

Sixth Form Academic Prospectus


## Unlocking your potential



The Sixth Form years are the most exciting and inspiring phase of your school education. It is a time when you will learn to optimise your talents through self-discipline, creativity and independent learning. Whether you have been at Brentwood for a number of years or will be joining us for the first time, we will support you with a personalised learning programme, bespoke advice about entry to Higher Education, and rigorous preparation to ensure entry to the best universities or to the world of work. Our ultimate goal is to help you really enjoy what you are studying, so that learning becomes a passion that lasts a lifetime.

In preparation for your Sixth Form years, you will want to give serious consideration to all your academic options and to take the best route to support your individual goals and intellectual growth. You will find a great deal of choice on offer here. There are many subjects to choose from and different curriculum pathways to navigate. You can follow a curriculum based on studying either the International Baccalaureate Diploma (a holistic qualification) or a combination of A Levels (each one constituting a discrete qualification). This is a genuine choice and I believe it is a sign of strength that we are able to offer both.

This booklet provides a summary of both academic pathways and will guide you through your choices. It should be read in conjunction with the individual subject information.

Whichever route you choose, you will be expected to work hard and actively participate in the varied co-curricular programme. You will have the chance to complete an extended research project where you can explore a subject beyond the confines of the curriculum and develop your individual study skills. There will be opportunities to join and run school clubs and societies, for leadership roles and to develop life skills. An active network of former students provides help with work experience opportunities and mentoring support. All these aspects provide the very best environment to develop your true potential for intellectual growth, for leadership and for service.

Our commitment to you goes way beyond the Sixth Form, and starting work. It is lifelong.
With very best wishes


Anna Lawes<br>Head of Sixth Form

# The IB Diploma is a holistic qualification, combining specialist depth for university entry and the wider portfolio of skills valued so much by employers. 

Brentwood is an IB World School. We believe in the importance of being outward-looking, being internationally-minded, encouraging students to think more widely, and preparing our young people for a global workplace. When students leave here, we hope that they not only have a great set of academic results, but that they have a better understanding of others, that they are able to work with others effectively, and that they take principled action to make our world a better place. The IB Diploma is underpinned by an aspirational idealistic vision, and an educational ethos that we at Brentwood School share.

The CBI recently published a survey saying that employers are looking for young people who are adaptable, willing to take risks, who have strong interpersonal skills, who can communicate effectively, who are principled. The IB Diploma Programme is shaped around developing such character traits and this is why it is valued by employers.

## IB Diploma Structure

In the IB Diploma, students take six subjects. Most students take three subjects at Higher Level and three at Standard Level, but we also have a few exceptional students taking four at Higher Level and two at Standard Level. The Higher Level subjects are the things you are specialising in and the things you might take on to university - so if you want to focus on Science, you might study Physics, Chemistry and Maths at Higher Level. Humanities specialists might study English, Spanish and History at Higher Level. The Standard Level subjects allow you to keep up some of your other interests but also give you complementary skills e.g. presentation and essay skills for Science specialists; conceptual and systematic thinking for Humanities specialists. Then there is an integrated Core of Theory of Knowledge, Extended Essay, and a co-curricular component called CAS, which is a bit like the Duke of Edinburgh's Award scheme.

French
German
Spanish

We have shaped our timetable so that students can keep their options open by studying one subject from each of the six timetable groups shown in the diagram. Alternatively, most students choose to specialise more by taking two Sciences, two Humanities, two foreign languages or two Creative Arts subjects. You can do this by maintaining breadth in the first five choices but then "doubling up" by using the sixth choice to do a second subject at Higher Level from your chosen specialist area. You can see the combinations available in the IB Diploma Lower Sixth Choices Form. The different pathways and flexibility in the IB Diploma make it truly accessible to all our students.

The IB Diploma is out of a total of 45 points: up to 7 points in each of your six subjects, plus up to 3 points for the "Core" of Theory of Knowledge and Extended Essay. As a rough comparison with A Levels, each IB subject is graded out of 7: a 7 is roughly equivalent to an $A^{*}$, a 6 an $A$ etc. The final total out of 45 compares to A Levels like this: 42 is equivalent to 3 A* grades; 36 is equivalent to AAA. Our average score last year was 37 points. And even lower scores equate really well to A Level. Usual offers from Oxford University are 39 points, strong Russell Group universities 34-38 points,
and there are excellent university courses in the 30-32 point range. You do not need to excel at everything.

Like the new reformed A Levels, all IB Diploma exams are taken at the end of the Upper Sixth year. This allows plenty of time for teaching, and for students to grow and mature. If things go wrong, though of course we hope that they don't, subjects can be re-taken in November after the end of the Upper Sixth.

There is a significant internal coursework element, whether in the form of assessed essays, presentations or practicals - approximately $20-30 \%$ in each subject. This means students have marks in the bag before those final exams.

## Subject blocks and combinations

The IB Diploma is a holistic qualification, giving you specialist depth in your Higher Level subjects with the other elements giving you complementary skills.

For example, students intending to apply for Medicine at university often focus on Chemistry, Biology and Psychology at Higher Level to develop

their Science skills and expertise. By studying English Literature and a foreign language, they also continue to develop their communication and interpersonal skills. These subjects help you sustain good writing abilities, develop presentation skills and help you relate to people well. In other words, you will become well-rounded and are likely to perform really well in interviews.

Similarly our students who have gone on to read Law at top universities focused on, say, History, English Literature and Philosophy at Higher Level which has helped them develop their essaywriting and communication skills, but by having some Sixth Form Maths and Science they also have an analytical and rigorous mindset which is great for Law applications. Having these wider skills makes you more adaptable to a changing job market; it makes you more flexible, more employable and more able to work in a global marketplace.

As part of the IB Diploma, everyone does a Humanities subject, at either Higher or Standard Level. There are a number of subjects that we offer in the Sixth Form that we do not offer lower down the School so do investigate the exciting range of possibilities in this block.

Everyone studies some form of Science, but this is Science broadly construed. Design Technology and Computing both count as Sciences, so does Sports Health and Exercise Science (Academic PE). We also have a course in Physical Geography, Environmental Science and green issues called Environmental Systems which counts as a Science. As well as Physics, Chemistry, Biology.

Everyone does some form of foreign language; this can either be the language you are studying currently at GCSE or, if you don't want to carry that on, we have ab initio courses - here you start from scratch and get to about GCSE level in two years in

either Italian or Chinese, and we have the capacity to offer this option in German or French if there is sufficient interest. There are other options too - this year, we have bilingual students studying Latvian, Hindi, Italian and Russian Literature so if you are bilingual and have other language requests do come and talk to Mr Barfield and we can discuss what options are available. Studying languages in the Sixth Form really does open doors in your future.

You also do some form of English Literature, either at Higher or Standard Level. The intention here is to develop an understanding of our heritage and our culture; it's about awareness and developing you as a person. The course is very different from GCSE; there is more reading and discussion about texts, and presentations, and fewer essays.

Everyone studies some form of Maths. If you need Maths for your future university course, there is a really rigorous Maths Higher Level course to prepare you for that, and indeed a Further Mathematics course which introduces undergraduate level Maths. Alternatively, we have a Maths course for arts and humanities students, called Maths Studies, which is barely beyond IGCSE, and therefore accessible to all. Again for your future career, some Sixth Form level Mathematics is quite an advantage. The application of Maths comes into almost all aspects of employment.

Students then have an option of a Creative Arts subject, like Music, Theatre, Visual Arts or Film, or you can use the sixth block for a second Humanities, foreign language or Science subject. It is also possible to take two Creative Arts subjects.

Students also take a course in Theory of Knowledge: a fun course where students examine and reflect on questions underpinning the nature of knowledge in their other academic subjects. Students complete an Extended Essay in one of their subjects, involving planning, researching and writing a long project ( 4000 words): a great preparation for university and something we can really celebrate in your UCAS application.

All of these components combine to create students who are well-rounded, interesting individuals, who flourish in later life, in addition to having the specialist knowledge and skills needed for university.

## University Applications

British universities, European universities, and American universities all want more than students who have merely passed exams. They are looking for students who can manage their time effectively, who are open-minded, who are curious and independent, who are effective communicators, able to cope well under pressure and who have strong global awareness. The IB Diploma develops all of these skills due to its holistic nature and the educational ethos that underpins it.

University offers for IB Diploma students usually involve an overall points total plus sometimes stipulations at Higher Level. Oxford University make offers of 39 points out of 45; King's College London make offers of 35 points. These compare very favourably. In fact, it is probably slightly easier to get into Oxford or King's College London currently with the IB Diploma than A Levels. We have also found that on average our IB Diploma students are made more university offers than A Level students.


It is the combination of specialist depth while retaining breadth, and the emphasis on personal development that makes the IB Diploma so popular with universities. Do talk to Dr Tiffen, Head of Careers, about IB offers for university entry.

Some students will choose to pursue one of their IB Diploma subjects at degree level whilst many others will proceed to university courses in disciplines which they will not have previously studied in Sixth Form such as Accountancy, Law, Sociology, International Relations, Medicine or Management.

Increasingly, students embark upon programmes of intensive professional training that enable them to enter professions which are not directly related to their undergraduate degree courses. Consequently, we would advise that you do not allow your Sixth Form choices to be entirely governed by your future career aspirations.

However if you wish to study Medicine or another scientific subject at university then there is an expectation that you will have studied at least two Sciences. Your choice of IB Diploma subjects does have implications for your choice of university course as admissions tutors need concrete evidence of proven ability and academic potential.

The following recommendations/guidelines are not intended to be prescriptive but they are based upon a wealth of information that we receive from university admission tutors and external career advisers. Consequently, we would urge you to give very careful consideration to these recommendations. If you intend to study a subject that is not listed below then please consult the Deputy Head (Academic), Mr Quartermain or Director of IB, Mr Barfield

Medicine, Dentistry, Veterinary Science: Both Chemistry and Biology are strongly advised at Higher Level.

Natural Sciences: Two Sciences (at least two of Biology, Physics, Chemistry, Mathematics at Higher Level).

Engineering: Physics Higher Level is required usually, and Mathematics at Higher Level or Standard Level, depending on the university course.

Computer Science: Mathematics and Computer Science are recommended. Physics may also be desirable.

Psychology: Usually two Sciences are advised, but entry via Arts subjects is perfectly possible.

Economics and PPE: Whilst Mathematics is advised, students should also consider Economics, History, Geography or Philosophy.

Business Studies, Management, Marketing: Mathematics can be helpful, but not essential. Business Management, Economics, Geography, Psychology may be helpful.

Architecture: A combinations of Arts and Sciences subjects at Higher Level. An Art portfolio is essential.

Foreign Languages: Two modern languages are desirable but not essential.

Law: Any subjects at Higher Level with strong grades. English Literature, History or Philosophy is desirable.

Many degrees have no formal requirements, so do research carefully by checking on university websites. While it is important you choose subjects that you feel you are able to achieve a good grade in, the ability to succeed must be balanced with an appreciation of the utility and enjoyment of a subject.

## Jonathan Barfield

Director of IB


## The A Level Programme

## A Levels are discrete 'standalone' qualifications which provide the opportunity for students to really specialise in a reduced number of subjects of their choosing.

From 2017, those wishing to study A Levels will focus on just three subjects (four if they elect to take Further Mathematics). The School has fully embraced linearity and students no longer sit AS modules at the end of the Lower Sixth Form. A Levels are discrete stand alone qualifications which provide the opportunity for students to specialize in a reduced number of subjects. To ensure sufficient breadth and rigor, the vast majority of A Level students will also complete an Extended Project Qualification (EPQ). This is a qualification which promotes independent learning and research skills. It is worth half a full A Level in the revised UCAS tariff.

Freed from the distraction of Lower Sixth Form study leave and able to focus on just three subjects, A Level students benefit from a high level of contact time with academic teaching staff. Reformed A Levels contain slightly more rigour and content than their predecessors though OFQUAL (The Office of Qualifications and Examinations Regulation) has suggested that the proportion of students achieving each grade will remain largely unchanged.

At Brentwood School, all students sit formal mock examinations at the beginning of the summer term of the Lower Sixth. Progression to the Upper Sixth will be dependent upon satisfactory performance in these examinations, and the grades achieved will inform UCAS predicted grades.

## A Level Subjects

We make every effort to accommodate all choices, but we can offer no absolute guarantees particularly for subject combinations which are chosen by only a very small number of students.

| Art |
| :--- |
| Biology |
| Business Studies |
| Chemistry |


| Classical Civilisation |
| :--- |
| Computer Science |
| Design Tech (Graphics) |
| Design Tech (Product Design) |
| Drama and Theatre |
| Economics |
| English Literature |
| French |
| Geography |
| Greek |
| German |
| History |
| Latin |
| Mathematics |
| Further Mathematics |
| Music |
| Physical Education |
| Photography |
| Physics |
| Politics |
| Psychology |
| Religious Studies |
| Spanish |

## A Level Subject Combinations

One of the strengths of the A Level route is that it enables students to construct programmes of study that complement their intrinsic scholastic interests and supports their future university/ career plans. Whilst certain combinations of A Level subjects inevitably provide a more secure foundation for particular degree course programmes, you should not allow the decisionmaking process to be governed entirely by career plans. In dialogue with members of staff you should also consider innate aptitude, proven ability and academic potential.

Inevitably, the majority of Humanities subjects (History, English Literature, and Religious Studies etc.) serve to reinforce one another. They all
require students to engage in a considerable volume of independent study and can be considered 'essay heavy' subjects. Students must demonstrate a willingness to engage in critical thinking and they must develop the ability to offer eloquently articulated, personal responses to philosophical questions.

Central to the Humanities is an emphasis on the analysis of ideas and the critical evaluation and interpretation of texts. Students of the Humanities are expected to read widely in order to develop secure contextual subject knowledge. A willingness to engage with contemporary issues and participate in the Sixth Form's various academic societies (which provide forums for academic discussion) is of fundamental importance to success in these subjects.

Similarly, A Level Physics, Chemistry, Biology and Computer Science are all mutually supportive and the skills which you will develop are transferable between the disciplines. All scientific subjects contain a mathematical component and it is often prudent to combine study of the Sciences (especially Physics) with Mathematics. If you are perhaps a little weaker at Mathematics, then it is important to seek advice before electing to embark upon A Level Physics or Chemistry.

Some students will choose to pursue one of their A Level subjects at degree level whilst many others will proceed to university courses in disciplines which they will not have previously studied at A Level such as Accountancy, Law, Anthropology, International Relations, Medicine or Management. Increasingly, students embark upon programmes of intensive professional training that enable them to enter professions which are not directly related to their undergraduate degree courses. Consequently, one should not allow one's Sixth Form choices to be entirely governed by future career aspirations.

However if you wish to study Medicine or another scientific subject at university then there is an expectation that you will have studied at least two of the Sciences at A Level. Your choice of A Levels does have implications for your choice of university course as admissions tutors need concrete evidence of proven ability and academic potential.

The following recommendations/guidelines are not intended to be prescriptive but they are based upon a wealth of information that we receive from university admission tutors and external career advisers. Consequently, we would urge
you to give very careful consideration to these recommendations. If you intend to study a subject that is not listed below then please consult with the Deputy Head (Academic) Mr Quartermain or Head of Careers, Dr Tiffen.

Medicine, Dentistry, Veterinary Science: Both Chemistry and Biology are strongly advised (the majority of medical schools require Chemistry). Maths or Physics is desirable.

Natural Sciences: Two or three of Biology, Chemistry, Physics, Mathematics.

Engineering: Mathematics and Physics are required. Further Mathematics is advised.

Computer Science: Mathematics is required. Computer Science or Physics are desirable.

Psychology: Usually two Sciences are advised, but entry via Arts subjects is perfectly possible.

Economics and PPE: Whilst Mathematics is advised, students should also consider Economics, History, Geography, Politics or Religious Studies.

Business Studies, Management, Marketing: Mathematics can be helpful, but not essential. Business, Economics, Geography, Psychology may be helpful.

Architecture: A combination of Arts and Sciences subjects. An Art portfolio is essential.

Foreign Languages: Two languages (modern or classical) are desirable but not essential.

Law: Any A Levels at the highest grade. English Literature, History or Religious Studies are desirable.

