



Felsted



**A LEVEL**  
**Subject Guide**  
**2018-19**

|   | Page |
|---|------|
| <b>Making the choice</b> .....                                  | 2    |
| <b>Studying in the Sixth Form</b> .....                         | 3    |
| Entrance Requirements .....                                     | 3    |
| <b>Introduction to A Levels</b> .....                           | 4    |
| <b>Subject Options</b> .....                                    | 5    |
| Art & Design .....  | 6    |
| Biology .....   | 7    |
| Business Studies .....  | 8    |
| Chemistry .....   | 9    |
| Classical Civilisation .....                                    | 10   |
| Computer Science .....  | 11   |
| Design & Technology .....                                       | 12   |
| Drama and Theatre .....   | 13   |
| Economics .....   | 14   |
| English Literature .....  | 15   |
| Geography .....   | 16   |
| Government and Politics .....                                   | 17   |
| History .....   | 18   |
| History of Art .....  | 20   |
| Latin .....   | 21   |
| Mathematics .....   | 22   |
| Further Mathematics .....                                       | 23   |
| Modern Foreign Languages .....                                  | 24   |
| Music .....   | 26   |
| Physical Education .....  | 27   |
| Physics .....   | 28   |
| Psychology .....  | 29   |
| Theology, Ethics and Philosophy (Religious Studies) .....       | 30   |
| <b>Careers and Higher Guidance/Work Education Programme</b> ... | 31   |
| <b>Support for Learning</b> .....                               | 33   |
| <b>English as an Additional Language</b> .....                  | 34   |

Studying Advanced Levels at Sixth Form presents a transition from the more objective study of a subject at GCSE to a more subjective consideration of a subject at greater depth. Pupils are encouraged to read more widely and to take a more autonomous approach to their learning; from understanding how to manage their own time more effectively to being encouraged to challenge concepts that are presented to them.

Since the reforms to A Levels, which have increased the course content for each subject and have de-coupled AS and A2 exams, we have altered our recommended programme for Sixth Form pupils wishing to take A Levels. We recommend that pupils take 3 A Levels and supplement this with the Extended Project Qualification (EPQ), although provision is in place for pupils to take 4 A Levels if this is suitable. These A Levels will be taken as a two year linear course; pupils will not take AS exams at the end of the Lower Sixth.

As pupils no longer start with a fourth subject that will be dropped following an AS exam, it is even more important that pupils choose the right subjects from the outset, and should take advantage of the advice and guidance available to them. At home, it is important for pupils to discuss their long-term university/career aspirations, as well as their short-term choice of subjects, with parents/guardians. In School, support is provided by both Academic staff (teachers and Heads of Department) and Pastoral staff (tutors and Housemasters/Housemistresses). In addition, we have a very experienced Director of Professional Guidance, who can help provide expert advice on university requirements.

In order to start your Sixth Form on a firm footing please use this guide carefully, consult the range of staff wisely and ensure you are happy and confident with the choices you make.



**Lorne Stefanini**  
Acting Assistant Head (Academic)

“ It is a time when you not only benefit from the depth of study afforded by A Level or IB, but reflect upon and develop a range of skills useful for life-long learning, success in employment and fulfilment in life ”

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**L**ife in the Sixth Form will present you with new challenges and responsibilities. If you set yourself high expectations, you should find your time in the Sixth Form the most rewarding chapter of your school career.

In the Sixth Form, you will be increasingly responsible for the effective management of your work and time. Teachers will share with you effective independent learning skills and it will be up to you to plan your work and to show initiative.

Your subject teachers, tutor and Housemaster or Housemistress will help you to monitor your progress in the Sixth Form.

## Entrance Requirements

In order to qualify for admission into the Sixth Form, pupils are expected to achieve a minimum of 33 points across their best six subjects at GCSE (or equivalent alphabetical grades for unreformed GCSEs), plus a grade 6 in subjects they wish to study at A Level. However, other factors will also be considered alongside academic performance with any application for admission to the Sixth Form.

Candidates should also look carefully at the specific requirements laid down by each Department, which usually means at least a grade 6 or B in that subject if studied at GCSE, and the School's expectation is that it would normally be a 7 or A grade.

## Sixth Form provision at Felsted is designed to:

- ensure a broad and balanced education, both in terms of the academic curriculum and co-curricular activities
- challenge and stimulate pupils
- be responsive to individual academic needs
- prepare pupils for further education and employment
- develop reflective and responsible pupils, equipped to become fulfilled and positive members of their communities

Pupils admitted into the Sixth Form on the minimum requirement will be closely monitored. If a pupil is deemed to be making insufficient academic progress then it may mean that they have to repeat the Lower Sixth.



The Sixth Form programme is intended to be flexible, dependent on the needs and abilities of the pupil, and decisions will be made on an individual basis in the best interest of the pupil. Following the A Level reforms that began in September 2015, we now recommend that pupils choose three A Levels to study for the whole two year period (as a linear course, i.e. without an AS exam at the end of Lower Sixth) 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.



## The Options Process

You will be asked to nominate three subjects (four subjects only with agreement of the Academic Office) and a reserve subject. You may request Support for Learning or English as an Additional Language lessons in addition to your three subjects. It is expected that the Extended Project Qualification will be taken by all pupils taking three A Levels. It should be noted that if you wish to study Further Mathematics you must also select Mathematics (in other words, Maths and Further Maths will occupy two of your subject choices). We will assume that the order in which you place your subjects is your order of priority. Every effort is made to ensure that a wide range of subject combinations is available and that a pupil's first choice of subjects can be met. Where it is not possible, the Assistant 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.

