course content. Pupils will be expected to spend time consolidating their understanding of this.



Requirements

Pupils will be required to attain a minimum of a grade 5 in English Language at GCSE.



What do the pupils say?

"Media Studies is so full of variety, from music videos to newspapers, magazines, social media and advertising. We really learn how this important part of the modern world works."

"I love the diversity that Media Studies covers. I enjoy Media Studies lessons because we look at such a variety of interesting texts, from a Beyoncé music video to The Daily Telegraph."

What career pathways are open to me if I study this subject?

Media industries employ large numbers of people worldwide and generate significant global profit. Taking Media Studies at A Level may lead to a career in Marketing, Advertising, Television, Film, Online Media...the list is endless. Media Studies A Level also provides a good number of transferable skills such as the ability to critically evaluate, which lend themselves to careers in Law and Journalism.

Modern Foreign Languages

French, German and Spanish

Is this the right subject for me?

If you are finding it hard to make your A Level choices because there is just too much that you want to learn, then an A Level in a modern language may be the solution for you! The course is broader and more varied than any other and of course it offers the additional bonus of achieving an advanced level of fluency in a foreign language. Students are too quick to turn away from Languages, either because they find it harder than other subjects or because the GCSE course doesn't convey their relevance effectively. The A Level course is completely different and it is plain to see why Russell Group Universities all have Languages on their list of the most desirable, facilitating subjects.

What will I learn?

An A Level in Modern Languages helps you understand the language, society and culture of the country or countries where the language is spoken. You will learn new grammar and vocabulary and you will be able to translate into and out of English. You will develop your critical thinking, creativity and independence and also develop skills to

be able to learn other languages more effectively. As mentioned above, the course is extremely varied, allowing you to maintain your interest in Geography, History, The Arts, how to analyse texts and much more. The first theme covers changes to the structure of our society, looking at ethics and of course sociology. After that, we tackle cultural development, learning about music, freedom of speech and festivals. Theme three is immigration: the benefits to and challenges faced by the countries where the language is spoken. This theme makes links to Politics, Economics, Geography, History as well as current affairs. Finally, we learn about an exciting period of historical importance from the 20th century: World War 2 in French, Reunification in German and Franco's Dictatorship in Spanish. We also study one novel and one film, an analysis of which forms the final written examination. For the oral, you have a free choice of topic to research and present to the examiner. Our students' choice of topics has ranged from researching the effect of media coverage on the popularity of women's sport to how the Stasi became so successful in the German Democratic Republic.

HEAD OF DEPARTMENT
AND FRENCH:

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EXAM BOARD:
Edexcel

SYLLABUS CODE:
9FRO (French)
9GNO (German)
9SPO (Spanish)
www.edexcel.com



SUBJECT OPTIONS

ASSESSMENT:

Key Facts:

- Choice of two questions based on the set text and film for the written examination. All assessed through 2 target language essays.
- Independent research project assessed within the speaking exam.
- Compulsory themes: social issues and trends; political and artistic culture; immigration and history.
- New Assessment Objective around knowledge and understanding of the target language culture – pupils will need to demonstrate this in the speaking and writing components.

Each language follows the same pattern of assessment:

Paper 1 40%

Listening, reading and translation into English
80 marks

Paper 2 30%

Written response to works and translation into the target language
120 marks

Paper 3 30%

Speaking:
Internally conducted and externally assessed
72 marks



I have never worked so hard for anything in my life and I have never been as proud of myself as I am right now.

A Level pupil after the final oral examination



It IS hard but you should do it. It's the subject where I have learnt the most.

A Level pupil at the end of the course



I have learnt so much about the culture and society, I feel as though I know it even better than my own.

A Level pupil at the end of the course

**Why study a language?**

Learning languages encourages you to:

- Develop skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and write coherently.
- Develop critical thinking, creativity and independence.
- Add an international dimension to your choice of A Level subjects, which is something many employers and higher education providers want.
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links.
- Learn more about countries where the language is spoken, and the people who speak it.
- Read books and watch films in their original language.
- Spend time abroad (e.g. at university or on a work placement).

Requirements

A 7 at GCSE would indicate that the choice to study a language to A Level is appropriate. Where there is any doubt, subject staff will advise.

What career pathways are open to me if I study this subject?

In almost every sector, people with language skills and knowledge have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Success at A Level means you will:

- Add an extra international dimension to your personal skills profile which will impress people who read your CV.
- Be in a stronger position to get a job in companies with international links.
- Be able to work or study in a foreign-speaking country in later life.
- Find it easier to learn other languages later.
- Add a useful skill if the primary focus of your A Level subjects is not languages.