Many degrees have no formal subject requirements other than that the subject should have been studied to A Level (or equivalent standard) if it is offered in the Sixth Form curriculum. Competition for places at top universities is increasingly fierce and a growing number of courses at institutions like Oxford and Cambridge require students to achieve 'A*' grades in at least one subject. Consequently it is important that you choose subjects that you feel you are able to achieve a good grade in. At A Level the ability to succeed must be balanced with an appreciation of the utility and enjoyment of a subject.

Jeremy Quartermain
Deputy Head (Academic)



## Brentwood School

Subject Information


## What is Art?

Art is a discovery and development of elementary principles of nature into beautiful forms suitable for human use. ${ }^{1}$

It is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

Art combines a diverse range of activities and the products of those activities: including painting, sculpture, printmaking, photography, and other visual media. Architecture is often included as one of the visual arts, as are the decorative arts. Both involve the creation of objects where the practical considerations of use are essential - in a way that they usually are not, for example, in a painting.

So, what is art? Art is anything an artist calls art. An artist is someone who makes or does something she or he thinks of as art. Art is a part of life, but in order to be art it has to create for itself a separate zone, what we might call the art space or the art time.

A urinal is not an art object as long as it is carrying out its essential function. To make it art we detach it from the plumbing, tip it on its end and set it on a plinth. The original object, which Marcel Duchamp called Fountain, signing it R Mutt, was rejected by the Society of Independent Artists at whose New York gallery it was supposed to be exhibited in 1917 because, they said, it was not art. In 2004, 500 British "art experts" selected it as "the most influential artwork of the 20th century" ${ }^{2}$.

## Skills you will develop

Sixth Form Art at Brentwood School will engage, inspire and challenge, equipping students with the knowledge and skills to experiment, invent and create their own works of art and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design.

The Art Department aims to ensure that all students:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.


## Opportunities for trips and further study

Sixth Form artists play a full part in the ethos of the department. Art club is offered four evenings a week throughout the year. Regular UK and annual overseas trips relating to the taught courses are in place; in recent years these have included residential visits to the Venice Biennale, New York, Florence, Madrid and Tokyo. Students are encouraged to visit Art galleries and engage in Art workshops.

The Art Department has its own Learning Resource Centre with an extensive collection of art and design books, artrelated journals and a suite of Apple Mac computers. The department has many other outstanding resources including a specialist ceramics studio with three kilns and a glaze room, two purpose-built double art studios with skylights for natural daylight drawing conditions and a professional large etching press. Inspiration can also be found from the shelves crammed full of still life objects including life-size skeletons, shells, rocks and bunches of silk flowers.

Art students are invited to exhibit in the annual summer Young Contemporaries' Exhibition attended by students, parents, teachers, governors and guests from all aspects of the wider community.


## Higher Education opportunities

Each year the department sends 5-10 students onto higher education. The subjects read have included degree courses in:

- Architecture
- Photography
- Interior Design
- Fine Art
- Animation
- Art History
- Foundation Art and Design (one year pre-degree course).


## Careers for Art graduates

Jobs directly related to Art and Design include: Architecture, Interior design, Product design, Art therapy, Community arts, Fashion design, Fine art, Graphic design, Illustration, Photography, Animation, Video editing, Printmaking, Textile design, Muralist, Community artist, Art teaching, Advertising, Arts administrator, Gallery curator, Art historian, Publishing, Advertising and PR.


## IB Visual Arts (Higher and Standard Level)

## Content

Visual Arts students are expected to develop their work independently throughout the two year programme, culminating in an exhibition at the end of the course. Each student is expected to visit a gallery or museum every six weeks and act on the advice and direction given by their teachers.

Students are expected to work across the disciplines including Painting, Printmaking, Sculpture, Photography, Video, Ceramics and Textiles.

## Internal Assessment

Progress is monitored in studio lessons and formally every six weeks during a critique.

## External Assessment

Assessment consists of an evaluation of each candidate's body of work as a whole. Both the finished outcomes, and independent workbooks exploring the processes of artistic research and development, are assessed.

Both Higher and Standard Level students will develop their work in a personal self-directed manner with differentiation through outcome. Both levels will work to the same standard, however, Higher Level students will produce a more extensive body of work.

## Entry Requirements

There are no formal entry requirements for IB Visual Arts; previous knowledge of Art is desirable but not essential.

## Course Specific Objectives

Within Visual Arts the aims of the course are to produce independent thinkers, able to articulate their ideas through a range of visual materials and techniques. Our students should be able to express their ideas both visually and orally. This course will help students to develop their knowledge about the Visual Arts. The students' own interests and aesthetic preferences will play a prominent role in determining the course of study. Students can see this subject as a stepping stone to a degree or foundation course in the Visual Arts or simply as one of six subjects encouraging a well-rounded, inquisitive, creative outlook.

## How the course is taught

The Art Department assesses the amount of skill, knowledge and exposure to Art each individual student has experienced on their arrival at Brentwood School. This will assist in the direction that the student takes and suggest any foundation in the basic skills needed for the individual to flourish creatively and achieve their potential.

IB Visual Arts is taught by two subject teachers over two years. In the Lower Sixth, students follow the broadthemed title "Where have I come from and where am I going to?' as the starting project, which is followed by a
three-week induction programme. After this time students start to consider the personal direction of their work, producing a student statement of intent with the support and advice of the teaching staff and overseen by the IB Visual Arts Coordinator and the Head of Art. It is expected that students will develop a creative and intellectual character and produce art of local, national and global relevance. Students are expected to complete a diverse range of work using a range of materials and techniques.

Upper Sixth IB Visual Arts students produce independent work supported by student statements of intent, culminating in an exhibition at the end of the Lent Term.

Throughout the two-year course, students are regularly monitored by Self, Peer and Teacher Assessment, in line with IB Visual Arts assessment objectives. Both Higher and Standard Level students will work to the same standard; however Higher Level students will produce a more extensive body of work.

Students are expected to participate in class and need to be willing to share their ideas. To be successful, students will need to devote time to honing their creative and problem-solving skills by working independently outside the classroom. A minimum of six hours of independent study is expected per week.

## Expectations/Homework

Students are expected to complete at least 1 investigation workbook per academic year, 2 to 3 books in total. All work must be dated and will be regularly assessed by the teacher. The investigation workbook is expected to relate to final outcomes and must show experimentation and growth of the student into a mature, independent artist. Work in the studio will combine techniques and media e.g. drawing, painting, digital work, printmaking, sculpture. Students are expected to attend Art Club at least once a week. The Art Department offers Art club from 4pm to 6.30pm, Monday to Thursday every week of the academic year to assist students with the workload.

Students are expected to work to their own individual strengths with the help of the teachers. Students will relate their own personal work to its socio-cultural and historical contexts and must make links to an international perspective.

Homework is an integral part of the course and students are expected to complete a minimum of three hours' work per week outside the classroom.

## The Extended Essay

Students may wish to consider the Visual Arts as the focus for their Extended Essay, particularly if they intend to study Art and Design or a closely related discipline at university. Students are free to select any topic and it should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students would normally be expected either to extend their knowledge beyond that encountered in the Diploma Programme Visual Arts course they are studying, or to apply techniques used in their course in an appropriately chosen topic. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students are expected to complete a basic technique and skills-based introductory project before embarking on the course. This should be handed in at the start of the new academic year for assessment. Students use this initial material as a starting point for the Michaelmas theme, 'Where have I come from and where am I going to?'



## A Level Fine Art <br> A Level Photography

## A Level Fine Art and A Level Photography are 2 separate qualifications.

Fine Art is sub-divided into the following four disciplines:

- Painting and drawing
- Printmaking
- Sculpture
- Lens-based image making.


## Photography

- Lens-based image making including video and film Students studying A Level Photography are required to own a good quality digital SLR camera.

Students are required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of Fine Art and Photography; by focusing on one discipline, they will gain a deeper understanding of specific processes within each subject.

## Internal/External Assessment

## Edexcel Advanced GCE in Art and Design: Fine Art Assessment Grid

|  | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Skills <br> Technical manipulation of media; visual literacy, control of formal elements. | No rewardable work at this level | Limited application of skills | Inconsistent application of skills | Consistent and effective application of skills | Sensitive and assured application of skills | Sophisticated, accomplished application of skills |
| 2. Recording and Research <br> Primary and secondary recording of visual reference material; research and understanding of contextual references, relevant to intentions. | No rewardable work at this level | Limited recording and research with partial links to intentions | Inconsistent recording and research with emerging links to intentions | Effective recording and research, clearly related to intentions | Confident, purposeful recording and research, relevant to and informing intentions | Perceptive and meaningful recording and research integral to intentions |
| 3. The Creative Process <br> Exploring ideas, techniques and media, reviewing and refining throughout; generating ideas through investigation. | No rewardable work at this level | Basic, often imitative and unfocused exploration. Limited reviewing and refining | Inconsistent exploration. Attempts to review and refine | Consistent and effective exploration. Clear reviewing and refining | Imaginative ideas generated and explored through comprehensive investigation. Effective reviewing and refining | Ideas are compelling, original and integrated with thoughtful and focused investigation. Accomplished reviewing and refining |
| 4. Outcome(s) <br> Bringing together investigations in relation to creative intentions | No rewardable work at this level | Limited realisation. Limited connections between investigations and creative intentions | Predictable and safe realisation. Unresolved connections between investigations and creative intentions | Effective, coherent realisation. Investigations clearly related to creative intentions | Creative and exciting realisation. Investigations shape and inform creative intentions | Mature and sophisticated realisation. Investigations are wholly integrated with ambitious creative intentions |
| 5. Written <br> Integrating critical analysis and contextual research, with own ideas and practical investigations. | No rewardable work at this level | Mainly descriptive. Limited research with tenuous links to own practical investigations. Written communication is limited in quality | Insubstantial analysis tentatively related to research and own practical investigations. Written communication is mostly appropriate | Coherent analysis clearly related to research and own practical investigations. Written communication is consistent and effective | Convincing critical analysis thoroughly related to comprehensive research and own practical investigations. Written communication is assured and supportive of arguments made | Authoritative critical analysis fully integrated with meaningful and focused research and own practical investigations. Written communication is articulate and integral to arguments made. |

## Entry Requirements

Students are expected to have a minimum of a B grade at GCSE Level Art to Study A Level Fine Art. There are no entry requirements to study A Level Photography.

## Course Specific Objectives

The aims and objectives of the A Level Fine Art and A Level Photography are to enable students to develop:

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- An interest in, enthusiasm for and enjoyment of art, craft and design
- Their experience of working with a broad range of media
- An understanding of the interrelationships between art, craft and design
- Processes and an awareness of the contexts in which they operate
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- An awareness of different roles, functions, audiences and consumers of art, craft and design.


## How the course is taught

A Level Fine Art and A Level Photography courses are taught by two subject teachers who share both the coursework and the external exam prep work over two years. In the Lower Sixth, students follow the broadthemed title "Collections Groupings and Classifications" as the starting project, which is followed by a three-week induction programme. After this time students start to consider the personal direction of their work, producing a student statement of intent with the support and advice of the teaching staff and overseen by the Head of Art. It is expected that students will develop a creative and intellectual character and produce art of local, national and global relevance.

Students are expected to complete a diverse range of work using a range of materials and techniques. In the February of the Lower Sixth, students will produce a 15 hour timed internal assessment where they will produce final outcomes for the Summer Exhibition.

Upper Sixth coursework is a personal unit of work supported by student statements of intent. The external exam unit title for A Level Art and Design is set by the

Edexcel exam board and is given to the students approximately six weeks before the exam itself, which is a twelve-hour exam over three days.

Throughout the two-year Linear A Level Fine Art course and the A Level Photography course, students are regularly monitored by Self, Peer and Teacher Assessment, in line with the Edexcel assessment objectives.

Students are expected to participate in class and need to be willing to share their ideas. To be successful, students will need to devote time to honing their creative and problemsolving skills by working independently outside the classroom. A minimum of 5-6 hours of independent study is expected per week.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. Students studying A Level Fine Art can expect 6 hours of homework each week. Students are expected to keep up to date; the sequential nature of much of the course will cause intense difficulties for students who allow themselves to fall behind.

The Art Department offers Art club from 4pm to 6.30pm, Monday to Thursday every week of the academic year to assist students with the workload.

## The Personal Study

The personal study will consist of a critical and analytical written piece of a minimum 1000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own investigations and practical work. The personal study is a compulsory element of the A Level coursework unit for both A Level Photography and A Level Fine Art.

## BIOLOGY



## What is Biology?

Biology, put simply, is the study of life. The diversity of life on this planet never fails to surprise even the besttravelled observer. Under the microscope, the most innocuous-looking glass slide reveals a world of microorganisms. The need for informed opinions about the natural world has never been greater.

Turn on the TV any night of the week and you will find a wealth of inspiring documentaries bringing the natural world to your sitting room. We study this amazing world day in, day out; with us, you will learn fascinating facts about it that we so often take for granted.

Biology offers students the academic satisfaction of problem-solving within a real life framework that they find both enjoyable and inspiring. At Brentwood, we have a hands-on approach to the teaching of Biology. Our facilities are excellent, allowing all our students to participate fully in practical techniques. We emphasise investigative skills and fieldwork: we like to teach in context. On their residential field course, the Sixth Formers learn about ecology in the field, rather than in a classroom.

We also seek to ignite students' interest in the natural world and to inspire them to study the subject beyond the classroom, or to a higher level. Our Biology teachers have a broad range of specialist interests: from complex biochemistry, to the psychological basis of human behaviour. We encourage our students and support their interests, wherever they may lead them.


In addition to subject-specific knowledge of biological systems and concepts ranging from Cellular Respiration to Evolution, you will develop a range of practical and technical skills and learn how to use specialist techniques and technical equipment. You will also develop more general skills including:

- Communication skills - through report writing and presentations
- Team working skills - through group projects;
- Organisational skills
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Analytical skills.


## Opportunities for trips and further study

Whether you chose IB or A Level Biology you will have the opportunity to go on a field trip to Dale Fort, Pembrokeshire. Not only is Dale Fort the sunniest place in Wales (averaging 1800 hours of sunshine a year) but it provides an opportunity to study marine flora and fauna on superb seashores that provide a stark contrast in diversity and distribution that is near unrivalled in the world. Our Sixth Form students have the opportunity to complete practical coursework (IB) and skills (both) and visit some unique ecological sites.

Other smaller field trips run throughout your two years in the Sixth Form. Below are just some of the trips we have taken in the past 5 years:

- Trip to Colchester Zoo to study primate behaviour
- Trip to UCL, London for A-level and IB Biologists
- Trip to the Sanger Institute, Cambridge to study research on genomics
- Trip to the Science Festival, to study A Level specific topics.


## BIOLOGY

Not only do we provide a variety of field trips but we also offer the opportunity for our Sixth Form students to enter the Biological Society's British Biology Olympiad. The British Biology Olympiad challenges and stimulates students with an interest in Biology to expand and extend their talents. In offering a wider syllabus than A Level and IB, it allows students to demonstrate their knowledge and to be suitably rewarded and publicly recognised by the award of medals, certificates and other prizes. In addition to encouraging and rewarding pupils in their studies the BBO provides a means of selecting a team to represent the UK at the International Biology Olympiad. The IBO seeks to challenge by both theory and practical tests some of the top pre-university biology students in the world, with 60 countries taking part.


Biology Week 2015 - rat dissection

Our Sixth Form students have the opportunity to join the student-led Brentwood Biology Society that meets weekly and aims to stretch students beyond the IB and A Level syllabi by such means as student presentations, TED talks and discussions and guest speakers.

In the Michaelmas term, the department celebrates Biology week, whereby the Sixth Form students have the opportunity to do unique dissections and other practical experiments. These range from a whole rat dissection to extracting and displaying your own DNA.

To help our students prepare for the rigours of university we have the Science Study Centre, where our Sixth Form students will find an environment that provides them with subject-specific resources as well as a quiet area for independent study.

Footnotes

1. (2014) Prospects
2. (2012) Which?

## Higher Education opportunities

Studying Biology at A Level or IB opens you to a wide range of opportunities in Higher Education. The degree pathways listed below are just some of the choices of our recent A Level and IB Biology students (left July 2014):

- Biology
- Dentistry
- Human Biology
- Marine Biology
- Medicine
- Molecular Biology
- Natural Sciences
- Optometry
- Pharmacy
- Physiotherapy
- Sports and Exercise Science
- Veterinary Medicine
- Zoology.