For current Felsted pupils, we recommend that you discuss your subject choices with your teachers, tutor, HM and parents. The deadline for submission is Monday 29th January 2018, which is deliberately after the Parents Meeting so that it can be widely discussed. Pupils will submit their options through the MIS, which must then be validated by a parent/guardian (also on the MIS). 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.

# Extended Project Qualification

The EPQ is an increasingly popular option for A Level pupils. In 2014-15, 38,000 EPQ projects were submitted. The EPQ is a research project that is undertaken independently by pupils. Teachers are there to guide, coach and supervise pupils, but pupils must research a topic of their own choosing for themselves.

The EPQ rewards the process and journey of the project more than the end product or result. The end product is either a **long report** (5,000 words) or an **artefact & report** (1,000 words) and the completed project carries up to 28 UCAS points (slightly more than an AS qualification). Many universities value EPQ from applicants and some offer places including EPQ in the offer, sometimes with slightly lower A Level grades required.

The EPQ is valuable for a number of reasons. Firstly, pupils are able to select a topic for their project about which they have a genuine interest and excitement. The topic does not need to fall under a traditional subject. Pupils can undertake research into areas of experience outside of school for example horse riding, wind surfing, or volunteering at a local community centre. Pupils therefore find the EPQ to be a rewarding and energising learning experience. Secondly, the EPQ supports pupils in developing the skills and aptitudes that are necessary for working or for undergraduate study. For example, pupils are assessed on 'managing the project' (20% of the overall mark) for which they must demonstrate planning and prioritising of tasks, meeting interim and final deadlines and attending supervision sessions ready and prepared to discuss their work. Finally, and perhaps most importantly, the EPQ can be used to add significant weight to an application for UCAS, an apprenticeship or work by demonstrating the pupil's interest and ability in a particular area. This can be especially true for pupils applying to highly competitive courses such as Law and Medicine.

Some examples of EPQ titles are:

1. What is the relationship between religion and political authority in British/American Politics?
2. What is a myth and why are they important in society?
3. Design a building suitable for a school/hospital/county council of the 21st century.
4. To what extent does scientific language make use of metaphor?
5. In what sense could TV series *The Wire/Breaking Bad* be said to be Shakespearean?
6. Create an art work to commemorate the end of WW1 that would appeal to children and young adults.
7. Design a website/app to promote a vintage clothes shop.
8. To what extent can experiments and observations of animal behaviour provide insight into human beings?
9. To what extent is the theory of fractals an important area of maths?
10. Should the NHS fund homeopathic treatment?

The EPQ has two elements; the Taught Element and the Independent Element. 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 4 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 break in L6. They may also plan research activities such as visiting galleries, museums and workplaces during Christmas half term or exeat weekends.

## Assessment

**Manage the project:** Eg. Meet deadlines, arrange and attend meetings with supervisor, plan, record, reflect on research 20%

**Use Resources:** Pupils are expected to use a variety of appropriate resources in the research which must be appropriately referenced 20%

**Develop and Realise:** 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) 40%

**Review:** 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 20%

## Art & Design

Head of Department: Mr D J Smith  
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 Exam Board: Edexcel  
 Syllabus Code: 9FA0

Twitter: @FelstedFineArt  
 www.edexcel.com

### 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.

### 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.

### 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 or four 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.



### Assessment

#### Component 1

Personal Investigation **60%**

- Practical Work
- Personal Study (5,000 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

# Biology

Head of Department: Miss K J Farr  
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Exam Board: AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
Syllabus Code: 7402

## 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

It is recommended that pupils achieve a minimum of an A in GCSE Biology (or AA in GCSE Coordinated Science).

## 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.

## 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.



## Assessment

**Paper 1:** 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) 35%

**Paper 2:** 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) 35%

**Paper 3:** 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) 30%

## Business Studies

Head of Department: Mrs J McArdle  
 Contact Details: jema@felsted.org Twitter: @Felsted\_BusEcon  
 Exam Board: AQA www.aqa.org.uk  
 Syllabus Code: 7132

### Expectations of independent study

Pupils will be required to produce one good quality essay 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 Studies at GCSE Level. However, we recommend a B at GCSE Maths. 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.

### Why study Business Studies?

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

### What do the pupils say?

*"Business Studies 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 Studies 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.

**“ It gives you a greater understanding of the world of business ”**

### 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:** Fifteen multiple choice questions and short answer questions in two compulsory sections. Two essays with choice of 1 from 2 **33.3%**

**Paper 2:** Three multi-part data response compulsory questions **33.3%**

**Paper 3:** Six compulsory questions based on one case study **33.3%**



A visit to Wall Street, New York



# Chemistry

Head of Department: Mrs L Barrett  
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Exam Board: OCR www.ocr.org.uk  
Syllabus Code: H432

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.

## 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 an A grade in GCSE Chemistry or an AA grade in Coordinated Science.

## 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.

## 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?

*"It's not as hard as you might think."*

*"It's actually quite good fun."*

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

“ We do lots of experiments independently which helps with understanding ”

## 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:** Periodic table, elements and physical Chemistry. Examines modules 1, 2, 3 and 5. Varied multiple choice and short answer questions **37%**

**Paper 2:** Synthesis and analytical techniques. Examines modules 1, 2, 4 and 6. Varied multiple choice and short answer questions **37%**

**Paper 3:** Unified Chemistry. Examines all units. Longer answer questions (no multiple choice) **26%**



## Classical Civilisation

Head of Department: Mr C Allen  
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 Exam Board: OCR www.ocr.org.uk  
 Syllabus Code: H408

### 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).

### 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.

### 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.

### Component Group 2: Culture and the arts

**Imperial Image** – The idea of a politician 'spinning' their public image is one which is very familiar from our 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.