Languages support careers in a range of areas including Management, Business, Science and Tourism.

Music

Why study Music?

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This course provides you with the opportunity to study a wide range of music genres and brings together listening, performance and composition. Through the two years of study, you will further develop your musical knowledge and understanding. You will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. The advanced study of Music will give you a solid understanding of musical history and theoretical principles, as well as a wealth of experience of extending and manipulating musical ideas through composition, and playing music with an understanding of context and a composer's intention through performance.

Expectations of independent study

Studying academic music combines the highly practical activities such as performance and composition with the traditional field of musicology with pupils undertaking scholarly score analysis, research about music history and developing an understanding of harmony. All pupils will be required to undertake independent work in the form of practice, listening and reading. There is no substitute for private listening to a wide range of repertoire to extend one's understanding of musical styles. The syllabus covers all musical styles, with particular focus on areas including Mozart Opera, Piano Music of Chopin, Musical Theatre and Art Music since 1910. Pupils will be required to send recordings of live performances to be assessed for the performance component. In order to succeed in this part of the course, pupils should undertake regular daily private practice to develop their instrumental/vocal skills.

Requirements

At least a 6 at GCSE is required, and pupils will also need to be taking one-to-one lessons in at least one instrument or voice to meet the requirements of the performance coursework.

What do the pupils say?

"It's a challenging and exciting combination of practice, creative and academic work."

"As a pianist, I love playing Chopin – it is great to be able to combine my practical experience with my academic endeavours as we have studied in depth the music of Chopin."

"I've been able to develop as a musician and use my performing experience towards my final mark."

What career pathways are open to me if I study this subject?

A Level Music will allow you to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university courses in music and music-related subjects as well as other music-related careers. Several Felsted pupils have gone on to study music at University or Conservatoire. Old Felstedians are currently studying Music at Liverpool University, King's College London, Royal Holloway College London, Westminster University and The Guildhall School of Music and Drama. Past pupils are currently working in Music, Law, Music Technology and as Performers and Teachers.



A LEVEL

SUBJECT OPTIONS

DIRECTOR OF MUSIC:

Mr W J Warns

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@felstedmusic

EXAM BOARD:

AQA

SYLLABUS CODE:

7272

www.aqa.org.uk

ASSESSMENT:

Component 1 40%

Appraising Music:

Listening, analysis and contextual understanding. 2hr 30min exam paper with listening and written questions using excerpts of music

Component 2 35%

Performance:

Music performance. Solo and/or ensemble performance as an instrumentalist or vocalist

Component 3 25%

Composition:

Composition skills. Completing two compositions, one to a brief and one free composition

“

The course has enabled me to discover more about a range of musical styles that I hadn't encountered before.

Katy, L6 pupil

HEAD OF DEPARTMENT:

Mrs L Willis

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EXAM BOARD:

AQA

SYLLABUS CODE:

7582

www.aqa.org.uk

ASSESSMENT:

Paper 1 35%

2 hour written exam

Factors affecting participation in physical activity and sport, which covers:

- Anatomy and physiology
- Skill acquisition
- Sport in society

Paper 2 35%

2 hour written exam

Factors affecting optimal performance in physical activity and sport, which covers:

- Exercise physiology and biomechanics
- Sports psychology
- Technology in sport

Non-exam assessment 30%

Assessment of performance in one sport as a player or coach in a fully competitive context, plus a written observation and analysis task. These are assessed over the duration of the course and moderated in U6.



The staff have a fantastic amount of knowledge and are really passionate when they share it with us in lessons.

Annabel and Rory, L6 pupils

Physical Education

Why study Physical Education?

Sport is all around us – it pervades all areas of society whether we like it or not, and Felsted is no different. Every lesson will result in pupils discussing examples of theory being applied in their everyday life, varying from the relevance of dietary supplements in Exercise Physiology to effective strategies for managing competitive anxiety in Sports Psychology.

The PE Department is at the forefront of the school's use of mobile learning and pupils will find themselves flipping roles regularly, being expected to lead the learning of their classmates on a specific topic.

In choosing PE, you will learn many additional skills on top of your academic learning, such as how to observe, analyse and provide effective feedback – skills that are eminently transferable to Higher Education and the workplace.