## Careers for Biology graduates

As Biology provides many transferable skills there are a wide range of career opportunities open to graduates in Biology or similar degree disciplines including the more familiar Medicine, Dentistry and Veterinary Sciences as well as Bioengineering, Environmental Consultancy and Geoengineering. Over 85\% of Biology (or similar degree discipline) graduates find employment or go into further post-graduate study ${ }^{1}$. In a survey by the consumer company 'Which?' on graduate starting salaries, Biology related degrees provided five of the top eight including the top three (1. Medicine 2. Dentistry 3. Botany) ${ }^{2}$.


IB Field Course - West Wales

## IB Biology (Higher Level)

## Content

Core topics include:

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology.

The Higher Level requires a further breadth of study and in addition to the core topics you are required to study the following:
7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology.

## Optional Topics

In addition to the Core and Higher Level topics you must study the option topic Human Physiology.

## Internal Assessment

The Internal Assessment is worth 20\% of your final Biology grade and is essentially an independent research question proposed and answered by you. You will design your own scientific method as well as collect your own data, present it in a suitable fashion and be able to comment on and evaluate your findings. Do not underestimate this part of the course; it will require at least 10 hours of your time in addition to ongoing lessons.

## External Assessment

You will be assessed by three examinations at the end of the Upper Sixth in May.

Paper 1, worth 20\% of your overall grade, will consist of 40 multiple choice questions on core and Higher Level material, about 15 of which are common with Standard Level.

Paper 2, worth $36 \%$ of your overall grade, will consist of a data-based question, short-answer and extended response questions on the core and Higher Level content. You will be required to answer 2 of 3 extended response questions.

Paper 3, worth $24 \%$ of your overall grade, will be split into 2 sections. In Section A, candidates will answer two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. In section B, candidates will answer short-answer and extended-response questions from their chosen option.

## Entry Requirements

A minimum of an A grade in Biology Triple Science or an AA grade in Double Science Award, is required to study IB Biology at Higher Level.

## IB Biology (Standard Level)

## Content

Core topics include:

1. Cell biology Molecular biology
Genetics Ecology Evolution and biodiversity Human physiology.

## Optional Topics

In addition to the Core and Higher Level topics you must study an option topic on Human Physiology.

## Internal Assessment

The Internal Assessment is worth 20\% of your final Biology grade and is essentially an independent research question proposed and answered by you. You will design your own scientific method as well as collect your own data, present it in a suitable fashion and be able to comment on and evaluate your findings. Do not underestimate this part of the course; it will require at least 10 hours of your time in addition to ongoing lessons.

## External Assessment

You will be assessed by three examinations at the end of the Upper Sixth in May.

Paper 1, worth $20 \%$ of your overall grade, will consist of 30 multiple choice questions on core material.

Paper 2, worth $40 \%$ of your overall grade, will consist of a data-based question, short-answer and extended response questions on the core content. You will be required to answer 1 of 2 extended response questions.

Paper 3, worth $20 \%$ of your overall grade, will be split into 2 sections. In Section A, candidates will answer two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. In section B, candidates will answer short-answer and extended-response questions from their chosen option.

## Entry Requirements

A minimum of a B grade in Biology Triple Science or a BB grade in the Double Award, with a B grade in the Biology paper of the Double Science Award, and a B grade in Mathematics is required to study IB Biology at Standard Level.

## BIOLOGY

## IB Biology (HL and SL)

Course Specific Objectives
Within Group 4, the aims of both Biology courses are to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.


## How the course is taught

The Higher Level course is normally taught by two subject teachers, while the Standard Level courses are taught by one teacher. In all courses students will be studying the underlying principles of Biology which include a detailed look at Biochemistry and Metabolic pathways. Students will have a balance between Biology theory and practical, in which they will complete a minimum of 40 hours practical work (Standard Level) or 60 hours (Higher Level). Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider Biology as the focus for their Extended Essay, particularly if they intend to study Biology or a closely related discipline at university. It is important that the extended essay has a clear biological emphasis and is not more closely related to another subject. Students are free to select any topic but it should be noted that the assessment criteria require students to either collect their own data, which will require a large allocation of their time to laboratory work or find access to secondary data (in which they will have to have a clear understanding of which method was employed to collect the data). The essay must be completed within 4000 words and will take approximately 40 hours. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in at the very first lesson for assessment.

## A Level Biology

## Content

The OCR A Level Biology (A). The course is linear (run over 2 years), and examined at the end of the two years. There will be no retakes available. In the Lower Sixth students will
be taught the content of modules 2, 3 and 4 . In the Upper Sixth students will be taught modules 5 and 6 . Module 1 will be taught throughout both years of the course.

| Content Overview | Assessment Overview |  |
| :---: | :---: | :---: |
| Content is split into six teaching modules: <br> - Module 1 - Development of practical skills in biology <br> - Module 2 - Foundations in biology <br> - Module 3 - Exchange and transport | Biological processes <br> (01) <br> 100 marks <br> 2 hour 15 minutes written paper | 37\% of total A-Level |
| - Module 5 - Communication, homeostasis and energy <br> - Module 6 - Genetics, evolution and ecosystems <br> The first exam paper will assess content from modules $1,2,3$ and 5 . | Biological diversity <br> (02) <br> 100 marks <br> 2 hour 15 minutes written paper | 37\% of total A-Level |
| The second exam paper will assess content from modules 1, 2, 4 and 6. <br> The third exam paper will assess content from all modules (1 to 6). | Unified biology <br> (03) <br> 70 marks <br> 1 hour 30 minutes written paper | 26\% of total A-Level |
|  | Practical endorsement in biology <br> (04) <br> (non-exam assessment) | Reported on a separate certificate (does not contribute to final grade) |

## Internal Assessment - None

## External Assessment

You will be assessed by 3 examination papers with the following weighting:

Paper 1: Biological processes which comprises a 2 hour 15 minutes written paper worth 100 marks and forms $37 \%$ of the total A Level.
Paper 2: Biological diversity (02) which comprises a 2 hour 15 minutes written paper worth 100 marks and forms 37\% of the total A-Level.
Paper 3: Unified biology (03) which comprises a 1 hour 30 minutes written paper worth 70 marks and forms $26 \%$ of total A Level.

Practical endorsement in biology (04)* a non-exam assessment. This is reported on a separate certificate and does not contribute to the final grade.

## Entry Requirements

A minimum of an A grade in Biology Triple Science, or an AA grade in Double Science Award, a B grade in Mathematics.

## A Level Biology

## Course Specific Objectives

The course aims to encourage students to:

- Develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in biology
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works
- Develop essential knowledge and understanding of different areas of biology and how they relate to each other.


## How the course is taught

You will be taught by two teachers in both the L6th and U6th years. There will be a balance between practical work and theory. The theoretical part of the course will cover all the main biological themes begun at GCSE, but will place considerable emphasis on the applications of biology in the modern world, particularly in the areas of genetic manipulation and human health and disease. In addition there will be a considerable emphasis on mathematical statistics throughout the course. The practical work will aim to develop your practical skills and scientific writeups.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. Students studying A-level Biology can expect 4-5 hours of homework a fortnight. Students are expected to keep up to date; the sequential nature of much of the course will cause intense difficulties for students who allow themselves to fall behind.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in at the very first lesson for assessment.

Brentwood School
SIXTH FORM

BUSINESS



## What is Business Studies?

Business Studies is a rigorous discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments, including the macroeconomic context of inflation and unemployment. As well as acquiring a detailed understanding of a body of theory which is constantly evolving, you will learn about contemporary business issues which will enable you to make informed decisions about how you manage, not just your personal finances in the future, but potentially those of large organisations.
Students of Business Studies will constantly engage with topical issues in order to better understand how corporations of all sizes function. A strong emphasis is placed on critical thinking to ensure that business problems are assessed from a range of stakeholder perspectives. Analysis of business decisions is both quantitative and qualitative; data analysis is accompanied by a detailed written assessment of business strategies to consider alternatives and justify a particular approach. The course encourages the appreciation of ethical concerns and issues of social responsibility.

In a volatile and unpredictable corporate climate, Business Studies provides much interesting material to analyse. This broad-based subject regularly attracts large numbers of Sixth Formers both at A Level and as part of the International Baccalaureate Diploma Programme.


Upper Sixth students visited the Jaguar Land Rover factory in 2015 to learn more about the company's strategies in response to Brexit.

## IB Business Management (Higher Level)

## Content

Six topics are studied during the course of two years:

1. Business Organisation and the Environment
2. Human Resources
3. Accounts and Finance
4. Marketing
5. Operations Management
6. Business Strategy.

## Internal Assessment

All students complete a research project - a 2000 word decision-making exercise involving primary research to consider and solve a current problem for a specific organisation. Recent titles include an assessment of the product lifecycle of Nokia products and the introduction of Management by Objectives into a paper-making factory. 25\%

## External Assessment

Paper 1: $2 \frac{1}{4}$ hours
Structured questions based on a pre-issued case study. 40\%

Paper 2: $21 / 4$ hours
Structured questions based on stimulus material. Some stimulus material with a quantitative element; some responses involving evaluative skills. 35\%

## Entry Requirements

A minimum of a grade B at GCSE Business Studies or equivalent is advised.

## IB Business Management (Standard Level)

## Content

Five topics are studied during the course of two years:

1. Business Organisation and the Environment
2. Human Resources
3. Accounts and Finance
4. Marketing
5. Operations Management.

## Internal Assessment

All students complete a 1500 word commentary based on five supporting documents about an issue currently facing a large organisation. The investigation is centred on secondary research. Recent examples include as assessment of BMW's corporate social responsibility programme in China and Tesco's management of the Fresh \& Easy chain in America.
25\%

## External Assessment

Paper 1: $1 \frac{1}{4}$ hours
Structured questions based on a pre-issued case study. 35\%

Paper 2: $13 / 4$ hours
Structured questions based on stimulus material. Some stimulus material with a quantitative element, some responses involving evaluative skills.
40\%

## Entry Requirements

A minimum of a grade B at GCSE Business Studies or equivalent is advised.


New York trip 2016

## IB Business Management (HL and SL)

## Course Specific Objectives

Business Management is a Group 3 subject within the IB Diploma Programme. The aims of all subjects in Group 3 (individuals and societies) are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognise that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Within Group 3, the aims of the Business Management course at both SL and HL are to:

- Promote the importance of exploring business issues from different cultural perspectives
- Encourage a holistic view of the world of business
- Enable students to develop the capacity to think critically about individual and organisational behaviour
- Enhance the ability to make informed business decisions
- Enable students to appreciate the nature and significance of change in local, regional and global context
- Promote awareness of social, cultural and ethical factors in the actions of organisations and individuals in those organisations
- Appreciate the social and ethical responsibilities associated with businesses operating in international markets.

The IB Business Management course aims to help students understand the implications of business activity in a global market and give students an international perspective of business to promote their appreciation of cultural diversity.

## How the course is taught

The course places a strong emphasis on the practical application of business concepts as students explore case studies to reinforce their understanding of theories and concepts. Students are encouraged to select a topic for internal assessment early on in order to gain an in-depth understanding of their chosen business organisation before commencing data analysis for the final project.

## Expectations/Homework

Case studies and research tasks are set for completion each week. Assessment focuses on the construction of arguments to support a particular business strategy, which may be presented as a short essay or presentation. Students are expected to use recommended websites and broadsheets to develop awareness of current business issues. Students are encouraged to reflect on the links between their understanding of business theory and current business practices in a critical manner.

## The Extended Essay

Higher Level pupils may wish to consider Business Management as the focus for their Extended Essay. Students are free to select any topic that requires a forward-looking, problem-solving approach. In this respect, the Extended Essay is very similar to the Internal Assessment. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory business text to familiarise themselves with the key terminology before they embark on the course. The summer period should also be used to review the business news and gain an insight into key issues affecting some of the largest corporations.

## A Level Business Studies

## Content

AQA A Level Business Studies consists of five key areas of study:

1. Marketing
2. Leadership and decision making
3. Finance
4. Operations management
5. Strategic Change.

## External Assessment

There are three examinations, all of which are synoptic, encompassing all five key elements. Each paper is two hours long consisting of case study questions and essays. Approximately $80 \%$ of assessment is through extended answers and essays.

## Entry Requirements

A minimum of a grade B at GCSE Business Studies or equivalent is advised.

## Course Specific Objectives

The course aims to provide candidates with a critical understanding of the following:

- The internal functions of contemporary business organisations of all types
- The dynamic external environment within which businesses operate and the effects this can have upon decision-making within a business
- Major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues
- The range of stakeholder perspectives that can be taken on business activities.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. Independent research is particularly important in order to succeed in the extended essays required in the final paper. Guidance on suitable corporations and sources for research is provided by the Business Studies Department.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning.

## Preparatory Work

It is recommended that all students follow the business news to gain an awareness of topical issues affecting national and multinational businesses. All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at the start of the course.

## Extended Essay

Some Upper Sixth students choose to complete an Extended Essay in Business as part of their preparation to study Business and Management courses at university. This year students have studied subjects such as the corporate culture of Google and the repositioning of brands such as Mulberry and Prada. This work is supported by regular tutorials with teachers to explore complex concepts and develop and understanding of how to present undergraduate academic work.

## Enrichment

A number of visiting speakers come into school each year to present on topical issues. In the last year, students have attended talks with representatives from BP, Virgin Galactic and entrepreneurs in retail and investment analysis. Every two years the department takes a group of Sixth Formers on a Business tour of New York which includes visits to the UN, Federal Reserve and workshops on marketing and legal issues such as patents and trademarks.


## BUSINESS



## External Assessment

The breakdown of marks across the three A Level papers is shown below. Easter revision sessions take place in order to help students prepare for these final examinations.

| Paper 1 | Paper 1 | Paper 1 |
| :--- | :--- | :--- |
| $33.3 \%$ of | $33.3 \%$ of | $33.3 \%$ of |
| A Level | A Level | A Level |
| 2 hours | 2 hours | 2 hours |
|  |  |  |
| Section A | Three data | One |
| has 15 | response |  |
| multiple | compulsory | compulsory <br> case study <br> choice <br> questions <br> (MCQs) |
| questions <br> worth <br> worth 15 | approximately by <br> approximately <br> marks. <br> six essay <br> questions. |  |
| Section B <br> has short |  |  |
| answer |  |  |
| questions |  |  |
| worth |  |  |
| 35 marks. |  |  |
| Sections C |  |  |
| and D have |  |  |
| two essay |  |  |
| questions. |  |  |



Financial District, New York 2015


Brentwood School

## SIXTH FORM

CHEMISTRY


## What is Chemistry?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

It is a subject with a lively and interesting content, which relates directly to many aspects of everyday life. It has a unique place in the curriculum; it is a science that is governed by rules and laws, but is also a creative subject.

The study of Chemistry has changed dramatically from its origins in the early days of alchemists, whose quest was the transmutation of common metals into gold. Although today's alchemists are not regarded as being true scientists, modern Chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern Chemistry, began experimenting as an alchemist.

Despite the exciting and extraordinary development of ideas throughout the history of Chemistry, certain things have remained unchanged. Observations remain essential at the very core of Chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working Chemists today and, crucially, are also accessible to students in schools.


Because the body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental Chemistry have become so specialised, it is clearly difficult (if not impossible) to be highly proficient in both areas. The free and rapid interplay of theoretical ideas and experimental results in the public scientific literature thus maintains the crucial link between these two fields.

## Skills you will develop

The study of Chemistry will enable students to develop abilities and skills, which are not only relevant to the study, practice and applications of Chemistry but are useful in everyday life.

It will enable students to acquire sufficient knowledge and understanding to:

- Become confident citizens in a technological world, able to take or develop an informed interest in matters scientific
- Recognise the usefulness, and limitations, of scientific methods in aspects of their lives
- Appreciate that the applications of Chemistry may be both beneficial and detrimental to the individual, the community and the environment
- Be suitably prepared to continue their study of Chemistry beyond school, where appropriate.