### Component Group 3: 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.

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

### Assessment

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

#### Paper 1

The world of the hero  
 2 hr 20 mins 100 marks 40%

#### Paper 2

Imperial Image  
 1 hr 45 mins 75 marks 30%

#### Paper 3

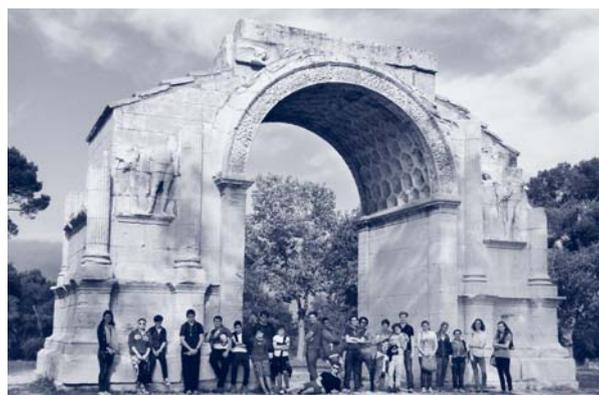
Greek Religion  
 1 hr 45 mins 75 marks 30%

### 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

Head of Department: Ms T Oakley-Agar  
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Exam Board: AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
Syllabus Code: 7517

## Expectations of independent study

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

## Requirements

Pupils do not need to have studied Computing at GCSE. However, an interest in the subject is a must! A grade B in Mathematics would indicate the ability to be successful in Computer Science.

## Why study Computer Science?

Advances in Computing are transforming the way in which we work. This new Computer Science specification from AQA focuses on the knowledge, understanding and skills

pupils need to progress to higher education or thrive in the workplace. With its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, it is a good foundation for further study.

## What do the pupils say?

*"Computing helps your logical thinking."*

*"Computing is a good background for the future."*

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

This qualification has been designed for pupils who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial, such as Medicine, Law, Business, Engineering or any type of Science.

## Assessment

### Subject Content

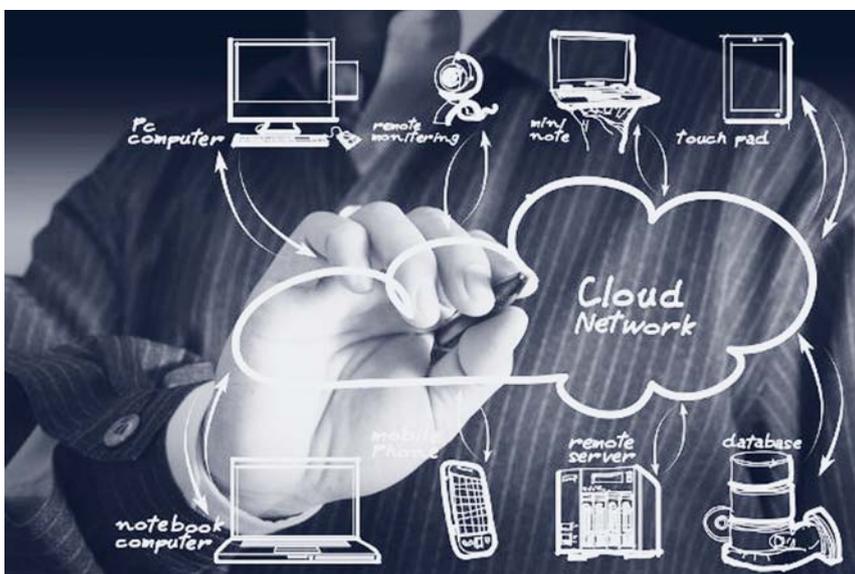
1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals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

**Paper 1:** 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 **40%**

**Paper 2:** Tests a pupil's ability to answer questions from subject content 5 to 12 **40%**

**Non Exam Assessment:** assesses a pupil's ability to use the knowledge and skills gained through the course to solve a practical problem. Pupils complete a investigative project on a topic of particular interest to them **20%**

“ Computing is a good background for the future ”



## Design & Technology

Head of Department: Mr M Pitts  
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Exam Board: AQA www.aqa.org.uk  
Syllabus Code: A Level 7552

### 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 C and above.

### 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.

### 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.

“ I can now communicate my ideas using graphic techniques ”

### Assessment

#### Paper 1

Core technical principles and core designing and making principles 25%

#### Paper 2

Specialist knowledge, technical and designing and making principles 25%

#### Non Examined Assessment

Written or digital design portfolio and photographic evidence of final prototype 50%



# Drama and Theatre

Head of Department: Mrs M Donaldson  
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Exam Board: AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
Syllabus Code: 7262

## 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. 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.

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.

## What do the pupils say?

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

*"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.



## Assessment

### Component 1

Written Exam: 3 hours **40%**

### Component 2

Practical A **30%**

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

### Component 3

Practical B **30%**

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



## Economics

Head of Department: Mrs S Wilson  
 Contact Details: sdw@felsted.org    Twitter: @Felsted\_BusEcon  
 Exam Board: AQA    www.aqa.org.uk  
 Syllabus Code: 7136

### Expectations of independent study

Pupils will be required to produce one good quality essay per week. To 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 magazine. They can also engage with the subject through tweeting relevant articles and responding to departmental tweets.

### Requirements

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.

### Why study Economics?

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 an economic point of view. Lessons often contain recent affairs unfolding across the nation and across global markets.

### 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 courses and for employment.

The range of careers synonymous with Economics is broad. However, we often have pupils aspiring to the following industries: Law, Management Consultancy, Accountancy, Banking and the Civil Service to name a few.