You will be expected to evaluate several points of view, arrive at a conclusion and use evidence to justify your statements. Ultimately, many of the problems you are presented with have multiple solutions; you will develop your problem solving skills to identify the best course of action. A Level PE pupils learn what it means to work as part of a team and how to lead that team effectively.



Expectations of independent study

Pupils are expected to allocate three hours per week to independent study on top of the two hours per week of set prep. This will include two pieces of assessed written work – normally based around examination questions. Pupils should conduct their own research, reading and investigation into areas of particular interest. They are encouraged to interact with the department google classrooms where articles, videos and events are publicised and discussed. Pupils are encouraged to take DVDs and books from the extensive department library in order to extend their knowledge of the subject beyond the specification.

Requirements

A 5 in GCSE English and in Double Science or at least two individual Sciences. Previous study of GCSE Physical Education is strongly recommended.

What do the pupils say?

The majority of A Level PE pupils identify PE as their favourite subject!

"I find the scientific side of the course fascinating; the way our body adapts to enable us to exercise is amazing."

"I love the way we learn. No two lessons are ever the same – I've had to teach the whole class and role play a red blood cell!"

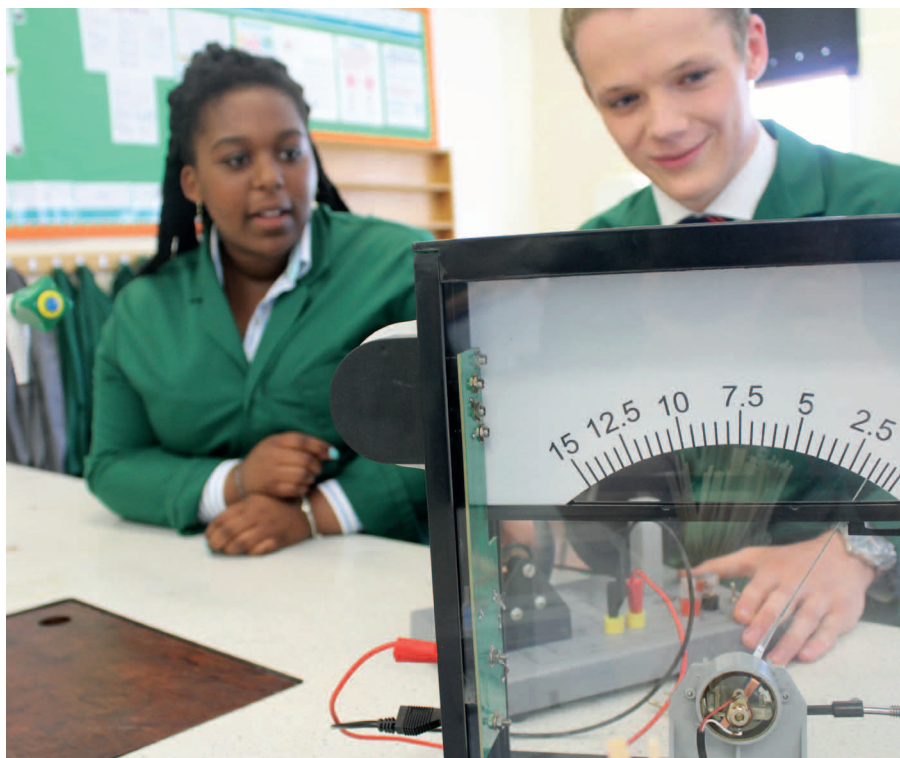
"I loved the Upper Sixth coursework; analysing my own performance was really interesting."

"PE students tend to be competitive and the teachers regularly call upon this to push us to achieve our potential."

What career pathways are open to me if I study this subject?

You can go anywhere with A Level PE. It is accepted by all Russell Group Universities for entrance onto all degree courses as they are aware of the wide range of academic skills required to be successful. Employers rate the diverse nature of the syllabus as it indicates a pupil is capable of thinking in more than one way. The obvious direct pathways include Physiotherapy, Professional Coaching and a myriad of Sports Science careers. However recent A Level PE pupils are currently studying an enormous range of careers from Business Management to Law, Banking to Zoology and Medicine.

Physics



Why study Physics?

“Not only is the universe stranger than we imagine, it is stranger than we can imagine.” – Sir Arthur Eddington.

Eddington provided the experimental evidence which verified Einstein's theory of special relativity. His work typifies much of what Physics is about: big ideas, scientific investigation and being curious about the world around us. The Physics course here at Felsted aims to challenge the pupils' perception of how the universe works through developing excellent experimental skills. It offers a natural progression for pupils who have enjoyed GCSE Physics.