The study of Chemistry will also enable students to develop their ability and skill to:

- Think and make connections with their learning
- Understand and question abstract concepts and ideas
- Communicate scientific observations, ideas and arguments effectively and objectively, both in writing and orally
- Undertake critical enquiry and reflection
- Solve qualitative and quantitative problems
- Analyse, interpret, evaluate and make informed judgements from relevant facts, data, observations and phenomena
- Use chemical models as a basis for furthering understanding
- Select and use information from a variety of sources


## CHEMISTRY

- Develop a responsibility for their own learning and to carry out individual research where appropriate
- Develop self-study skills to aid the transition from school to university
- Relate the study of Chemistry to other disciplines where there are naturally occurring links in the syllabi
- Demonstrate the knowledge, understanding and skills specified by examination board syllabi necessary to achieve success in examinations.


Chemistry is also a subject where students can experience a wide range of experimental work and use ICT, as appropriate, to collect and process data. This gives students the following skills, which will serve them well both at university and in their future career:

- To be able to follow detailed sequences of instructions relating to practical work
- To carry out experimental investigations where it is necessary to:
- ask questions, predict and hypothesise
- use scientific ideas and knowledge to justify predictions and hypotheses
- select and use appropriate techniques, apparatus and materials
- plan a logical sequence of experimental steps
- recognise, measure and control variables
- interpret and evaluate observations and experimental results
- show initiative, inventiveness and creativity in solving emerging problems
- understand the importance of accuracy and precision
- evaluate methods and suggest possible improvements
- draw conclusions based on available evidence and scientific theory.


## Sixth Form opportunities

To support the work of teachers in the classroom, the Chemistry Department has a programme of co-curricular enrichment for its students.

This programme involves the following activities:

- Access to the Royal Society of Chemistry's 'ChemNet' website facility, which provides on-line tests and activities for all Sixth Form students
- Subscription to the Sixth Form magazine 'Chemistry Review' (published by York University)
- Involvement of Lower Sixth students in the 'Chemistry in Action' lectures at the Institute of Education, University of London
- Preparation for university, involving the following activities:
- Background reading - issue of a comprehensive book list (the school library holds several of these books)
- Weekly enrichment sessions for Lower Sixth students on a variety of issues and topics
- Preparation for and involvement in the Cambridge Chemistry Challenge - a competition for Lower Sixth students, involving monthly on-line tests and a challenging 2 -hour written paper in the summer term of the Lower Sixth
- Essay writing - choice of an essay to research and prepare during the summer holiday of Lower Sixth for presentation to an audience in the September of the Upper Sixth
- Weekly enrichment sessions for Upper Sixth on a variety of issues and topics, both on the curriculum and beyond
- Preparation for and involvement in the Chemistry Olympiad - a competition organised by the Royal Society of Chemistry for Upper Sixth students, involving an exacting 2.5 -hour written paper in the spring term of the Upper Sixth. This activity also includes past paper practice, completion of AEA past papers and Oxbridge-style questions
- Interview practice for Upper Sixth students.

The preparation for university programme particularly applies to those students wishing to go to Oxbridge or a good university to study Science, Medicine, Dentistry or Veterinary Medicine. However, all of the above activities are open to any student interested in furthering their skills and knowledge, no matter what their ability or further education intentions.


## CHEMISTRY

## Higher education opportunities

Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as the biological sciences, medicine, dentistry, veterinary medicine and environmental science. As a subject, Chemistry is highly regarded by universities and employers due to the skills that it develops and its vast range of applications. At school level, it is often combined with two other subjects, usually Biology, Physics or Mathematics. This is because Chemistry forms a central subject in the study of the sciences. All four subjects would form an excellent science combination for those students who want to become an all-round scientist both at school and beyond.

However, students wanting a broader choice of subjects at A-Level could successfully combine Chemistry with any other non-scientific subjects, opening up opportunities in careers as diverse as law, economics and languages.


## Careers open to graduates

Chemistry graduates will find that their degree will be attractive to a wide variety of employers and includes areas such as:

- Art restoration
- Biological sciences
- Chemical industry
- Consultancies
- Education
- Energy industry
- Engineering
- Environment
- Geology
- Financial services
- Food industry
- Forensics
- Government
- Healthcare
- Insurance
- IT and computing
- Materials science
- Medicine
- Manufacturing
- Media
- Metals and minerals
- Meteorology
- Nanotechnology
- Pharmaceuticals
- Recruitment
- Research.

In our technological world where the supply of resources is an ever increasing problem, an ability to understand and apply the principles of Chemistry is becoming an ever more important and attractive skill set to possess.

## CHEMISTRY

## IB Chemistry

## Content

Core topics (for all students) include:
Topic 1. Stoichiometric Relationships
Topic 2. Atomic Structure
Topic 3. Periodicity
Topic 4. Chemical Bonding and Structure
Topic 5. Energetics/Thermochemistry
Topic 6. Chemical Kinetics
Topic 7. Equilibrium
Topic 8. Acids and Bases
Topic 9. Redox Processes
Topic 10. Organic Chemistry
Topic 11. Measurement and Data Processing.
Additional Higher Level (for higher level students) includes:
Topic 12. Atomic structure
Topic 13. The periodic table-the transition metals
Topic 14. Chemical bonding and structure
Topic 15. Energetics/thermochemistry
Topic 16. Chemical kinetics
Topic 17. Equilibrium
Topic 18. Acids and bases
Topic 19. Redox processes
Topic 20. Organic chemistry
Topic 21. Measurement and analysis

## Optional Topics

In addition to the 'Core Topics' above, all students must study and be assessed in one 'Option Topic' selected from:
A. Materials
B. Biochemistry
C. Energy
D. Medicinal Chemistry.

The 'Option Topic' is taught during the first term of the Upper Sixth.

## Internal Assessment

Internal assessment is an integral part of the course and is compulsory for all Higher Level students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

It consists of one scientific investigation. Training for this is conducted in the latter half of the Lower Sixth and then formally assessed in the first term in the Upper Sixth. It should take no more than 10 hours and accounts for $20 \%$ of the award.

## External Assessment

In each course there are three terminal examinations:

| Standard Level |  |  |  |
| :--- | :--- | :--- | :--- |
| Paper 1: 30 multiple- <br> choice questions on <br> core material only. | 45 min | 30 marks | $20 \%$ |
| Paper 2: Short- <br> answer and <br> extended-response <br> questions on core <br> material only. | 1 h 15m | 50 marks | $40 \%$ |
| Paper 3: Questions <br> on core and option <br> material only. | 1 hour | 35 marks | $20 \%$ |
| Internal Assessment | (See above) |  |  |


| Higher Level |  |  |  |
| :--- | :--- | :--- | :--- |
| Paper 1: 40 multiple- <br> choice questions on <br> all material. | 1 hour | 40 marks | $20 \%$ |
| Paper 2: Short- <br> answer and <br> extended-response <br> questions on all <br> material. | $2 \mathrm{~h} \mathrm{15m}$ | 95 marks | $36 \%$ |
| Paper 3: Questions <br> on all core, higher <br> and option material. | $1 \mathrm{~h} \mathrm{15m}$ | 45 marks | $24 \%$ |
| Internal Assessment | (See above) |  | $20 \%$ |

## Entry Requirements

A minimum of a grade A for IGCSE or GCSE Chemistry is required.

## CHEMISTRY

## IB Chemistry (HL and SL)

## Course Specific Objectives

The purpose of the Chemistry course in the International Baccalaureate Diploma Programme is to prepare students for the technological and scientific challenges of the modern world.

Within Group 4, the aims of both the Higher Level (HL) and Standard Level (SL) Chemistry courses are to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Because the Diploma Programme Chemistry course is available at both Standard Level and Higher Level, this accommodates students who wish to study Chemistry as their major subject in higher education (HL) and those who do not (SL).

Each course allows students to develop traditional practical skills and techniques and to increase their skills in the use of Mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important, life-enhancing, transferable skills in their own right.

The assessment objectives for each Chemistry course, whether assessed internally or externally, centre upon the 'Nature of Science' and it is the intention that students are able to fulfil the following:

- Demonstrate knowledge and understanding of:
- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information
- Apply:
- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information
- Formulate, analyse and evaluate:
- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Both the Higher Level and Standard Level Chemistry courses are highly mathematical in their content and students should be competent mathematicians. Thus students should be able to:

- Perform the basic arithmetic functions: addition, subtraction, multiplication and division
- Carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- Use standard notation
- Use direct and inverse proportion
- Solve simple algebraic equations
- Plot graphs (with suitable scales and axes) including two variables that show linear and non-linear relationships
- Interpret graphs, including the significance of gradients, changes in gradients, intercepts and areas
- Interpret data presented in various forms (for example, bar charts, histograms and pie charts).

In fulfilling the aims of the Diploma Programme, students will study the following specific areas of Chemistry within each of the 'Core Topics' and 'Additional Higher Level' content (AHL):

## Topic 1: Stoichiometric Relationships

Core - Introduction to the particulate nature of matter and chemical change, the mole concept, reacting masses and volumes

Topic 2: Atomic Structure
Core - The nuclear atom, electron configuration
Additional Higher Level (Topic 12) - Electrons in atoms

## Topic 3: Periodicity

Core - Periodic table, periodic trends
Additional Higher Level (Topic 13) - First-row d-block elements, coloured complexes

## Topic 4: Chemical Bonding and Structure

Core - Ionic bonding and structure, covalent bonding, covalent structures, intermolecular forces, metallic bonding
Additional Higher Level (Topic 14) - Covalent bonding and electron domain and molecular geometries, hybridization

Topic 5: Energetics/Thermochemistry
Core - Measuring energy changes, Hess's Law, bond enthalpies
Additional Higher Level (Topic 15) - Energy cycles, entropy and spontaneity

## Topic 6: Chemical Kinetics

Core - Collision theory, rates of reaction
Additional Higher Level (Topic 16) - Rate expression and reaction mechanism, activation energy

Topic 7: Equilibrium
Core - Equilibrium
Additional Higher Level (Topic 17) - The equilibrium law
Topic 8: Acids and Bases
Core - Theories of acids and bases, properties of acids and bases, the pH scale, strong and weak acids and bases, acid deposition

## CHEMISTRY

Additional Higher Level (Topic 18) - Lewis acids and bases, calculations involving acids and bases, pH curves

## Topic 9: Redox Processes

Core - Electrochemical cells
Additional Higher Level (Topic 19) - Electrochemical cells
Topic 10: Organic Chemistry
Core - Fundamentals of organic chemistry, functional group chemistry
Additional Higher Level (Topic 20) - Types of organic
reactions, synthetic routes, stereoisomerism
Topic 11: Measurement and Data Processing
Core - Uncertainties/errors in measurement and results, graphical techniques, spectroscopic identification of organic compounds
Additional Higher Level (Topic 21) - Spectroscopic
identification of organic compounds

## Optional Topics

The IB Diploma Programme Chemistry course includes the essential principles of the subject but also, through selection of an 'Option Topic', allows students to follow their particular interests. These options are:

## - Option A: Materials

Core:
Materials science introduction, metals and inductively coupled plasma (ICP) spectroscopy, catalysts, liquid crystals, polymers, nanotechnology, environmental impact - plastics
Additional Higher Level:
Superconducting metals and X-ray crystallography,
condensation polymers, environmental impact - heavy metals

## - Option B: Biochemistry

Core:
Introduction to biochemistry, proteins and enzymes, lipids, carbohydrates, vitamins, biochemistry and the environment Additional Higher Level:
Proteins and enzymes, nucleic acids, biological pigments, stereochemistry in biomolecules

## - Option C: Energy

Core:
Energy sources, fossil fuels, nuclear fusion and fission, solar energy, environmental impact - global warming
Additional Higher Level:
Electrochemistry, rechargeable batteries and fuel cells, nuclear fusion and nuclear fission, photovoltaic and dye-sensitized solar cells

- Option D: Medicinal chemistry

Core:
Pharmaceutical products and drug action, aspirin and penicillin, opiates, pH regulation of the stomach, anti-viral medications, environmental impact of some medications Additional Higher Level
Taxol - a chiral auxiliary case study, nuclear medicine, drug detection and analysis

## How the course is taught

Both the Higher Level and Standard Level courses are taught by two subject teachers. Throughout each course, students will gain an awareness of the role of the collaborative nature of Chemistry in the 21st century and its universal role in the development of new technologies.

As each course develops, reference is made to the historical context of chemical ideas and to the scientists who pioneered such advances. Key ideas and concepts are
developed slowly as the course progresses, thus ensuring that revision is an on-going process. Students who would otherwise find the subject to be difficult are therefore supported throughout the whole length of the course. At the same time, students who find the work less demanding are offered plenty of challenges and stimulation.

Practical work and the use of computer software and calculators are interwoven with the teaching programme from the very start and students are supervised through the process of completing their Internal Assessment. Learning resources are available through the Chemistry Department Virtual Learning Environment.

Course guidance materials, which students can expect to receive, are booklets containing a syllabus, scientific data, the programme of study and details regarding the Extended Essay. A course revision guide is also available.

## Expectations/Homework

Throughout the Sixth Form, the student is responsible for his/her own studies.

Subject teachers set tasks according to an agreed work programme, which helps students manage their time. All students are expected to engage fully in lessons and need to be willing to share their ideas. They are expected to keep up to date as the sequential nature of much of the course will cause difficulties for those students who fall behind. Students are also expected to be resourceful, committed to intellectual enquiry and to read and research widely in order to support their independent learning. They will need to devote time to honing their problem-solving skills by working independently outside the classroom.

Students are responsible for making their own notes, alongside those given to them by their teachers. They will also be expected to read through information prior to a lesson, so that problems encountered can be discussed and resolved during the lesson.

Each student will start producing written practical work which meets the Internal Assessment criteria, from the latter half of the Lower Sixth so that, by the end of the academic year, students will have completed several practice assessments. Further assessments in the form of a complete investigation will then be completed in Upper Sixth. Each investigation is graded out of 24 marks and the marks for the best investigation will be submitted to the IBO for moderation.

Internal Assessment (IA) consists of 5 skill areas, 4 of which require the submission of written work from the student. The five skill areas, together with their raw marks and \% weighting, are:

Written Assessment Exploration (6 marks; 25\%)
Analysis (6 marks; 25\%)
Evaluation (6 marks; 25\%)
Communication (4 marks; 17\%)
Observed Assessment Personal Engagement (2 marks; 8\%)
Students will also have to complete a piece of work in what is known as the Group 4 Project, which directly relates to the development of experimental and investigative skills.

## CHEMISTRY

The Group 4 Project is a collaborative activity where students from different Group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. This allows students to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The project can be practically or theoretically based.

The Group 4 Project also allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

The choice of scientific or technological topic is open but the project should clearly address specific aims of the Group 4 subjects. Ideally, the project should involve students collaborating with those from other Group 4 subjects at all stages. To this end, it is not necessary for the topic chosen to have clearly identifiable separate subject components.

## The Extended Essay

Higher Level students may wish to consider Chemistry as the focus for their Extended Essay, particularly if they intend to study Chemistry or a closely-related discipline at university. Students are free to select any topic and it should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students are expected to extend their knowledge beyond that encountered in the Diploma Programme Chemistry course. There must be sufficient explanation and commentary throughout the Extended Essay to ensure that the reader does not lose sight of the purpose of the essay and it must be completed within 4,000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. Students are then assessed on this material within the first week of term.

How science works


## CHEMISTRY

## A Level Chemistry

## Content

The course of study will be EdExcel (Perason). The course is linear (run over 2 years), and examined only at the end of the two years. There will be no retakes available and no
coursework component score to put toward any final grade.
This course covers the following topics:

- Topic 1: Atomic Structure and the Periodic Table
- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 4: Inorganic Chemistry and the Periodic Table
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 8: Energetics I
- Topic 9: Kinetics I
- Topic 10: Equilibrium I
- Topic 11: Equilibrium II
- Topic 12: Acid-base Equilibria
- Topic 13: Energetics II
- Topic 14: Redox II
- Topic 15: Transition Metals
- Topic 16: Kinetics II
- Topic 17: Organic Chemistry II
- Topic 18: Organic Chemistry III
- Topic 19: Modern Analytical Techniques II


## Assessment

The Edexcel Advanced GCE in Chemistry is assessed through three externally examined papers and the Science Practical Endorsement which itself consists of sixteen core practical experiments.

| Paper | Length | Component <br> Of Final <br> Grade |
| :--- | :--- | :--- |
| Paper 1: Advanced Inorganic and <br> Physical Chemistry - (9CH0/01) <br> Topics: 1-5, 8, 10-15 | $1 \mathrm{~h} \mathrm{45m}$ <br> (90 <br> marks) | $30 \%$ |
| Paper 2: Advanced Organic and <br> Physical Chemistry - (9CH0/02) | 1 h 45 m <br> (90 <br> Topics: 2-3, 5-7, 9, 16-19 | $30 \%$ |
| Paper 3: General and Practical <br> Principles in Chemistry - (9CH0/03) | 2h 30m | $40 \%$ |
| Questions may draw on any topics, <br> some will be synoptic in nature and <br> others will assess conceptual and <br> theoretical understanding of <br> experimental methods from core <br> practical work. | marks) <br> maience Practical Endorsement - <br> (9CH0/04) | n/a |
|  | Pass/Fail <br> grade, <br> internally <br> assessed <br> and <br> externally <br> monitored. |  |

## Entry Requirements

The entry requirement for the A Level course is at least a grade A at Triple Award IGCSE Chemistry or Triple Award GCSE Chemistry or AA grade at Double Award IGCSE Science. A grade A at IGCSE or GCSE Mathematics is also advisable.