### Assessment

|   |       |
|---|-------|
| Paper 1: Markets and market failure         | 33.3% |
| Paper 2: National and international economy | 33.3% |
| Paper 3: Economic principles and issues     | 33.3% |

**“ Interesting, relatable, respected and important – all words to describe Economics at Felsted ”**



*A visit to New York*



*In the Felsted Boardroom*

# English Literature

Head of Department: Ms E Predebon  
Contact Details: elp@felsted.org  
Exam Board: Edexcel  
Syllabus Code: 9ETO

Twitter: @english\_dept

## Expectations of independent study

At A Level pupils will be expected to read widely and independently set texts and others that they have selected for themselves, or are recommended by the department. They will need to engage critically and creatively with a substantial body of texts and ways of responding to them.

Pupils will learn to develop and effectively apply their knowledge of literary and linguistic analysis and evaluation.

Furthermore, they will explore the contexts of the texts they will be reading and others' interpretations of them; undertaking independent studies to deepen their appreciation and understanding of Literature.

## Requirements

Pupils will be required to attain a minimum of grade B in both English Language and English Literature at GCSE.

## Why study English?

The study of English Literature will help you understand and appreciate the complexity of the human condition, the interpretation of thoughts and feelings, views and experiences, and will encourage

you to challenge conventional ideas through intellectual curiosity, and thus enable you to communicate more effectively in all forms of expression.

Studying Literature is interesting for pupils who enjoy reading in all its diverse forms and guises, and who take pleasure in discussing meaning. 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.

## 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?

You will gain a comprehensive understanding of key literary devices, tools and techniques. You will be able to use your understanding of texts to analyse anything! Most importantly, the thinking

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

## Assessment

**Paper 1:** Drama – Shakespeare/ other drama text **30%**

**Paper 2:** Prose – 2 prose texts (1 pre-1900) **20%**

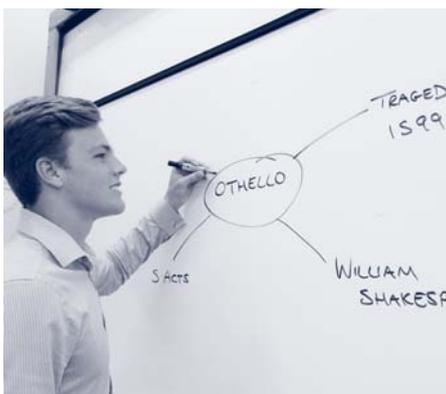
**Paper 3:** Poetry – Unseen/ prescribed poetry **30%**

**Paper 4:** Coursework – Comparative essay (Internally marked/externally moderated) **20%**



and debating skills you will learn to employ will enable you to develop your evaluative and analytical skills, skills that will complement similar needs and requirements in other subjects – for example, Classics and History, and of course Higher Education. Moreover, the skills you gain through studying an

English degree are marketable in most career areas. For example, Marketing, Advertising, Teaching, Journalism, Public Relations, Law to name a few.



## Geography

Head of Department: Mr T Galvin  
 Contact Details: tpcg@felsted.org    Twitter: @GeogFelsted  
 Exam Board: AQA    www.aqa.org.uk  
 Syllabus Code: 7037

### 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 and newspapers will enable access to the higher grades.

### Requirements

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

### Why study Geography?

In what other subject could you study topics as relevant, diverse and engaging as China's one child policy, Aids and development, decision making related to local river flooding and the exploitation of rainforests and coral reefs?

Geography at Felsted is taught interactively using a variety of methods, such as researching with iPads and the extensive use of media and visual aids in lessons. Fieldwork plays a key part in supporting the teaching, such as visits to London, Chelmsford, Norfolk and the French Alps.

- 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 become empathetic global citizens

Geography is the most popular A Level subject at Felsted, reporting 41% A\*/A grades in 2016. It has a high University course selection by pupils, and is consistently rated as an excellent department by Felsted pupils.

### What do the pupils say?

*"Geography at Felsted offers a stimulating insight into politics, economics, sociology and world issues."*

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

*"The highlight of my geography career at Felsted was becoming 'Geographer of the Week' and the field work trip to the Alps."*

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

In the last two years, over 25 Felstedians have opted to study Geography at University. Geography is relevant to many professions and is recognised by the Russell Group as one of the most rigorous and robust A Levels that facilitates a path in to the world of work.

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



### Assessment

|                                |     |
|--------------------------------|-----|
| <b>Component 1</b>             |     |
| Physical Geography             | 40% |
| 2 hr 30 min written exam       |     |
| <b>Component 2</b>             |     |
| Human Geography                | 40% |
| 2 hr 30 min written exam       |     |
| <b>Component 3</b>             |     |
| Geographical investigation     | 20% |
| 3,000–4,000 word investigation |     |



**“** Geography at Felsted offers a stimulating insight into politics, economics, sociology and world issues **”**

# Government and Politics

Head of Department: Mr R Pathak  
Contact Details: rp@felsted.org  
Exam Board: Edexcel  
Syllabus Code: 9PLO

## 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 Government and Politics. Therefore, all pupils of Government and 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 Government and Politics it can be helpful to have studied History at GCSE and to have achieved a B grade in this subject. Even more importantly, Government and Politics pupils need to have a genuine interest in current affairs.

## Why study Government and 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. Government and 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 Government and 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.

## 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."*

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

## Assessment

|                               |       |
|-------------------------------|-------|
| Paper 1: UK Politics          | 33.3% |
| Paper 2: UK Government        | 33.3% |
| Paper 3: Comparative Politics | 33.3% |

## 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.



## History

Head of Department: Mr R Pathak  
 Contact Details: rp@felsted.org      Twitter: @felstedhistory  
 Exam Board: AQA      www.aqa.org.uk  
 Syllabus Code: 7042

### 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.

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 B grade in History at GCSE. It should be noted that due to the nature of the syllabus, which is totally 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.