Expectations of independent study

Physics requires about one hour independent study for every hour of the subject taught per week, which equates to four to five hours per week. Pupils should also read around the subject in magazines and in the news. For example: BBC Focus, New Scientist or physics.org.uk.

Physicists have many skills; numeracy, research, data collecting, processing and evaluation. Physics gives you all the skills required in the workplace and in further education regardless of whether the career or course involves Physics.

Requirements

Pupils should be aiming for at least a 7 in GCSE Physics or a 77 grade in GCSE Double Award Science (recommended). At least a grade 7 in Mathematics is also recommended.

What do the pupils say?

“It tells me how everything works from neutrinos to the universe.”

“It shows I have a brain – when it comes to a career or a university course they know I will be able to cope.”

What career pathways are open to me if I study this subject?

Physics is the most valuable subject to take in the Sixth Form as there are very few careers and university courses that would not take someone with A Level Physics, for example any career in Science, Medicine, Engineering or IT.

A LEVEL

SUBJECT OPTIONS

HEAD OF DEPARTMENT:

Mr D Smith

CONTACT DETAILS:

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Twitter: @FelstedScience

EXAM BOARD:

AQA

SYLLABUS CODE:

7408

www.aqa.org.uk

ASSESSMENT:

Subject 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
9. Astrophysics
10. Medical physics
11. Engineering physics
12. Turning points in physics
13. Electronics

Paper 1 34%

Written exam on Sections 1 – 5 and 6.1 (periodic motion)

Paper 2 34%

Written exam on Sections 6.2 (Thermal physics), 7 and 8. Assumed knowledge from sections 1 to 6.1

Paper 3 32%

Written exam.

Section A: Compulsory section: practical skills and data analysis

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

“

It shows I have a brain – when it comes to a career or university course they know I will be able to cope.

Frederick, U6 pupil

HEAD OF DEPARTMENT:

Mr R Pathak

CONTACT DETAILS:

rp@felsted.org

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9PLO

www.edexcel.com

ASSESSMENT:

Paper 1	33.3%
UK Politics	
Paper 2	33.3%
UK Government	
Paper 3	33.3%
Comparative Politics	

“

It is really interesting and very accessible. It has really complemented my History lessons.

Sophie, L6 pupil

Politics

Why study Politics?

Given the sheer scale of the political changes that have engulfed both the British and American political systems since the banking crisis of 2008 it could be argued that there has never been a more important time to study the political trends that are shaping the lives we lead. Politics is a subject that encompasses aspects of History and Economics and therefore it is multi-faceted.

It is a subject that enables pupils to make sense of a rapidly changing world, whether it be Britain's relations with the EU or the possible implications of Scottish devolution, and to understand the complex politics of what is still the most powerful country in the world – the USA. Above all, it is a subject which, by its very nature, is constantly evolving and provides ample opportunities for pupils to think through and debate their own political ideas. Study trips, for instance to the Houses of Parliament, and visiting speakers, also help to bring the subject alive for pupils.

The analytical and evaluative skills required of Politics pupils serve as an excellent preparation for many humanities-based degree courses; especially those such as International Relations and PPE, which have a specific Politics component. The emphasis on extended writing and forthright, reasoned debate helps pupils develop vital intellectual skills that they will need at university and beyond.



Expectations of independent study

Pupils can usually expect to be set one significant piece of written work per fortnight. This is most usually an examination answer or essay. One of the major differences between GCSE and A Level study is the greater emphasis on wider reading and research and this is particularly important in a constantly evolving subject like Politics. Therefore, all pupils of Politics are expected to engage in their own wider reading. Taking out a subscription to a publication like The Week, The Economist or The New Statesman can be hugely beneficial.

Requirements

There are no rigid entry recommendations but to make a success of studying Politics it can be helpful to have studied History at GCSE and to have achieved at least a Level 5 in this subject. Even more importantly, Politics pupils need to have a genuine interest in current affairs.

What do the pupils say?

"It can be related to many subjects such as Economics, Business Studies and History...the lessons are very active and you will soon find yourself arguing your points."

"I have not only learned a lot about my specific course such as new vocabulary and a wider knowledge of the world and politics, but also invaluable skills on how to write essays."

What career pathways are open to me if I study this subject?