## Course Specific Objectives

The A-Level Chemistry course at Brentwood School aims to:

- Stimulate curiosity, enthusiasm and enjoyment in Chemistry
- Promote awareness of the social, economic, technological, ethical and cultural influences and limitations to which the study of Chemistry is subject
- Teach and present Chemistry in a challenging and stimulating manner; which is enjoyable to both teachers and students alike
- Develop and deliver experimental work in ways that encourage students to think for themselves
- Understand concepts, rather than simply memorise facts.


## How the course is taught

The EdExcel A-Level course provides a strong foundation for further study at University, whilst offering a variety of other transferable skills for those who are unlikely to take Chemistry beyond A Level. It is usually taught by two subject teachers.

The A Level syllabus encourages concepts and key ideas to be developed as the course progresses. This ensures that revision is an on-going process. Important chemical concepts are introduced in one topic before being reinforced in later topics. This approach offers considerable support for students by allowing frequent opportunities to remind them of earlier work. Students who would otherwise find the subject difficult are therefore supported throughout each course. At the same time, students who find the work less demanding are offered plenty of challenges, scope and stimulation by the open-ended nature of much of the work.

The A Level course is lively, stimulating and interesting. School Chemistry is brought up-to-date by looking at the frontiers where the latest scientific discoveries are being made and by showing the importance of Chemistry in the modern world.

Students can expect to receive booklets containing syllabus learning objectives called "Course guidance materials", which detail the A Level course, classroom activities and practical work. A revision guide is also available.

## Expectations/Homework

In Sixth Form, students are encouraged to take much greater responsibility for their own studies. While subject teachers will set tasks to support and consolidate learning during lesson time, pupils must also engage in further reading during their own time to support their studies. A-Level students are expected to do at least 4-5 hours of work each week outside of lesson time.

Aside from engaging fully in lessons, a successful A-Level student will read widely, learn independently, enjoy problemsolving and by being resourceful and committed to intellectual enquiry and research. Students are responsible for making their own notes, alongside those given to them by their teachers. They will also sometimes be expected to read through information prior to a lesson, so that problems encountered can be discussed and resolved during the lesson.

## Preparatory Work

Students are provided with introductory material to study before embarking on the A Level course. Students are then assessed on this material within the first week of term.

Brentwood School
SIXTH FORM

## CLASSICAL CIVILISATION



## What is Classical Civilisation?

Classical Civilisation is the study of the worlds of Greece and Rome from their origins to the end of the Classical period. This study includes aspects of their Archaeology, Architecture, Art, History and Politics, Literature and Philosophy. Because Classical Civilisation is limited only by time rather than any subject division, it is a subject of extraordinary breadth and depth. As a student of the Classical world, you engage with the study by reading primary sources in English - no Latin or Greek is involved!

## What skills will you develop?

Classical Civilisation will encourage you to develop:

- Your interest, knowledge and understanding of the Classical world
- An awareness of how institutions and ideas in the modern world have developed
- The ability to analyse and evaluate sources
- Research and independent study skills
- The ability to form structured and persuasive arguments.


## Sixth Form opportunities

The Classics department at Brentwood School is one of the largest in the UK and has a thriving extra-curricular life. We take an annual overseas trip to Italy, Greece or Turkey, visit theatres, museums and lectures and hold activities at school for pupils of all ages. These activities include visiting speakers, play readings, and the Dionysia evening of Classical entertainment.

As a Sixth Form Classicist, you can get involved in as few or as many of these as you wish. You can attend the Senior Classics Society, and help to organise, advertise and run events; you can come on our trips; you can also help with the Junior Classics Society and with Classics further down the School.

## Higher Education opportunities

A wide range of courses involving Classical Civilisation is delivered by UK and overseas universities. This can involve Classical Civilisation and Literature, Ancient History, and Archaeology. Students can also choose to study a 'Classics' course, which involves study of Latin and/or Greek, or study Classical Civilisation alongside another subject such as English or a Modern Language.

In the Classics department, we often help students to gain acceptance for Ancient History/Classical Civilisation courses at highly ranked universities, including Liverpool, Nottingham, London, Exeter, Newcastle and Oxford.

There are many students who take Classical Civilisation A Level who do not go on to study it at university. Many students have successfully gone on to study subjects such as English, Politics, Modern Languages or History at university. University admissions tutors highly respect Classical Civilisation for the strong analytical skills that it gives to students.

## Careers for graduates

Anything and everything is possible. Since Classics and Classical Civilisation degrees are so well-respected by future employers, students tend to gravitate toward the professions: accountancy, law, banking, teaching, journalism, publishing and the Arts generally.

## IB Classical Greek and Roman Studies (Standard Level)

Classical Greek and Roman Studies is available at Standard Level only.

## Content

The following topics will be studied:

Greek culture:

- Greek Epic - An in-depth study of Homer's Iliad.
- Alexander the Great OR Athenian Vase Painting.

Roman culture:

- Roman Epic - An in-depth study of Virgil's Aeneid.
- Augustan Rome.


## Internal Assessment

Research dossier. An annotated collection of 7-12 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence. This is worth $20 \%$ of the overall mark.

## External Assessment

Paper 1 (an extended-response paper on Greek Epic and Roman Epic): 1hr 30mins 40\%.

Paper 2 (a short-answer paper on Alexander the Great OR Athenian Vase Painting and Augustan Rome):
$1 \mathrm{hr} 30 \mathrm{mins} 40 \%$.

## Entry Requirements

A minimum of a grade B at GCSE Classical Civilisation is required if studied. If you have not studied Classical Civilisation, you must have achieved a B in English Literature instead.

## Course Specific Objectives

Classical Greek and Roman Studies is a Group 2, Individuals and Societies, subject in the IB Diploma Programme.

The course has the following specific aims. Students will:

- Become involved in interpreting and communicating a range of aspects of Greek and Roman civilisation
- Examine these aspects in social, political, and cultural contexts
- Understand that the nature and diversity of sources may lead to different ways of seeing the past
- Develop critical insights into the structure and impact of diverse forms of cultural, social and political expression
- Foster an awareness of Greek and Roman thought and a deeper awareness of their own and other histories and cultures.


## How the course is taught

IB Classical Greek and Roman Studies is taught by one teacher. There is a balance of reading and textual analysis, discussion and independent work. Work in the classroom fosters intellectual inquiry and debate. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Teachers set regular homework tasks which might require students to research a question, answer questions on a text being studied, or prepare an essay or presentation for the class. In addition to set tasks, students are expected to read around their subjects independently and prepare ahead. All students are expected to engage fully in lessons, keep up-to-date and to take responsibility for their learning.

## The Extended Essay

IB students have to write an Extended Essay; they choose the title, research and write it by themselves. Candidates can choose any of their six subjects as the focus of this essay. The classical world offers a particularly rich field for an Extended Essay and candidates can opt to research and write about any aspect of Greek or Roman literature, philosophy, history or culture that appeals to them. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study. We encourage you to read around the subject as much as you can - both for enjoyment and for an academic boost.

## CLASSICAL CIVILISATION

## A Level Classical Civilisation (OCR)

## Content

Students study three units:

1. The World of the Hero ( $40 \%$ of the A-Level) Either Homer's Iliad or Homer's Odyssey AND Virgil's Aeneid
2. Culture and the Arts ( $30 \%$ of the A-Level) Greek Theatre or Imperial Image or Invention of the Barbarian or Greek Art (students will study only one of these).
3. Beliefs and Ideas ( $30 \%$ of the A-Level) Greek Religion or Love and Relationships or Politics of the Late Republic or Democracy and the Athenians (students will study only one of these).

## External Assessment

The World of the Hero exam is 2 hrs 20 mins , in which candidates answer 10 mark stimulus questions, and 20 \& 30 mark essays.

The Culture and the Arts \& the Beliefs and Ideas exams are 1 hr 45 mins each, in which candidates answer 10 mark stimulus questions, and $20 \& 30$ mark essays.

## Course Specific Objectives

The course aims to encourage candidates to:

- Develop an interest in, and enthusiasm for, the classical world
- Acquire knowledge and understanding of selected aspects of classical civilisation
- Develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- Develop and apply analytical and evaluative skills;
- Make an informed, personal response to the material studied.


## Entry Requirements

A minimum of a grade B at GCSE Classical Civilisation is required. If you have not studied Classical Civilisation, you must have achieved a B in English Literature instead.

## How the course is taught

A Level Classical Civilisation is taught by three teachers who teach one topic each.

## Expectations/Homework

Teachers set regular homework tasks which might require students to research a question, answer questions on a text being studied, or prepare an essay or presentation for the class. In addition to set tasks, students are expected to read around their subjects independently and prepare ahead. All students are expected to engage fully in lessons, keep up-to-date and to take responsibility for their learning.

## Preparatory Work

All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at A Level. We encourage you to read around the subject as much as you can - both for enjoyment and for an academic boost.


## CLASSICAL GREEK



## What is Classical Greek?

Athens in the 5th century BC: arguably the most exciting time to have been alive. Democracy, philosophy, empire, tragedy, war: the Athenians didn't just develop and live out these ideas, but they also wrote about them in language that is startlingly vibrant and expressive. If you want to understand why it is that we think the way we do today, and if you want to develop a fresh perspective on the modern world, read about the way the Athenians saw their world.

## Skills you will develop

Greek will develop a whole range of skills, including the ability to think both logically and laterally (many of the great code-breakers at Bletchley Park in the Second World War were classicists). In particular, Greek will help you work on your:

- Understanding of how language is formed and structured
- Ability to analyse the way language is used to inform, influence and persuade
- Ability to translate accurately and express yourself clearly
- Ability to provide a structured and well-supported argument
- Understanding of how the modern world has developed from its ancient roots.

These skills are highly valued by universities and future employers.


## Opportunities for trips and further study

The Classics department at Brentwood School is one of the largest in the UK and has a thriving extra-curricular life. We take an annual overseas trip to Italy, Greece or Turkey, visit theatres, museums and lectures, and hold activities at school for pupils of all ages. These activities include visiting speakers, play readings, and the Dionysia evening of Classical entertainment.

As a Sixth Form Greekist, you can get involved in as few or as many of these as you wish. You can attend the Senior Classics Society, and help to organise, advertise and run events; you can come on our trips; you can also help with the Junior Classics Society and help with Classics further down the School.


## Higher Education opportunities

A wide range of courses involving Classical Greek is delivered by UK and overseas universities. A 'Classics' course is the usual one, which involves study of Latin and Greek language and literature alongside the study of the art, history, linguistics and philosophy of the Classical world. This breadth of study is fascinating for the student and produces graduates with a broad range of skills. For this reason a degree in Classics is very highly respected by future employers.

## CLASSICAL GREEK

There are also a number of combined courses, e.g. Classics and English, Classics and French, available for students who wish to continue studying Classics alongside another subject. Greek is also a good starting point for a degree in Classical Civilisation, Ancient History or Archaeology, or another course investigating the Classical world but without a focus on language.

In the Classics department, we support and encourage students to gain places to read Classics and other Ancient History/Classical Civilisation courses at highly-ranked universities, including Oxford and Cambridge.

There are many students who take Greek in the Sixth Form who do not go on to study it at university. Many have found that Greek has given them a competitive edge when applying for a degree in Medicine, Science, Mathematics, Modern Languages or English at a highlyranked university. University admissions tutors in almost all subjects highly respect Greek for the strong logical, linguistic and analytical skills that it gives to students.

## Careers for Classics graduates

Anything and everything is possible. Since Classics and Classical Civilisation degrees are so well-respected by future employers, students tend to gravitate toward the professions: accountancy, law, banking, teaching, journalism, publishing and arts generally.

A previous Brentwood student, who went on to study Classics at university and is now a barrister in London, writes:

Classicists develop a wide variety of skills that are highly valued by employers. Translation skills demonstrate lateral thinking, and the breadth of a Classics degree demonstrates that you can deal with different challenges. Employers value the subject: it is still regarded as a prestigious degree that requires intellect and hard work. You can't pigeon-hole a Classicist: they can be found in all walks of life, from investment banking, law and PR to opera or publishing.

Another Classics graduate, who works in media, says:
One of the most useful things I learned which I use every day is the ability to edit, which I learned from translating English to Latin and Greek. Greek and Latin are not verbose unlike modern languages and when you translate them, you have to think about how to express yourself using the smallest and yet most precise words. Every day, I write scripts for television and think 'how can I fit what I'm trying to say in the ten second gap I've got?' and then my education kicks in and I manage to nail it.


## CLASSICAL GREEK

## IB Classical Greek (Higher Level)

## Content

The language of Classical Greece: candidates study the works of Xenophon and translate an unseen passage from this author in the language paper (candidates are allowed a dictionary).
The literature of Classical Greece: candidates have a choice of two out of five set text topics; you could study Herodotus' Histories, Homer's Iliad, or the different versions of the Electra tragedy by Sophocles and Euripides.

## Internal Assessment

Students undertake a Research dossier: an annotated collection of 10-12 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. This is worth $20 \%$ of the overall mark.

## External Assessment

Paper 1 (Language): 1.5 hours: 35\%
Translation of $105-125$ words
Paper 2 (Literature): 2 hours: 45\%
Set text 500-550 lines from each literature topic.

## Entry Requirements

A minimum of a grade A at GCSE Greek is required.

## IB Classical Greek (Standard Level)

## Content

The language of Classical Greece: candidates study the works of Xenophon and translate an unseen passage from this author in the language paper (candidates are allowed a dictionary).
The literature of Classical Greece: candidates have a choice of two out of five set text topics; you could study Herodotus' Histories, Homer's Iliad, or the different versions of the Electra tragedy by Sophocles and Euripides.

## Internal Assessment

Students undertake a Research dossier: an annotated collection of 7-9 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. This is worth $20 \%$ of the overall mark.

## External Assessment

Paper 1 (Language): $1 \frac{1}{4}$ hours: 35\%
Translation of 50-70 words.
Paper 2 (Literature): 1.5 hours: $45 \%$
Set text 300-350 lines from each literature topic.

## Entry Requirements

A minimum of a grade A at GCSE Greek is required.

## Course Specific Objectives

The aim of the IB Diploma programme (Higher and Standard Levels) for Greek (part of Group 2, language acquisition) is to provide an opportunity for the student to study the language, literature and culture of Ancient Greece.

In particular, the aims are to:

- Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes including translation, comprehension and research
- Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times
- Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures
- Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills
- Provide the student with a basis for further study, work and enjoyment in a variety of contexts.


## How the course is taught

IB Classical Greek is taught by two teachers who share the language, literature and internal assessment components.

## Expectations/Homework

Homework is set once a week by both teachers and will usually consist of:

- Language work, such as a passage from Xenophon to translate, and/or revision of syntax or accidence
- Preparing ahead in both set texts
- Research work e.g., when working on the Dossier.

IB Greek is not a soft option and homework duties are not light; pupils are expected to keep up with work set, to maintain a high standard of work, to learn from mistakes and to read around the subject where necessary.

## The Extended Essay

All IB students have to write an Extended Essay (4,000 words) in one of their subjects; they choose the title, research and write it by themselves as part of the IB learner profile.

Candidates can choose any of their six subjects as the focus of this essay; Classical Greek offers a particularly rich field for an Extended Essay and candidates can opt to research and write about any aspect of Greek literature, philosophy, history or culture that appeals to them.