### 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

“ 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. ”

### Assessment

|   |     |
|---|-----|
| <b>Paper 1</b>  |     |
| Stuart Britain and the Crisis of Monarchy 1603-1702     | 40% |
| <b>Paper 2</b>  |     |
| International Relations and Global Conflict 1890-1941   | 40% |
| <b>Personal Study</b>                                   |     |
| Historical Investigation on 19th century German History | 20% |

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!

## What do the pupils say?

The experiences of A Level Historians are overwhelmingly positive and one of the best measures of the how much pupils have enjoyed the subject and the degree to which they have excelled is the fact that since 2006 over 40 Felstedians have gone on to study the subject at university, including at such prestigious institutions as Cambridge, King's College, Nottingham, Durham and Edinburgh. Below 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."*



Trip 'In search of Cromwell'

## 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.

**“** 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 **”**

## History of Art

Head of Department: Mrs M Atkinson-Wood  
Contact Details: maw@felsted.org  
Exam Board: Pearson Edexcel  
Syllabus Code: 9HT0

### Requirements

History of Art is suitable for anyone with a genuine interest in art and culture. No prior study of Art or History at GCSE is required. Nor is there any practical art component to the course.

### Why study History of Art?

History of Art is a broad-based subject designed to enable pupils to develop the ability to communicate effectively their understanding and knowledge of art; to explore and respond to works of art; and to develop an understanding of the historical contexts in which works of art have been created.

The study of art and architecture in historical and contemporary forms will give pupils a broad knowledge of world civilisations, including the artistic production of different cultures, groups and individuals from across the globe. Pupils will also gain a life-long enjoyment of the art and architecture that surrounds them.

The course has been designed to offer pupils the opportunity to explore art and architecture of the world from 500 BC to 2017, making the most of the enormous

holdings of British museums and galleries.

Pupils will develop a breadth of knowledge by exploring the history of art through the perspective of various themes, two of which will be studied for assessment. The four themes proposed in the draft specification link to issues that concern young people. Themes such as conflict, journeys, identity and the environment demonstrate how studying art of the past and present has a relevance to, and a place within, our daily lives. Pupils will also have the opportunity to study two particular periods in depth, introducing them to some of the most exciting and significant eras in the history of art and architecture.

To further their learning beyond the classroom by viewing the art and architecture they study first-hand, History of Art pupils are encouraged to take part in two trips, one to Florence and one to Paris.

### What do the pupils say?

*"It's completely different to any other subject – challenging in its own right but makes you really think outside the box and helps with your analytical skills."*

### Assessment

#### Paper 1

Visual analysis and themes

Written examination: 3 hours 50%

#### Paper 2

Periods

Written examination: 3 hours 50%

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

History of Art is essential for anyone wishing to study the subject at university and is a great asset to pupils who wish to pursue futures in the Arts, Architecture or Creative Sectors. More broadly, the skills of research, observation, assimilation and interpretation that are fundamental to History of Art will prepare pupils for a wide variety of future pathways.

History of Art pupils have ample opportunity to develop their skills of critical thinking and argument and become more eloquent writers.

**“** We look at the representation of previous eras through painting, sculpture and architecture and why and how they were created, which is fun! **”**



History of Art Trip to Florence

# Latin

Head of Department: Mr C Allen  
Contact Details: gca@felsted.org Twitter: @ClassicsFelsted  
Exam Board: OCR ocr.org.uk  
Syllabus Code: H443

## Expectations of independent study

Throughout the L6 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 U6 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 grade B at GCSE is desirable).

## Why study Latin?

Latin occupies a major place in the history of world culture, as it was the major language of the Roman Empire, which stretched from Britain to Africa 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:**  
Cicero, *Pro Milone*

**Verse Literature: Selections from:**

Virgil, *Aeneid VIII*

Ovid, *Amores*

Propertius

Tibullus

## 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. Just look at the world around you, and you will find lawyers, writers and journalists, teachers, researchers, accountants, bankers, financiers, businessmen and politicians, to name but a few careers, who have all had the benefit of studying classics, a subject that makes you a clear and original thinker.

## Assessment

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

### Language

Unseen translation paper

1 hr 45 mins

100 marks

33%

Prose composition or comprehension

1 hr 15 mins 50 marks

17%

### Literature

Prose literature

2 hrs

75 marks

25%

Verse literature

2 hrs

75 marks

25%

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



Classics Trip to Rome

## Mathematics

Head of Department: Mr M Campbell  
 Contact Details: [mjc@felsted.org](mailto:mjc@felsted.org) Twitter: @Felstedmaths  
 Exam Board: Edexcel [www.edexcel.com](http://www.edexcel.com)  
 Syllabus Code: 9MA0

### 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 1 piece of work per week.

### Requirements

At least an A grade and preferably an A\* grade 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."*

### Assessment

#### Pure Mathematics

Two 2 hour papers, each worth **33.3%**

#### Applied Mathematics

One 2 hour paper, split equally between Statistics and Mechanics **33.3%**

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

### 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 pre-requisite for many science-based university courses. Mathematics easily lends itself to a career in Finance, Management, Engineering, Science, Education and many other areas.



# Further Mathematics

Head of Department: Mr M Campbell  
Contact Details: mjc@felsted.org  
Exam Board: Edexcel  
Syllabus Code: 9FMO

Twitter: @Felstedmaths  
www.edexcel.com

## 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

A high A\* grade at GCSE, plus Additional Maths. Pupils without Additional Maths may be considered if their GCSE performance is very strong.