With the likes of David Cameron, Ed Balls, Danny Alexander, Barbara Castle, Edwina Currie and Tony Benn all having studied Politics as part of a PPE degree, it can sometimes seem as if studying Politics at university can lead almost inevitably to a career in politics! However, more usually pupils who complete a degree in Politics or International Relations, have a wide range of careers options open to them, in careers as diverse as the Civil Service, Law, Banking or working in the corporate world.

Psychology



understanding of the work covered in the classroom. Wider reading of articles/novels relating to psychological issues is encouraged; there are many interesting books and films relating to psychology.

As Psychology is a science, it deals with factual information relating to studies and theories of human behaviour. There is a reliance on scientific thinking and much research evidence has to be remembered. Usefully a section of the course also deals with remembering and forgetting!

Requirements

It is strongly advised that pupils beginning the course have achieved a minimum of 6 at GCSE in English, Mathematics and Science. No prior knowledge of psychology is necessary.

Why study Psychology?

Psychology is an inherently interesting and varied subject to study; consider all the human behaviour around us! It is closely related to the sciences, but frequently perceived to be more directly related to people and their everyday behaviour. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications. It essentially deals with the question of what makes us do the things that we do and provides a unique approach to understanding modern society.

Pupils will develop a broad range of skills such as the ability to develop a written argument, to analyse and evaluate theories and research evidence, as well as how to analyse and interpret statistical data.

The variety in the course ensures that pupils find it interesting. Through studying psychological topics such as why we tend to obey people in positions of authority, what makes us feel male/female and causes of anxiety or criminal behaviour, pupils develop many invaluable skills in understanding human behaviour.

Expectations of independent study

Pupils should expect to be set two pieces of written work each week. They are also expected to read through their study notes to consolidate

What career pathways are open to me if I study this subject?

The excellent skills of evaluation and analysis gained in the study of psychology are highly prized in today's job market. Psychology is useful in any career which involves interaction with other people. Apart from providing a firm foundation for Higher Education courses in Psychology, this course will be useful for pupils intending to pursue careers in Medical disciplines, Business and Social Sciences.

Over a third of A Level Psychology pupils study psychology related courses at university. Past pupils of Psychology have pursued degrees and PhD qualifications at Oxford, MA qualifications in Criminology at Cambridge and work in Medicine, Human Resources, Business, Schools and Forensics.

What do the pupils say?

"I would recommend Psychology as it is a very interesting subject."

"It is applicable to real life and relates to everyday things around me. It explains why things happen."

A LEVEL

SUBJECT OPTIONS

HEAD OF DEPARTMENT:

Mrs V Smith

CONTACT DETAILS:

vls@felsted.org

EXAM BOARD:

AQA

SYLLABUS CODE:

7182

www.aqa.org.uk

ASSESSMENT:

Paper 1 **33.3%**

Compulsory topics in Psychology
Written exam: 2 hours

Paper 2 **33.3%**

Psychology in context
Written exam: 2 hours

Paper 3 **33.3%**

Issues and options in Psychology
Written exam: 2 hours

The A Level course explores the study of human behaviour. Year 12 modules include key approaches in Psychology, Child Development, Research Methods, Social Influence, Memory and Anxiety Disorders.

This is further developed in Year 13 with modules in Gender Development, Psychological Debates, Forensics and Schizophrenia.

Pupils are examined at the end of the two year course in three papers which have equal weighting towards the A Level grade.

“

I enjoy Psychology because it allows me to communicate in class and get other people's opinions.

Anthony, U6 pupil

HEAD OF DEPARTMENT:

Mrs B Roberts-Jones

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Twitter: @RSFelsted

EXAM BOARD:

Eduqas

SYLLABUS CODE:

601/8700/1

www.eduqas.org.uk

ASSESSMENT:

Component 1 **33.3%**A study of Christianity
One 2 hour exam**Component 2** **33.3%**Philosophy of Religion
One 2 hour exam**Component 3** **33.3%**Religion and Ethics
One 2 hour exam

This course changes your perception of the world and opens your eyes to different cultures and ideas.

Anneka, U6 pupil

Theology, Ethics and Philosophy (TEP)

Why study TEP?

The A Level syllabus is challenging and thought provoking. It inspires creative, independent thinking on issues which are relevant and meaningful to today's society. Questions such as "Should actions be considered moral based on their consequences or motives?" and "Are we really free?" are researched and debated in a dynamic and interactive way.

Key transferable skills are learnt and refined throughout the course, such as, critical and evaluative skills, meaning that TEP A Level is a highly regarded subject by the top Universities and paves the way to a diverse number of careers paths such as Law, Politics, Medicine and Journalism.