## Preparatory Work

We expect students to read a portion of their set text authors in translation and research the literary and/or historical context of the works before starting the course. We would also expect students to undertake some light translation work to ensure they remain up to speed with Greek grammar and vocabulary.

## CLASSICAL GREEK

## A Level Classical Greek

## Content

The language of Classical Greece: over two years, candidates will study a range of prose and verse authors with a view to finally tackling unseen passages from authors such as Thucydides and Euripides; candidates will also study how to translate from English-Greek although please note that this is NOT compulsory in the exam!

The literature of Ancient Rome: over two years, candidates will have the chance to study two prose and two verse texts; this year's candidates have studied excerpts from Homer's Iliad, Lysias' Against Simon, Sophocles' Antigone and Plato's Phaedo.

## External Assessment - all exams will be taken at the end of the U6th.

Unseen Translation: a combination of prose and verse unseen translations (the latter includes two lines of scansion) - 1 hour and 45 minutes (33\%).

Prose Composition OR Comprehension: students will either translate a passage of English into Greek or tackle a passage of unseen prose text through comprehension, translation and questions on syntax and accidence - 1 hour and 15 minutes (17\%).

Prose Literature: students will study two prose texts in detail (either both from same author or from two different authors). They will also study additional literature in translation in order to understand the context from which the set texts have been taken -2 hours ( $25 \%$ ).

Verse Literature: students will study two verse texts in detail (either both from same author or from two different authors). They will also study additional literature in translation in order to understand the context from which the set texts have been taken - 2 hours ( $25 \%$ ).

## Entry Requirements

A minimum of a grade A at GCSE Greek is required.

## Course Specific Objectives

The course aims to encourage candidates to:

- Develop an interest in, and enthusiasm for, the classical world
- Acquire knowledge and understanding of selected aspects of classical civilisation
- Develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- Develop and apply analytical and evaluative skills
- Develop language skills and a sensitive and analytical approach to language generally
- Make an informed, personal response to the material studied.


## How the course is taught

A Level Greek is taught by two teachers who divide the language and literature duties between them.

## Expectations/Homework

Homework is set once a week by both teachers and should consist of;

- Language work, such as an unseen passage to translate, and/or revision of vocabulary, syntax and/or 'endings'
- Preparing ahead in both set texts.

Classical Greek is not a soft option and homework duties are not light; pupils are expected to keep up with work set, to maintain a high standard of work, to learn from mistakes and to read around the subject where necessary.

## Preparatory Work

We expect students to read a portion of their set text authors in translation and research the literary and/or historical context of the works before starting the course. We would also expect students to undertake some light translation work to ensure they remain up to speed with Greek grammar and vocabulary.

## COMPUTER SCIENCE



## What is Computer Science?

Computer Science is the study of the (programmable) machine - the detailed workings of the hardware components and software algorithms that have been developed over the past 50 years.

Equivalent electrical scheme of logic circuits











It is the study of how computers and computer systems work and how they are constructed and programmed.

Its primary aspects of theory, systems and applications are drawn from the disciplines of Technology, Design, Engineering, Mathematics, Physical Sciences and Social Sciences.

Computer Science has many sub-fields; some emphasise the computation of specific results (such as computer graphics), while others relate to properties of computational problems (such as computational complexity theory). Still others focus on the challenges in implementing computation. For example, digital hardware design focuses on the electronic systems that execute programs and the communication networks that connect them; programming language theory studies approaches to describing computations; while computer programming applies specific programming languages to solve specific computational problems. A further subfield, human-computer interaction, focuses on the challenges in making computers and computations useful, usable and universally accessible to people.

To this we might add critical thinking about the social and ethical implications of computing technology.
Computer Science is a discipline, like mathematics or physics, that explores foundational principles and ideas
(such as techniques for searching the Web), rather than artefacts (such as particular computer programs), although it may use the latter to illuminate the former. Specifically, Computer Science is not 'ICT', ICT is a skillsbased course focusing, typically, on the use of applications such as databases and spreadsheets. Of course, ICT skills are fundamental, but fundamental to all areas of the curriculum as are literacy and numeracy.

Computer Science is not just programming, either. A working knowledge of programming is necessary but not sufficient for a thorough grounding in Computer Science. Programming nevertheless plays a special role because it is an extremely powerful motivator: nothing motivates students like making computers dance to their tune. For this purpose 'programming' clearly includes scripting and other form of 'glue' that allow us to build working artefacts from software components.

## Skills you will develop

- A deeper understanding of how computers work and operate 'under the bonnet'
- The knowledge and the ability to utilize computer hardware and software and related emerging technologies efficiently
- Logic skills ranging from elementary (yet efficient) use to programming and advanced problem solving



## COMPUTER SCIENCE

## Opportunities for trips and further study

Students will study current computational techniques used to write efficient algorithms. These are implemented into an array of different applications from fluid dynamics to mobile communications and gaming.

You will study the history of the subject from Alan Turing to Bill Gates, Tim Berners-Lee and Mark Zuckerberg!

You will go beyond the scope of the syllabus to gain a deeper understanding of the digital age and the 'light speed' communication between one computational machine and another.

You will visit the National Museum of Computing at Bletchley Park, studying cipher text and witnessing the 'oldest' working computer in the world.

You will have the opportunity to enter the Informatics Olympiad, a global competition to find the best logical minds in the field of computation


## Higher Education opportunities

Computing Science can be studied as a discrete subject at University, indeed one of our pupils has recently been offered a place at Cambridge to study such a course.

That said, many institutions offer joint courses, in which Computer Science is studied alongside subjects such as Mathematics, Engineering and Psychology.

Courses in multimedia technology, game development including 3D graphics and mobile technology are also becoming more popular.



## Careers for Computer Science graduates

According to the latest Association of Graduate Recruiters survey, information technology posts are among the most numerous graduate jobs with some of the highest starting salaries. This is backed up by monster.co.uk ('the world's leading career network'), which states that "graduates with degrees in mathematical sciences and informatics are likely to obtain jobs with higher starting salaries than graduates in other disciplines."

The recent Destinations of Leavers from Higher Education (DLHE) survey shows that $90 \%$ of recent Computer Science graduates are in graduate jobs, earning a competitive starting salary within six months of graduation.

The modern world is heavily reliant on computers and the hardware and software is developing and changing all the time. Computing is perceived as a young profession working in a young industry. It retains informality and openness to fresh ideas and practices which many engineering disciplines have lost. There are fewer barriers of age and sex, and the industry is leading the way in flexible working practices and career planning. Constant updating of knowledge is essential. A good computer scientist does not just have skills but learns how to adapt to technological change, with its challenges and opportunities.

Major employers of Computer Science graduates include not only IT and communications companies, such as Microsoft, IBM, Hewlett-Packard, BT and Philips, but also important computer users, including investment banks and finance houses.

## IB Computer Science (Higher and Standard Level)

## Overview

The Computer Science course provides an excellent grounding in computational thinking allowing students to develop and build computer systems that can solve simple and complex tasks in an efficient manner. Programming in either Visual Studio's VB .NET or C\# the student's will gain hands-on experience of developing applications for real-world problems. Games programming is often at the core of the practical exercises taught.

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

- Draws on a wide spectrum of knowledge
- Enables and empowers innovation, exploration and the acquisition of further knowledge
- Interacts with and influences cultures, society and how individuals and societies behave
- Raises ethical issues
- Is underpinned by computational thinking.

Computational thinking involves the ability to:

- Think procedurally, logically, concurrently abstractly, recursively and think ahead
- Utilize an experimental and inquiry-based approach to problem-solving
- Develop algorithms and express them clearly
- Appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- Identify a problem or unanswered question
- Design, prototype and test a proposed solution
- Liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.


## Content

For both Higher Level and Standard Level Core topics include:

1. System fundamentals ( 20 teaching hours)
2. Computer organization ( 6 teaching hours)
3. Network (9 teaching hours)
4. Computational thinking, problem solving and programming ( 45 teaching hours)

The Higher Level requires a further breadth of study and in addition to the core topics you are required to study the following:
5. Abstract data structures ( 23 teaching hours)
6. Resource management (8 teaching hours)
7. Control (14 teaching hours)

In addition, Higher Level students will cover an annually issued case study.

## Optional Topics

One of the following options must be studied at both HL and SL
A. Databases
B. Modelling and simulation
C. Web science
D. Object-oriented programming (OOP)

## Internal Assessment

Students will be assessed on their practical application of skills through the development of a product and associated documentation.

In addition there is a Group 4 project.

## Entry Requirements

Ideally a minimum of B grade in IGCSE Computer Studies or equivalent.

## IB Computer Science (Higher Level)

## External Assessment

There are three examination papers which together account for $80 \%$ weighting of the overall grade.

Paper 1: 2 hours 10 minutes, total 100 marks, $40 \%$ weighting. An examination paper consisting of two compulsory sections.

- Section A ( 30 minutes approximately) consists of several compulsory short questions. The maximum mark for this section is 25 .
- Section B ( 100 minutes approximately) consists of five compulsory structured questions. The maximum mark for this section is 75 .

Paper 2: 1 hour 20 minutes, total 65 marks, $20 \%$ weighting. An examination paper linked to the option studied. The paper consists of between three and seven compulsory questions.

Paper 3: 1 hour, total 30 marks, $20 \%$ weighting An examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study.

Calculators: The use of calculators is not permitted in any computer science examination.

## Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It accounts for maximum 40 marks or $30 \%$ of the overall grade.

## Solutions

This comprises a development of a computational solution with a total of 34 marks. Students must produce:

- A cover page that follows the prescribed format
- A product
- Supporting documentation (word limit 2,000 words)


## Group 4 project

This is assessed using the criterion Personal skills and accounts for a total of 6 marks

## IB Computer Science (Standard Level)

## External Assessment

There are two examinations which together account for a $70 \%$ weighting of the overall grade.

Paper 1: 1 hour 30 minutes, total 70 marks, $45 \%$ weighting. An examination paper consisting of two compulsory sections.

- Section A ( 30 minutes approximately) consists of several compulsory short questions. The maximum mark for this section is 25 .
- Section B ( 60 minutes approximately) consists of three compulsory structured questions. The maximum mark for this section is 45 .

Paper 2: 1 hour, total 45 marks, $25 \%$ weighting. An examination paper linked to the option studied. The paper consists of between two and five compulsory questions.

Calculators: The use of calculators is not permitted in any computer science examination.

## Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It accounts for maximum 40 marks or $30 \%$ of the overall grade.

## Solutions

This comprises a development of a computational solution with a total of 34 marks. Students must produce:

- A cover page that follows the prescribed format
- A product
- Supporting documentation (word limit 2,000 words)

Group 4 project: This is assessed using the criterion
Personal skills and accounts for a total of 6 marks

## IB Computer Science (HL and SL)

## Course Specific Objectives

Within Group 4, Computer Science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the Group 4 Computer Science course emphasises the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course should aim to:

1. Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning.
2. Provide a body of knowledge, methods and techniques that characterise Computer Science.
3. Enable students to apply and use a body of knowledge, methods and techniques that characterise Computer Science.
4. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
5. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.
6. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills.
7. Develop and apply the students' information and communication technology skills in the study of Computer Science to communicate information confidently and effectively.
8. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.
9. Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and Computer Science.
10. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

## How the course is taught

Both the Standard Level and Higher Level courses are normally taught by two subject teachers. Clearly, there is an expectation of pupil participation, research and independent learning. The Department Library is well resourced for the delivery of this course but further learning resources are available through the Computing Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

A homework timetable is agreed at the beginning of the course ensuring a frequency and variety that is appropriate to the International Baccalaureate. Homework should not merely be 'completed' but used to consolidate learning and improve practical programming skills. Pupils are expected to undertake several hours of independent study outside the classroom and complete tasks set by their teachers.

## The Extended Essay

Higher Level pupils may wish to consider Computing as the focus for their Extended Essay, particularly if they intend to study Computing Science or a closely related discipline at university. Students are free to select any topic that lends itself to personal exploration of a research question which allows them to communicate ideas and develop an argument. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students will be expected to learn the fundamentals of 'Java' and cover a few topics from the syllabus before starting the course in September. They are provided with the necessary resources, hard copy and online in the preceding June. The results of their work are presented to their teachers during the first few lessons of the course. Students are then tested on this material within the second week of term.

## A Level Computer Science

## Content \& Assessment

AQA Computer Science consists of 14 units of study.

## Paper 1: Problem Solving, Programming, and the

 Practical Exercise2.5 hour on-screen exam - 40\% of A Level

This is a practical, on-screen, examination which allows candidates to demonstrate their knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material.

## Topic list

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of Computation

Paper 2: Computer Components, Data Representation, The Stored Program Concept and The Internet 2.5 hour written examination - $40 \%$ of A Level Focuses on the hardware and software aspects of Computing as well as the social and economic consequences of Computing.

Topic list

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming

The Upper Sixth course builds on the content of Lower Sixth with focus on programming and problem solving including communication and networking.

Paper 3: The Practical Project
Internally assessed - 75 marks, 20\% of A Level
The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

Topic list

- Evaluate the possible need for development of a computer-based solution to a real problem
- Document a design that meets the requirements of a real problem in terms of hardware and software
- Document the analysis, design, construction, testing, training and maintenance of a programmed solution.


## Internal Assessment

$20 \%$ of the A Level is coursework. This consists of the practical project - a high level language solution to a real life problem.

## External Assessment

The first two papers detailed above make up the $80 \%$ externally assessed components of the A Level.

## Entry Requirements

A minimum of a grade B at IGCSE Computer Studies or equivalent.

## Course Specific Objectives

The A Level specification in Computer Science should encourage:

- The capacity for thinking creatively, innovatively, analytically, logically and critically
- an understanding of the organisation of computer systems including software, hardware, data, communications and people
- The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- Project and time management skills
- The capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective
- An understanding of the consequences of uses of computing, including social, legal, ethical and other issues
- An awareness of emerging technologies and an appreciation of their potential impact on society.


## How the course is taught

The course is normally taught by two subject teachers. The Upper Sixth course is normally taught by three teachers: two share the theory of Paper 1 and Paper 2 and the other supervises the students through the externally assessed practical project. Clearly, there is an expectation of pupil participation, research and independent learning. The Department Library is well resourced for the delivery of this course but further learning resources are available through the Computing Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

A homework timetable is agreed at the beginning of the course ensuring a frequency and variety that is appropriate to the A Level course. Homework should not merely be 'completed' but used to consolidate learning and improve practical programming skills. Pupils are expected to undertake several hours of independent study outside the classroom and complete tasks set by their teachers.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in the very first lesson for evaluation and marking. Students are then tested on this material within the half term after consolidation in the classroom.

Brentwood School
SIXTH FORM

## DANCE



## What is Dance?

All dance is expressive movement with intent, purpose and structure, which communicates through the body and gestures of the dancer. Dance is a vital and integral part of human life. It exists over time in many forms and styles and is practised in all traditions and cultures, taking place in a range of contexts for various purposes. Dance functions as ritual, as artistic endeavour, as social discourse, as recreation and as education.

Dance is always evolving, as innovations develop alongside or from traditional forms and practices. Dance works may be seen as social and historical texts reflecting the cultures from which they emerge. Often these works may be considered as emerging texts that shape and determine the direction in which culture is moving.

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. In dance, the integration of body, mind and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives.


## Skills you will develop

The Dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued, whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

## Opportunities for trips and further study

There are many opportunities at Brentwood for extracurricular dance shows, and collaborative creative arts projects with the Theatre and Music departments. We hope that our Dance students are keen to share their skills and enthusiasms with the wider School community. The Dance department also takes a number of trips to London theatres to see contemporary dance shows, in particular at Sadler's Wells.

## Opportunities for Higher Education

Dance provides an appropriate foundation for further study in dance history, theory and practice at university level. It also complements other courses in the performing and creative arts, for example Theatre. Dance also supports certain English or Languages courses with creative elements.

## Careers open to Dance graduates

Dance could lead to dance career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of dance as lifelong participants.

## IB Dance (Higher Level)

## Content

There are three Core aspects to the course.

## 1. Composition and analysis

The development of the creative aspect of making dances. This involves composing original work.

## 2. World dance studies

The development of a comparative knowledge of several dance styles from more than one culture and/or tradition.

Exploring dances, gaining both a physical and theoretical understanding. This also includes an individual investigation.