## 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 groups 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.

## What do the pupils say?

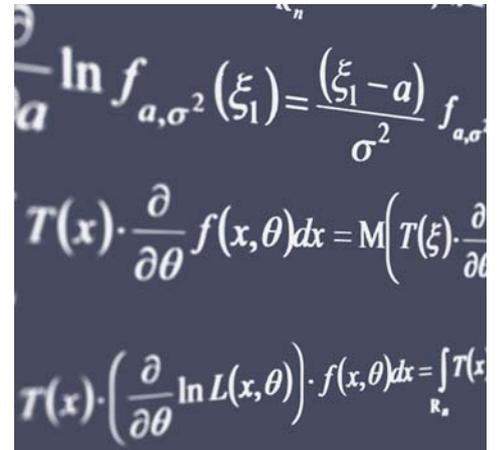
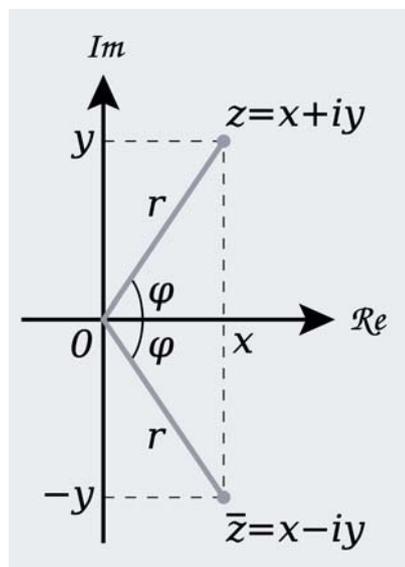
*"You're able to do all the work at a very high pace and it's really enjoyable."*

*"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.



## Assessment

### Pure Mathematics

Two 90-minute papers, each worth 25%

2 Options from

### Additional Pure Mathematics

### Mechanics

### Statistics

### Discrete Mathematics

Two 90-minute papers, each worth 25%

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

## Modern Foreign Languages French, German and Spanish

|                                 |                      |                 |
|---------------------------------|----------------------|-----------------|
| <b>Head of MFL and Spanish:</b> | Sr F Sanchez del Rio |                 |
| Contact Details:                | fsr@felsted.org      | @MFLDept        |
| <b>Head of French:</b>          | Ms J Mallett         |                 |
| Contact Details:                | jkm@felsted.org      |                 |
| <b>Head of German:</b>          | Mrs A Fazekas        |                 |
| Contact Details:                | anf@felsted.org      |                 |
| Exam Board:                     | Edexcel              | www.edexcel.com |
| Syllabus Code:                  | French: 9FR0         |                 |
|                                 | German: 9GN0         |                 |
|                                 | Spanish: 9SP0        |                 |

“ Feedback throughout the year has been constructive and clear, focusing on individual targets and areas to work on ”

### What will I learn?

An A Level in Modern Languages helps you explore a wide range of topics, which will add to your understanding of the language and country. Topics include work, evolving society and tourism, music, the media and festivals in the target language countries. The book or film you study may link to the topics, giving you further insight into Spanish, German or French culture. You will also learn new grammar and vocabulary and you will be able to translate into and out of Spanish, French or German. You will develop your critical thinking, creativity and independence and also develop skills to be able to learn other languages.

### Requirements

An A grade at GCSE would indicate the appropriateness of the choice of an A Level language. Where there is any doubt, subject staff will advise.

### Is this the right subject for me?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and developing your knowledge of how language works, then studying A Level French, German or Spanish is an excellent choice for you!

### Requirements

If you already have knowledge of a variety of topics, and can express your opinions, you are ready to build on this at A Level, though you can also start from scratch. You will learn about different aspects of Spanish, German or French culture, literature or film, and be able to use more complex grammar and more vocabulary. This enables you to really develop an understanding of the language, the countries where it is spoken and the people who speak it.



### What do our pupils say?

*“My teachers have been supportive and understanding.”*

*“The lesson structure of mostly speaking German has increased my confidence when talking with German friends.”*



## Why study a language?

Learning languages encourages you to:

- Meet people from different countries and find out more about them.
- Learn many 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.
- Discuss interests, ideas and opinions with other people who speak the language.
- 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).

## What career pathways are open to me if I study a language?

People with language skills and knowledge usually 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.

“ Taking a language for A Level was not as difficult as I thought it would be, and I really enjoy my lessons ”

## Assessment

### Key Facts:

- Choice of text or 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/or intellectual and/or artistic culture
- 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  
80 marks

**Paper 2** 30%  
Written response to works and translation  
120 marks

**Paper 3** 30%  
Speaking: Internally conducted and externally assessed  
72 marks



*Languages Week Celebration*

## Music

Director of Music: Mr P G Bennett  
 Contact Details: pgb@felsted.org Twitter: @Felstedmusic  
 Head of Academic Music: Mr W J Warns  
 Contact Details: wjw@felsted.org  
 Exam Board: AQA www.aqa.org.uk  
 Syllabus Code: 7272

### 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 B grade 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.

### Why study Music?

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This course provides you 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.

### 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."*

### Assessment

- Component 1: Appraising Music:** Listening, analysis and contextual understanding. 2 hr 30 min exam paper with listening and written questions using excerpts of music **40%**
- Component 2: Performance:** Music performance. Solo and/or ensemble performance as an instrumentalist or vocalist **35%**
- Component 3: Composition:** Composition skills. Completing two compositions, one to a brief and one free composition **25%**

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

*"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.