- This course teaches the skills of investigation, reflection, analysis, interpretation, debate, evaluation and communication
- It is looked on favourably for a career in medicine or law by universities
- This A Level also works well with Biology, English, History, Psychology, Government and Politics and Classical Civilisation

Component 1: A study of Christianity

Topics include:

- Religious beliefs, values and teachings
- Religious identity
- The nature of God, for example, is God male or can God suffer?
- Religion, equality and discrimination

Component 2: Philosophy of Religion

Topics include:

- Religious experience
- The problem of evil and suffering
- Arguments about the existence or non-existence of God
- The challenges to religious language over time

Component 3: Religion and Ethics

Topics include:

- Meta-ethics – what do we mean by good and bad?
- Normative ethics, including Utilitarianism, Natural Moral Law and Virtue Ethics
- Application of the theories to ethical issues, such as homosexuality, animal experimentation and the use of nuclear weapons
- Determinism and Free Will – whether humans are free or determined by factors such as religion or biology



Expectations of independent study

Pupils need to read the additional material that will be given throughout the course and regularly read newspapers. They are expected to make full use of the department and the school library. It is suggested that prior to starting the course, pupils read Michael Reeves 'The Good God'.

Requirements

A 6 at GCSE Level is recommended.

What do the pupils say?

"It helps your understanding of current affairs and gives you the opportunity to express your own opinion."

What career pathways are open to me if I study this subject?

Employers look for the following skills which are taught: logic, literacy, critical evaluation, problem solving, negotiation and thinking skills. These skills will be useful in a number of careers, such as: Journalism, Law, Travel, Advertising, Teaching, Media, Civil Service and Counselling.

BTEC Sport

BTEC

SUBJECT OPTION

Why study BTEC Sport?

BTEC Sport allows students a flexible, unit based approach to learning which particularly suits students who wish to follow a career in the £28bn sport and leisure industry. Learners will develop a range of practical skills relating to the sports industry such as leadership,

Expectations of independent study

Pupils are expected to allocate three hours per week to independent study on top of the two hours per week of set prep. This will include two pieces of assessed written work – normally based around examination questions.

Pupils should conduct their own research, reading and investigation into areas of particular interest. They are encouraged to interact with the Department Google Classroom where articles, videos and events are publicised and discussed. Pupils are encouraged to take books from the extensive department library and watch recommended documentaries in order to extend their knowledge of the subject beyond the specification.

Requirements

Whilst a GCSE in Physical Education is recommended, it is not essential.

What do the pupils say?

"I really enjoyed getting the opportunity to coach my favourite sport. The practical lessons are great fun."

What career pathways are open to me if I study this subject?

You have a wealth of options with a BTEC Sport qualification. It is accepted by over 150 UK universities for entrance onto most degree courses due to the wide range of study skills required to be a successful BTEC student.

Employers also highly regard the vocational nature of the course and appreciate students' holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment.

The obvious direct pathways include sports based careers from a number of different therapies, management, administration to coaching; however recent pupils leaving with BTEC Sport qualifications are studying a range of subjects from Business Management to Fashion.



LEAD INTERNAL VERIFIER:

Mr N Phillips

CONTACT DETAILS:

njp@felsted.org

EXAM BOARD:

Pearson Edexcel

SYLLABUS CODE:

603/0458/3

ASSESSMENT:

DIPLOMA (Equivalent to 2 A Levels)

9 modules across 2 years

3 x External Exams;

6 x Internally Assessed Units

External Exams:

- Unit 1 Anatomy and Physiology
- Unit 2 Fitness Training and Programming for Health, Sport and Well-being
- Unit 22 Investigating Business in Sport and the Active Leisure Industry

Internally Assessed Units:

- Unit 3 Professional Development in the Sports Industry
- Unit 4 Sports Leadership
- Unit 5 Application of Fitness Testing
- Unit 6 Sports Psychology
- Unit 17 Sports Injury Management
- Unit 23 Skill Acquisition

EXTENDED CERTIFICATE (Equivalent to 1 A Level)

4 modules across 2 years

2 x External Exams;

2 x Internally Assessed Units

External Exams:

- Unit 1 Anatomy and Physiology
- Unit 2 Fitness Training and Programming for Health, Sport and Well-being

Internally Assessed Units:

- Unit 3 Professional Development in the Sports Industry
- Unit 5 Application of Fitness Testing

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