## 3. Performance

The development of an understanding of and facility in performing dances. This includes movement skills appropriate to the dancer's performance.

Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work.

Communicative expression in relation to other performers and to the audience.

## Internal Assessment

## Performance

Two or three dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6-9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD.
Short programme notes

## External Assessment

Composition and analysis
Three dance works composed by the student; total presentation of 8-15 minutes, submitted on DVD.

An analytical statement of no more than 1,000 words, documenting and reflecting upon the processes of composition and analysis of one of the dances including an analysis and evaluation of connections made.

## Dance investigation

A formal written report, no more than 2,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar. The report must include an in-depth comparative discussion of one short excerpt from each dance culture and/or tradition.

## Entry Requirements

Prior dance experience is necessary, though not necessarily at GCSE level. The Diploma Programme Dance course is designed to offer students the opportunity to build on prior experience in dance while encouraging a broad approach to the subject. Supporting the principles of the IB mission statement, which aims to foster student appreciation of diverse world cultures and traditions, the course allows the possibility to choose a specific dance style to study in depth.

## Course Specific Objectives

Through studying any of the Group 6 subjects - the Artsstudents become aware of how artists work and communicate. The aims of all subjects in Group 6 are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.

In addition, the aims of the Dance course are to help students to:

- Understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- Experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- Understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- Recognise and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.


## How the course is taught?

- You will have one or two teachers for the two years of the course, studying Dance for 8 or 9 periods per fortnight
- Emphasis is placed on student participation, presentations, research and reflection, whether completing written or more creative tasks
- Teaching typically proceeds through examination and discussion of particular techniques and styles, connecting dance with its cultural context, and exploring them to gain a physical and theoretical understanding
- The course deliberately attempts to develop students' understanding of dance styles that are both familiar and unfamiliar.


## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to complete written and creative tasks as set. IB students are expected to be resourceful and committed to intellectual enquiry and it is hoped that our Dance students will be wanting to investigate aspects of Dance beyond the bounds of the curriculum.

## The Extended Essay

An Extended Essay in Dance provides students with an opportunity to focus on a topic in Dance of particular interest to them. In consultation with their supervisor, the student should carefully choose a topic of special interest, keeping in mind the availability of sources required to research it. The student is encouraged to develop a plan and structure for their research before its commencement, then to proceed in a disciplined and imaginative way to arrive at a logical, and preferably personal, conclusion.

Dance as expressive movement with intent, purpose and form that communicates through the body and gesture of the dancer should be at the heart of the Extended Essay.

A particular dance or a particular style of dance may be chosen as the core focus of the Extended Essay. Students should strive for a coherent verbal analysis and interpretation of one or more dances in relation to the chosen research question. Although the dance itself is of primary importance, consideration should be given to the role of the dance, dance styles or traditions within their cultural context, in terms of their historical and current practice, as well as their social, religious, political and/or intellectual significance.

The Essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, researching and providing feedback and advice.

## Preparatory Work

Students should enter the subject with a wide range of experience of Dance, both performing and in watching professional performances. Summer work is set prior to the beginning of the course to introduce the World dance studies unit and to start to develop some of the skills of analysis which are a pre-requisite for successful composition of original work.


## DESIGN TECHNOLOGY



## What is Design Technology?

Desire; Fascination; Trust. A product which emanates any or all of these properties will be successful. Apple computer products sell globally as they satisfy our needs for function and form, allowing us to carry out advanced tasks while expressing our individuality. The Shard; The Gherkin; The Cheesegrater - all iconic buildings in Central London designed to fascinate us and enhance the lives of those who use them and live with them.


Product Design is the combination of form and function to achieve an end product which is fit for its intended purpose. A product designer must first assess what the purpose of the product is, as the reality can often be quite removed from the obvious first impressions.

Creativity is key to generating ideas which meet all of the needs of the intended users of the product. This requires knowledge of materials, manufacturing processes, ergonomics, economics and perhaps, most importantly, aesthetics.

Modelling is then carried out, both through the use of CAD (computer aided design), and through more traditional manufacturing techniques. The results of this modelling are then evaluated to gauge the success of the product in fulfilling its purpose.

Jonathan Ive, the creator of the IPod, James Dyson of vacuum cleaner fame and Sir Norman Foster, the eminent architect, all follow this tried and tested design cycle to produce their globally successful products.

## Skills you will develop

Critical analysis of a design situation gives the starting point for the design of any product.

Who will use the product? What are their interests and expectations of the product?
How will the product be used?
What must the product do? Are there priorities of function? Where will the product be used?

- You will be presented with situations to respond to in order to develop a product specification
- You will be taught relevant ICT skills including the use of computer-aided design and computer-aided manufacture
- Your drawing skills will be enhanced through simple techniques in the first instance leading to confident, clear design work
- Your technical knowledge of materials, manufacturing techniques and commercial design aspects will develop through theory work and through practical projects
- You will develop practical skills in the use of machinery and equipment leading to your ability to select appropriate techniques to manufacture products you have designed.


## Sixth Form opportunities

Whether undertaking one of the IB Diploma or the A Level course in Design Technology, you will have access to all equipment and machinery in the department including computer-aided manufacturing facilities. The departmental areas are available outside lesson times for students who wish to work on their projects.

Often our Sixth Form projects require students to liaise with a client outside of their school life, to work to client brief and to meet with the client at critical points throughout their project to ensure it meets their needs.

## DESIGN TECHNOLOGY

Our students' design folders demonstrate high standards of drawing presentation, ICT competency and technical knowledge. This folder is very influential at university interviews as it gives impressive evidence of the student's considerable range of abilities.

## Higher Education opportunities

Many students who study Design Technology go on to study a related subject at University. Our students will often study for a degree in Engineering, Product Design, Architecture or Graphic Design.

For degree courses where Design Technology is not one of the required subjects, universities recognise and value the problem-solving and project management skills the subject develops. Product Design degrees do vary widely in their level of demand and complexity and students must ensure their choice matches their career aspirations.

## Careers for Design Technology graduates

 Design Technology and related degree courses present students with a wide range of creative careers from scientific through to artistic. The design process taught in the subject is suitably broad to allow students to apply it to a multitude of design situations.At the scientific end of the spectrum, students can expect to enter the engineering profession. Mechanical, Civil or Electronic Engineering careers involve working with a large design team to create a functioning product.

At the more artistic end of the spectrum students may choose Graphic Design or Interior Design.

Some careers will require a wider skill set and Product Design can involve students in electronics, engineering problems, aesthetics and ergonomics, all to achieve a high quality product.


Furniture design


Mechanical products


Interior design

## IB Design Technology (Higher Level)

## Content

IB Design Technology is a Group 4, Experimental Sciences, subject. Core topics are:

Human factors and ergonomics
Resource management and sustainable production Modelling
Raw material to final product
Innovation and design
Classic design
The study of these topics is allocated 90 teaching hours and provides students with a competent grounding in all aspects of the design loop, allowing them to apply the system to a wide variety of product design tasks.

Additional Higher Level (AHL) topics are:
7. User-centred design (UCD)
8. Sustainability
9. Innovation and markets
10. Commercial production.

54 teaching hours are allocated to AHL activities. These topics give Higher Level students a clear understanding of the effects of design on the environment, as well as providing insight into making products which are fit for purpose and designed for large scale production.

## External Assessment

The external assessment of design technology consists of three written papers.
Paper 1: Duration: 1 hour 20\%
40 multiple-choice questions.
Paper 2: Duration: $1 \frac{1}{2}$ hours
20\%
There are two sections.
Section A contains one data-based question and several short-answer questions on the Core topics and AHL material which are all compulsory.
Section B consists of one extended-response question on the Core topics from a choice of three.
Paper 3: Duration: $1 \frac{1}{2}$ hours $20 \%$
Section A contains two structured questions on the extension materials
Section B contains one structured question on the extension materials - case study

## Internal Assessment

Internal assessment accounts for $40 \%$ of the final assessment and consists of an individual design project and the Group 4 project. The internal assessment allows students to demonstrate not only their understanding of the design cycle but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IBO. 60 teaching hours are allocated to these activities and they comprise $40 \%$ of the total mark.

## Entry Requirements

A GCSE grade A or above in Resistant Materials or Product Design

## IB Design Technology (Standard Level)

## Content

IB Design Technology is a Group 4, Experimental Sciences, subject. Core topics are:

1. Human factors and ergonomics
2. Resource management and sustainable production Modelling
Raw material to final product
Innovation and design
Classic design.
The study of these topics is allocated 90 teaching hours and provides students with a competent grounding in all aspects of the design loop, allowing them to apply the system to a wide variety of product design tasks.

## External Assessment

The external assessment of design technology consists of three written papers.
Paper 1: Duration: 45 minutes 30\% 30 multiple-choice questions.
Paper 2: Duration: $1^{1 / 2}$ hour
30\%
There are two sections.
Section A contains one data-based question and several short-answer questions on the Core topics
Section B consists of one extended-response question on the Core topics from a choice of three.

## Internal Assessment

Internal assessment accounts for $40 \%$ of the final assessment and consists of an individual design project and the Group 4 project. The internal assessment allows students to demonstrate not only their understanding of the design cycle but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IBO. 40 teaching hours are allocated to these activities and they comprise $40 \%$ of the total mark.

## Entry Requirements

A GCSE grade A or above in Resistant Materials or Product Design.


## IB Design Technology (HL and SL)

## Content

IB Design Technology is a Group 4, Experimental Sciences, subject. Core topics are:

Human factors and ergonomics
Resource management and sustainable production Modelling
Raw material to final product
Innovation and design
Classic design.
The study of these topics is allocated 90 teaching hours and provides students with a competent grounding in all aspects of the design loop, allowing them to apply the system to a wide variety of product design tasks.

Additional Higher Level (AHL) topics are:
7. User-centred design (UCD)
8. Sustainability
9. Innovation and markets
10. Commercial production.

54 teaching hours are allocated to AHL activities. These topics give Higher Level students a clear understanding of the effects of design on the environment, as well as providing insight into making products which are fit for purpose and designed for large scale production.

## How the course is taught

The six common theory topics, and at Higher level the AHL topics, are incorporated into a combination of practical and theoretical tasks to provide students with the opportunity to learn through application. The design project, though an individual piece of work, will be guided by the teacher to ensure all assessment objectives are met. The Group 4 project will involve liaison with pupils from other Group 4 subjects (Sciences) and requires team collaboration to identify a worthwhile investigation.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider Design Technology as the focus for their Extended Essay, particularly if they intend to study Product Design or a closely related discipline at university. The Extended Essay provides an opportunity to undertake in-depth research into the processes involved in the design and development of products or systems, and to make an assessment of their impact on individuals and society at large. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is required that all students familiarise themselves with either a contemporary designer or an important designer or design school from the twentieth century. They should study the design philosophy of their chosen designer and analyse examples of their work.


## AQA A Level Design and Technology: Product Design

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. It is especially suited to students looking to pursue a career in Architecture or Engineering.
They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.
Assessment through examinations includes 15\% of questions which require mathematical skills. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Content

There are three parts to the course:

1. 2 hr examination worth $25 \%$ of the A Level
2. 2 hr examination worth $25 \%$ of the A Level
3. Prototype project worth $50 \%$ of the A Level

## How the course is taught

Theory work is, where possible, taught through application in practical situations.

Lower Sixth Year: Students will gain design theory knowledge in preparation for their examinations. In addition students will undertake focused practical tasks in order to develop their design and practical making skills in preparation for their project in the Upper $6^{\text {th }}$ year. Students will select a project context from a list released by the examination board on $1^{\text {st }}$ June.

Upper Sixth Year: Students will gain design theory knowledge in preparation for their examinations. Students will complete a design and make project based on the context they chose at the end of the Lower sixth year. This project will involve liaising with a user group or client and will require a critical analysis of their work through effective testing and evaluation.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. A Level students are expected to be resourceful and committed to intellectual enquiry and will be expected to make use of manufacturing facilities in their spare time.

## Preparatory Work

Work is set for completion over the summer holiday to prepare for the Lower Sixth course:

- The study of Health and Safety in preparation for an examination in September. Study notes are provided.
- Research and analysis of emerging technologies. This work will be used to direct the design work in a focused practical task.



## Entry Requirements

A GCSE grade A or above in Resistant Materials or Product Design.


## What is Drama?

For thousands of years, and in every culture, people have sought to express themselves through the enacting of stories. This, and watching theatre, satisfies a fundamental urge in all of us, whether it be Shakespeare, Comedy, Musical, Greek Tragedy or contemporary Farce, Drama and Theatre provides students with an academic and cultural challenge that few other subjects can. It encompasses a very wide range of styles, skills and themes, many of which have highly useful applications in one's social and professional life. It also touches on myriad other subjects and the successful Drama student often draws on such areas as History, English Literature, Sociology, Politics, Modern Foreign Languages and Psychology when working through the course.

It is an exciting time for Drama at Brentwood School. The subject is enjoying the continuation of the natural resurgence that comes with a new, highly skilled and industry trained teaching team as well as being a crucial part of the newly formed Performing Arts Faculty. As the Faculty strives to produce co-curricular work of the highest quality, curriculum Drama is looking to do exactly the same. There is a wealth of teaching talent available to our students and with professional workshops, nearly twenty trips over the two-year courses, small class sizes, contact with National Theatre, RSC and West End directors, actors and producers and a curriculum designed to challenge pupils at Drama school level, the future is very bright.

London theatres have never been busier and modern Drama is enjoying a highly innovative, exciting period and British theatre is quite easily the envy of the rest of the theatrical world. This country is justly celebrated for the standards of its theatre and the actors it provides for the film, television and advertising industries on an international scale. Brentwood sits on the fringe of the home of theatre and we will abuse this luxury throughout each year. Recently we have had the director of Curious Incident..., members of the RSC, Max Stafford-Clark's Out of Join theatre company and National Theatre dramaturges into school to work with our students. Our team is extremely well connected, many of them still
actively working in the professional theatre world, and that knowledge and experience will help our students gain the very highest marks. Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

## Skills you will develop

In seeking to realise a role and understand a play text, students hone skills of close-reading and analysis which are extremely useful in studying English Literature and other essay subjects. The written elements of the courses enable students to develop their ability to express themselves clearly and coherently on paper. Many Drama and Theatre students have gone on to Oxbridge and top Russell Group universities to study Literature, PPS, Medicine as well as arrange of other subjects where the skills learnt in the Drama studio are seen as crucial and, importantly, transferable. Indeed, we have comment from Cambridge University admissions tutors and English professors lauding Drama and Theatre as a curriculum subject because of the skills it instils in students.

Drama is fundamentally about communication and a good Theatre student excels in this area. He or she can thus be an asset in a business meeting, promotional setting or any context where persuasion and clear explanation are important which, let's face it, includes virtually all areas of human contact. Drama also teaches a number of other skills including vocal awareness and clarity and the ability to work well as part of a team. Much of the time students spend is as part of an ensemble, developing devised work and helping one another to achieve their full potential. Students learn to set clear aims and goals, then work together to achieve them.

## Opportunities for trips and further study

Students are encouraged to involve themselves in a wide variety of productions, both on stage and behind it. These include our now annual Musical (West Side Story in 2105 and Fame this year) which takes place in December, the Sixth Form only production (The 39 Steps) and the Senior School play, which is staged in the Lent Term. We also stage all of our curriculum work to a substantial, invited audience. Last year saw Sixth Form performances of $A$ Clockwork Orange, Twelfth Night and the Upper Sixth devised piece. All of which were produced to the highest possible standard.

The Drama Department runs regular theatre trips - around twenty a year and Sixth Formers are expected to be part of most of them. Shows already seen this year include Dr Fautus, Kneehigh's 946, Things I know to be true, Measure for Measure and the Dead Dog in a Suitcase.

The department has regular visits from well-known theatre groups such as Trestle and Riotous Assembly who conduct workshops which greatly enhance our students' performance skills. This term we will welcome Out of Joint and Frantic Assembly already having hosted the aforementioned.

## What Higher Education opportunities does the subject offer?

Students might opt to continue their interest in this subject by attending specialist institutions such as LAMDA, The Central School of Speech and Drama or RADA and, on average, several students a year opt for this and we are proud of our record in placing Sixth Formers into such prestigious and highly competitive colleges. However, many students elect to study Drama at university or in combination with the increasing number of subjects with which it can be combined, especially English and Psychology.