# Physical Education

Head of Department: Mr B Bury  
Contact Details: [bjb@felsted.org](mailto:bjb@felsted.org)  
Exam Board: AQA  
Syllabus Code: 7582

Twitter: @FelstedPE  
[www.aqa.org.uk](http://www.aqa.org.uk)

## Expectations of independent study

Pupils are expected to allocate three hours/week to independent study on top of the two hours/week of set prep. This will include two pieces of assessed written work – normally exam questions or short essays. Pupils should conduct their own research, reading and investigation into areas of particular interest. They are encouraged to interact with the department Twitter account where articles, videos and events are publicised and discussed. We also have an extensive DVD library including educational programmes and films that pupils are encouraged to watch & review in light of their studies.

## Requirements

A GCSE grade B in English and in Double Science or at least two individual Sciences. Previous study of GCSE PE may be useful, but is not essential.

## 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 analyse 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.

## 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 fact that this energy is happening inside you right now is just great."*

*"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 U6 coursework; analysing my own performance was so interesting."*

## 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 PE Teaching, 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.

## Assessment

### Paper 1

2 hour written exam 35%  
Factors affecting participation in physical activity and sport, which covers:

- Anatomy and physiology
- Skill acquisition
- Sport in society

### Paper 2

2 hour written exam 35%  
Factors affecting optimal performance in physical activity and sport, which covers:

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

### Non-exam assessment

Practical performance in a single sport as a player or coach, plus observation and analysis task assessed over the duration of the course 30%

“ The staff have a fantastic amount of knowledge and get really passionate when they start to talk about it ”



## Physics

Head of Department: Mr D Smith  
 Contact Details: dts@felsted.org  
 Exam Board: AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
 Syllabus Code: 7408

### 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](http://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

It is important that those pupils studying Physics in the Sixth Form should have gained at least grade B at GCSE, IGCSE Physics or at least grade B in Double Science. A minimum of a grade B in GCSE Mathematics is also recommended.

### 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 or IGCSE Physics.

### 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.



## 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

Written exam on Sections 1 – 5 and 6.1 (periodic motion) **34%**

### Paper 2

Written exam on Sections 6.2 (Thermal physics), 7 and 8. Assumed knowledge from sections 1 to 6.1 **34%**

### Paper 3

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 **32%**

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

# Psychology

Head of Department: Mrs V Smith  
Contact Details: vls@felsted.org  
Exam Board: AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
Syllabus Code: 7182

## 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 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 GCSE grade B grade 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.

## 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.

*A practical demonstration of the idiographic and nomothetic approach*



“ I enjoy Psychology because it allows me to communicate in class and get other people's opinions ”

## Assessment

The A Level course explores the study of human behaviour with modules in the L6 including key approaches in Psychology, Child Development, Research Methods, Social Influence, Memory and Anxiety Disorders. This is further developed in the U6 with modules in Gender Development, Psychological Debates, Forensics, Schizophrenia and Mood Disorders.

Pupils are examined at the end of the two year course in three papers which have equal weighting towards the A Level grade.

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.”*

## Theology, Ethics and Philosophy (Religious Studies)

Head of Department: Mrs B Roberts Jones  
 Contact Details: bsrj@felsted.org  
 Exam Board: Eduqas www.eduqas.org.uk  
 Syllabus Code: 601/8700/1

### Expectations of independent study

Read the additional material that will be given throughout the course and read newspapers. Make full use of the department and school library. Suggested reading prior to the course: Sophie's World.

### Requirements

A grade B at GCSE Level is recommended.

### 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, History of Art 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, capital punishment, 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

### What do the pupils say?

*"It helps your understanding of current affairs and gives you the opportunity to express your own opinion."*

“ This course changes your perception of the world and opens your eyes to different cultures and ideas ”



*Pupils peer teaching about the ethical issues surrounding human experimentation*

### Assessment

|  |     |
|--|-----|
| <b>Component 1</b><br>A study of Christianity<br>One 2 hour exam | 33% |
| <b>Component 2</b><br>Philosophy of Religion<br>One 2 hour exam  | 33% |
| <b>Component 3</b><br>Religion and Ethics<br>One 2 hour exam     | 33% |



*Pupils taking part in a thinking skills activity*

### 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.

# Careers and Higher Education Guidance and the Work Education Programme

Director of Professional Guidance: Mr N Spring  
 Contact Details: njs@felsted.org  
 Director of Work Education and Exams: Miss A Simpson  
 Contact Details: alfs@felsted.org  
 Director of Business and Enterprise Education: Mrs J McArdle  
 Contact Details: jema@felsted.org

Our aim at Felsted is to equip pupils with the skills and understanding they will need to progress with confidence to university and the world of work and this is a key focus of the Sixth Form.

Strong links have been forged with Old Felstedians and parents via the Felsted Network to help pupils explore a variety of career pathways which may be of interest to them. Furthermore, there are world of work presentations throughout the academic year as well as off site visits.

Mentoring of pupils for a variety of careers, including medicine and veterinary science, takes place and personalised support is provided by the Director of Professional Guidance to ensure all pupils can make informed decisions about their futures. A weekly Careers & Higher Education newsletter is circulated and pupils are encouraged to undertake insight days and workshadowing as well as work experience.

In the Lower Sixth pupils take a questionnaire called 'Centigrade' which uses information supplied by the pupil and the school. It matches a pupil's interests and abilities with Higher Education courses and institutions in the UK, Ireland and those in Europe offering undergraduate degrees taught in English. Pupils discuss the findings with their tutors and then undertake supervised research prior to applying for university degree courses. Guidance is also offered to those who wish to apply to American universities. Pupils looking at school leaver schemes & higher or degree apprenticeships are similarly supported.



The Lower Sixth Work Education programme incorporates elements of PSHE and general studies, alongside careers information. There are regular talks and seminars within the timetabled curriculum which cover diverse topics including personal finance, government and the British political system and e-safety. Outside the timetable pupils are encouraged, as part of the Sixth Form Felsted Diploma, to focus on their own development of employability and the transferable skills looked for by employers.

*Felsted is a School Affiliate of the Careers Development Institute*



## Higher Education and Careers Programme

|                    |   |  |   |
|--------------------|---|--|---|
| <p>Lower Sixth</p> | <p>Work Experience Reflection</p> <p><i>Seminar on:</i><br/>'Oxford &amp; Cambridge Entrance'</p> <p>Ongoing academic enrichment</p> <p><i>Talk:</i><br/>'Further &amp; Higher Education'</p> <p>Centigrade university course selection questionnaires completed</p> <p>Work Education seminars</p> <p>Enterprise Competitions</p> <p>Felsted Network events by application/invitation</p> <p>Careers Courses available in a variety of professions</p> | <p>Centigrade reports distributed and personal action plans agreed</p> <p><i>Seminar for Parents:</i><br/>'Higher Education issues'<br/>Subject choices for full A Level</p> <p>Andrew Society programme starts for academic leaders</p> <p>Work Education seminars</p> <p>Enterprise Competitions</p> <p>Felsted Network events by application/invitation</p> <p>Careers &amp; Higher Education Fair</p> <p>University Taster Days</p> <p>Careers Courses</p> | <p><i>Sessions on:</i><br/>What Employers Look For<br/>CVs &amp; LinkedIn<br/>Presentational &amp; Interview Skills<br/>The Nuts &amp; Bolts of Applying to Universities<br/>How to Write a Personal Statement<br/>Taking a GAP Year<br/>Studying Abroad</p> <p>Oxbridge Preparation Day</p> <p>Trip to UCAS Education Fair<br/>Guidance interviews<br/>Open Days<br/>Careers Courses</p> <p>Personal statements drafted over the summer</p> <p>Work Experience during the holidays</p> |
|--------------------|---|--|---|

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| <p>Upper Sixth</p> | <p>Work Experience Reflection</p> <p><i>Talk:</i> How to Impress an Admissions Tutor</p> <p>UCAS forms to be completed as early as possible (15th October: deadline for Oxbridge, Medicine, Dentistry &amp; Veterinary Science<br/>15th January: final deadline)</p> <p>Mentoring for Oxbridge, Medicine, Dentistry &amp; Veterinary Science</p> <p>Oxbridge mock interviews and others on request</p> <p>Felsted Network events by application/invitation</p> | <p>Advice on decisions regarding Firm and Insurance choices</p> <p>Briefing on financial support arrangements</p> <p>Enterprise Competitions</p> <p>Felsted Network events by application/invitation</p> | <p><i>Briefing:</i><br/>What to do on Results Day</p> <p>Individual advice on publication of GCSE, AS/A2 and IB results.</p> <p>Felsted Network membership confirmed</p> |
|--------------------|--|--|--|

## Support for Learning

Head of Department: Mr J Hipkin

Contact Details: [jwh@felsted.org](mailto:jwh@felsted.org)

Support for Learning offers targeted support relevant to the subjects being studied at a higher level. The aim is to maximise pupils understanding of and approach to their chosen course of study. A combination of highly experienced and well qualified teachers and teaching assistants offer support both individually and occasionally in pairs to suit pupils learning needs. Dedicated Sixth Form support is timetabled around A Level subjects.

### Criteria for choice of Learning Support:

Learning support is desirable for any pupil who has previously had support during their GCSEs:

- Difficulty with literacy skills including reading comprehension and writing tasks
- Organisational difficulties
- Slow processing and work rates
- Weak revision strategies
- Difficulty with understanding and information retention
- Difficulty with Maths

### Programmes of study:

Individual programmes of study are planned with pupils in consultation with subject teachers. Targets for each pupil are then set and an Individual Education Plan written. The programmes are reviewed at least every term. They might include:

- Continuation of higher level literacy skills
- Revision strategies
- Examination techniques
- Over-learning subject topics
- Advanced study skills
- Support with organisation of self and work
- Development of appropriate working practices
- Essay planning and writing
- Note taking techniques
- Additional subject based support
- Determination and practice of examination concessions
- Updating assessments

There is an additional charge for Support for Learning lessons.



## English as an Additional Language

Head of Department: Mrs D Guerrero  
 Contact Details: dkg@felsted.org

Pupils who do not speak English as a first language, and who intend to apply to go to university in an English speaking country, will have weekly lessons to prepare them for the IELTS test (International English Language Testing System). This test is an internationally accepted university entrance qualification taken as proof of English language proficiency. The IELTS test assesses academic skills in listening, reading, writing and speaking. The test is designed to grade pupils' level of English at a level of 1.0 - 9.0. The score needed depends on the individual university and course, but most require a minimum score of 6.5 - 7.0. The test is taken at a local examination centre, and the cost is charged to the pupil. Pupils can retake the exam as often as necessary to obtain the required score.

For those Year 12 pupils who need additional EAL support in English, there are small group lessons available for help with additional preparation for IELTS work, as well as support for English with their chosen A Level subjects. In these lessons, pupils can receive guidance and support for those subjects, and focus on any particular areas of language they need to improve their level of English. Pupils will have 3 timetabled lessons per fortnight. These lessons will continue in Year 13.

There are additional charges for EAL lessons in the 6th Form.

Outside of formal lessons, there are EAL drop in support sessions twice a week for pupils to receive guidance and support with other academic subjects, including their coursework,



class work and prep, under the guidance of EAL staff.

We are dedicated to internationalism at Felsted, and want to do all that we can to ensure that each pupil achieves their full potential both academically and socially, during their time at the school. It is our belief that the EAL support offered at Felsted will maximise their chances of this.



*International pupils at Felsted*







Felsted