## Careers for Drama graduates

There is an extremely broad range of career opportunities open to Drama graduates. The rapidly expanding world of the media (television, radio, film, newspapers, and online news sites) is an obvious example, but advertising, teaching, marketing and promotion are just a few of the others. Drama students bring essential skills to the workplace: in any career path where 'people skills' count, Drama students find themselves at a distinct advantage!

Many students are offered Oxbridge interviews but only a handful get in each year. It is amazing how high the percentage statistics are for Drama students who attend and succeed at interview level and evinces perfectly the soft skills and creative thinking that we naturally instil in our students.

## IB Theatre (Higher and Standard Level)

## Content

The IB Diploma Programme Theatre course is a multifaceted theatre-making course of study. It is flexible and we tailor the course to individual candidates and their specific interests.

It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The Theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre-as participants and audience members-they gain a richer understanding of themselves, their community and the world. Through the study of Theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

There are three strands to the IB Theatre course:

## Theatre in context

This addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created. We will study several areas of theatre history including Commedia Del Arte where pupils will engage practically in workshops and performance tasks.

## Theatre processes

Students explore the skills, techniques and processes involved in theatre-making. They reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers. They will develop a range of skills required to make and participate in theatre and they will do this by taking part in performance projects such as school plays and community workshops.

## Presenting theatre

This strand focuses on the staging and presentation of theatre as well as the presentation of ideas, research and discoveries. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience. They will need to see a range of live performances to inform their own work.

From the beginning of the course, and at regular intervals, students at both SL and HL are required to maintain a theatre journal. This is the student's own record of their two years of study and should be used to record:

- Challenges and achievements
- Creative ideas
- Critical analysis and experience of live theatre productions as a spectator
- Detailed evaluations
- Experiences as a creator, designer, director and performer (feedback, reflections and research)
- Responses to work seen
- Responses to diverse stimuli
- Skills acquisition and development.

Students will be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take.

It is essential that all of our theatre students experience a breadth and variety of live productions and our close proximity to London enables us to take trips to a range of performances and venues. We frequently visit fringe and 'Off West End' venues as well as seeing more mainstream productions in the West End. Recently we have taken trips to see The National Youth Theatre, Frantic Assembly, The Almeida Theatre, The Young Vic, Punch Drunk at Temple Studios and The Pleasance Courtyard. There is a further opportunity for our IB Theatre students to attend a threeday international workshop (in the UK) with theatre professionals and students from around the world who are doing the same course.

## External Assessment

Task 1: Solo Theatre Piece (HL only)
HL 35\%
Students create and present a solo theatre piece (4-8 minutes) based on an aspect(s) of this theory. Students submit a report (maximum 3,000 words) which includes their research into and understandings of the theorist, the theory and the context of the theorist's work.

## Task 2: Director's Notebook

SL 35\%, HL 20\%
Students at HL and SL independently choose a published play text, read the text and record their personal responses in terms of how this may be presented to an audience. They are required to explain their directorial intention(s) and explain how this will inform their staging of two particular moments of the play.

This process is recorded and presented in the form of a director's notebook (20 pages maximum) which is made up of visuals and words.

## Task 3: Research Presentation

SL 30\%, HL 20\%
Students at HL and SL plan and deliver an individual presentation ( 15 minutes maximum) to their peers in which they outline their research and exploration of a theatre tradition they have not previously studied. Students submit a continuous, unedited video recording of the live presentation ( 15 minutes maximum) and a list of sources, as well as any additional resources they have used in their presentation.

## Internal Assessment

Task 4: Collaborative project
SL 35\%, HL 25\%
Students at HL and SL collaboratively create and present an original piece of theatre (lasting 13-15 minutes) to a specified target audience from a starting point selected by the ensemble. They submit a process portfolio (15 pages maximum) which documents their own individual approaches and skills and their individual contribution to the creation and presentation of the piece of theatre. Each student submits a video recording (4 minutes maximum) in support of the process portfolio which the student selects from the unedited video recording of the created piece.

## Entry Requirements

The department would expect a prospective Sixth Form student to have obtained a minimum of a grade B at GCSE Drama. However, exceptions can be made where we feel a lower grade is not a true reflection of a candidate's ability, or where a student has demonstrated strong interest and understanding of the subject, for example through participation in School productions.

## Course Specific Objectives

Within Group 6, The Arts, the Theatre course aims to encourage students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).


## How the course is taught

This course will be taught by two or three subject specialists. The teachers have a range of contrasting expertise in a variety of theatre forms and styles, including: contemporary and verbatim theatre, new writing, physical theatre, musical theatre and documentary drama. This wide range of experience enables our students to access a breadth of theatre traditions and styles. The course is taught in a balance of practical workshops, involving rehearsals with an emphasis on ensemble work, and theory lessons. Students must create and take advantages of opportunities to make theatre as creators, designers, directors and performers and this will include their involvement in school productions.

## Expectations/Homework

Students are expected to embrace the ensemble work ethic and to make active contributions to devised pieces. They should also attend the after-school rehearsals which precede exam performances. Students should participate in School productions in a range of capacities.
Students are also expected to attend theatre trips to London with the department and in their spare time. Students should bring a spirit of intellectual inquiry to this subject and pursue this through research into practitioners and contemporary trends in theatre. Throughout the two year course there is a need for academic research into their chosen performance areas.

## The Extended Essay

An Extended Essay in Theatre provides students with an opportunity to undertake independent research into a topic of their choice, to apply a range of skills in order to develop and explore a focused research question appropriate to theatre in an imaginative and critical way, and to test and validate their research by considering its effect on the practice of the investigated theatre form. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Summer work is set prior to the beginning of the course where students will be asked to compare and contrast two live theatre performances they have seen during the vacation period.


## A Level Drama and Theatre Studies

## Content

A Level students follow the Edexcel GCE A Level Drama and Theatre Studies specification. Three components are studied over two years with a combination of practical and theoretical elements.

## Internal Assessment

Component 1: Devising. 40\%
Students devise and research their own unique and original piece of theatre. This is internally examined and externally moderated. Students receive extensive preparation for this and take notes throughout the devising process to ensure all the coursework criteria are met. Writing sessions take place in a computer room under the auspices of the relevant teacher.

## Content overview

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner
- Performer or designer routes available.

Assessment overview

- AO1, AO2 and AO4 are assessed
- Internally assessed and externally moderated
- There are two parts to the assessment:

1) a portfolio ( 60 marks, assessing AO1 and AO4)

Portfolio submission recommendations are:

- can be handwritten/typed evidence between 2500-3000 words or recorded/verbal evidence between 12-14 minutes or
- can be a combination of handwritten/typed evidence (between 1250-1500 words) and recorded/verbal evidence (between 6-7 minutes). 2) the devised performance/design realisation (20 marks, assessing AO2).


## External Assessment

Component 2. Text in Performance. 20\%.

## Content overview

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text
- Centre choice of performance texts.

Assessment overview

- AO 2 is assessed
- Externally assessed by a visiting examiner
- Group performance/design realisation: worth 36 marks
- Monologue or duologue/design realisation: worth 24 marks.

Component 3. Theatre Makers in Practice. 40\%.

## Content overview

- Live theatre evaluation - choice of performance.
- Practical exploration and study of a complete text - focusing on how this can be realized for performance
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner - focusing on how this text could be reimagined for a contemporary audience
- Centre choice of 15 performance texts from two lists on the next page
- Choice of eight practitioners.


## Assessment overview

Section A: Live Theatre Evaluation

- 20 marks, assessing AO4.
- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.
Section B: Page to Stage: Realising a Performance Text
- 36 marks, assessing AO3
- Students answer two extended response questions based on an unseen extract from the performance text they have studied
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance
- Students answer from the perspective of a performer and a designer
- Performance texts for this section are not allowed in the examination as the extracts will be provided.
Section C: Interpreting a Performance Text
- 24 marks, assessing AO3
- Students will answer one extended response question from a choice of two using their chosen text
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions
- Students are allowed to bring clean copies of their performance texts for this section, but no other printed materials.


## Entry Requirements

The department would expect a prospective Sixth Form student to have obtained a minimum of a grade B at GCSE Drama. However, exceptions can be made where we feel a lower grade is not a true reflection of a candidate's ability, or where a student has demonstrated strong interest and understanding of the subject, for example through participation in School productions.

## Course Specific Objectives

The aims of the Edexcel GCE A Level in Drama and Theatre Studies are to encourage students to:

- Develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject
- Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre
- Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work
- Integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology.


## How the course is taught

Students are taught by three subject specialists. The course is taught in a balance of practical workshops, involving rehearsals, with an emphasis on ensemble work, and theory lessons involving an acquisition of a sound understanding of theatrical practitioners such as Brecht, Stanislavski and Artaud. There is also the teaching of more contemporary practitioners and companies reflecting the broad experience, both academic and industry based, of the teaching staff. Students will present and perform their performance work to other classes and invited audiences where appropriate.

## Expectations/Homework

Students are expected to embrace the ensemble work ethic and to make active contributions to devised pieces. They should also attend the after-school rehearsals which precede exam performances. Students are also encouraged to participate in School productions.

Students are also expected to attend theatre trips to London and the local area with the department and in their spare time.
Students should bring a spirit of intellectual inquiry to this subject and pursue this through research into practitioners and contemporary trends in theatre. Throughout the two year course there is a need for academic research into their chosen performance areas.
Coursework and essays are set and students required to adhere to the agreed deadlines.


## ECONOMICS





## What is Economics?

"Economics is the science of people in the course of their everyday life." Alfred Marshall, Cambridge professor of Political Economy, 1895.

Most people's conception of Economics is that it is all about money, but this is not an accurate reflection of the nature of the subject. Although you will look at monetary economics, money is simply convenient shorthand, a means of measurement, rather than the object of study in itself. Economists study the factors that contribute to material well-being; the conditions necessary for improvements in welfare and why they are constrained in so many situations.

The Department seeks to stimulate an enthusiasm for and knowledge of current affairs that will ensure that our students are informed and interested citizens. Our aim is to foster and develop the students' powers of analysis, evaluation and critical thinking that will complement their studies in whichever fields they choose to follow. Economics provides a fascinating insight into some of the most important forces that shape the modern world. It is an intellectually-demanding subject that requires and develops a wide range of skills. Economics enables students to gain a thorough and rigorous understanding of the theory that underpins the workings of a modern economy; to develop quantitative skills through the use of various statistical methods; to understand the concepts of causality and interdependence, both on a micro and a macro scale; and to have a sound understanding of events that have influenced the UK economy over the past 20 years.

## So have you ever thought about these questions?

- Do government spending cuts help or hinder our economic recovery?
- What determines the cost of living?
- Should we worry about China's economic power?
- Are bankers worth it? Are footballers?
- Brexit - what's next?
- Weak pound or strong pound?
- Is a minimum wage a living wage?
- Is a richer society a happier society?
- Are your future job prospects rosy or wretched?



## Skills you will develop

- An understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life
- How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real world phenomena
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it
- How to participate effectively in society as a citizen, producer and consumer
- How to develop your skills in written, visual and symbolic communication and analysis using statistics and basic economic models
- How to think analytically about the choices facing any organisation or individual.


## Opportunities available and further study

You will have an opportunity to participate in the Bank of England's monetary policy competition, Target 2.0. In this you will really learn how monetary policy affects economic performance. You will undertake quite advanced economic analysis in school and then make a presentation to Bank of England officials and offer arguments and evidence to support your monetary policy recommendation. The Royal Economics Society essay
competition offers you an opportunity to write an essay on a topic set by the RES judging panel, calling on key elements of your A Level or International Baccalaureate courses. Recent topics have included:

- Should internet companies like Uber and Airbnb be regulated?
- Does rising inequality warrant the imposition higher income and inheritance taxes on the rich?
- "Allowing more immigration of refuges would be good for both refuges and for the economies they come to". Do you agree?

You will also be encouraged to sign up for a MOOC - a massive Open Online Course - an online course offered by some of the top universities around the world. Past students have studied with Nobel laureates, Presidential advisors and top academics from overseas institutions such as Harvard, Yale, Munich and Beijing as well as the UK. Imagine the difference this could make to your university application!

## Higher Education opportunities

Economics is an excellent stepping stone to a wide variety of courses and career opportunities. It is a highly regarded subject by top universities. It would allow you to pursue a course in any economics, business or managementrelated area. It provides balance - if you are going down the arts/humanities route, you keep some numeracy going. If you are going down the science/maths route, Economics keeps literacy and writing skills sharp. As a result of the skills you acquire it therefore supports applications to a very wide range of courses and subsequent careers.



## Careers for Economic graduates

Employers value economic graduates for their analytical way of thinking and problem-solving skills. As numerate, analytical thinkers who can conceptualise problems and communicate in a variety of ways, economists are highly valued by firms across sectors. As such, economics graduates are amongst the highest paid university graduates with numerous career options.

Naturally, finance positions (accountancy, actuary, auditing, trading, banking) are possible routes, but roles within operations management, transport, consultancy, the civil service, treasury, not-for-profit and environmental organisations are also popular. If at any stage in your career you study for any respected professional management-related qualification, you will almost certainly study Economics in some form. Like learning a language, it is of great benefit to learn when you are young.


## IB Economics (Higher Level)

## Content

Section 1: Microeconomics
1.1 Competitive markets: demand and supply
1.2 Elasticity
1.3 Government intervention
1.4 Market failure
1.5 Theory of the firm and market structures

Section 2: Macroeconomics
2.1 The level of overall economic activity
2.2 Aggregate demand and aggregate supply
2.3 Macroeconomic objectives
2.4 Fiscal policy
2.5 Monetary policy
2.6 Supply-side policies

Section 3: International economics
3.1 International trade
3.2 Exchange rates
3.3 The balance of payments
3.4 Economic integration
3.5 Terms of trade

## Section 4: Development economics

4.1 Economic development
4.2 Measuring development
4.3 The role of domestic factors
4.4 The role of international trade
4.5 The role of foreign direct investment (FDI)
4.6 The roles of foreign aid and multilateral development assistance
4.7 The role of international debt
4.8 The balance between markets and intervention

## External Assessment

There are three examinations:
Paper 1: Duration: 1 ½ hours Marks: 50
An extended response paper with two sections:
Section A: Syllabus content: section 1 - microeconomics
Students answer one question from a choice of two. (25 marks)
Section B: Syllabus content: section 2 - macroeconomics
Students answer one question from a choice of two. (25 marks)

Paper 2: Duration: 1 ½ hours Marks: 40
A data response paper with two sections:
Section A: Syllabus content: section 3 - international economics. Students answer one question from a choice of two. (20 marks)
Section B: Syllabus content: section 4 - development economics. Students answer one question from a choice of two. (20 marks)

Paper 3: Duration: 1 hour Marks 50
HL extension paper
Assessment objectives 1, 2 and 4
Syllabus content, including HL extension material: sections 1 to 4-microeconomics, macroeconomics, international economics, development economics
Students answer two questions from a choice of three.
(25 marks per question)

## Internal assessment

This component is internally assessed by the teacher and externally moderated at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 ( 45 marks).
20 teaching hours are allocate to this section.

## IB Economics (Standard Level)

## Content

## Section 1: Microeconomics

1.1 Competitive markets: demand and supply
1.2 Elasticity
1.3 Government intervention
1.4 Market failure

## Section 2: Macroeconomics

2.1 The level of overall economic activity
2.2 Aggregate demand and aggregate supply
2.3 Macroeconomic objectives
2.4 Fiscal policy
2.5 Monetary policy
2.6 Supply-side policies

## Section 3: International economics

3.1 International trade
3.2 Exchange rates
3.3 The balance of payments
3.4 Economic integration

Section 4: Development economics
4.1 Economic development
4.2 Measuring development
4.3 The role of domestic factors
4.4 The role of international trade
4.5 The role of foreign direct investment (FDI)
4.6 The roles of foreign aid and multilateral development assistance
4.7 The role of international debt
4.8 The balance between markets and intervention

## External Assessment

There are two examinations:
Paper 1: Duration: $1 \frac{1}{2}$ hours Marks: 50
An extended response paper with two sections:
Section A: Syllabus content: section 1 - microeconomics
Students answer one question from a choice of two. (25 marks)
Section B: Syllabus content: section 2 - macroeconomics
Students answer one question from a choice of two.
(25 marks)
Paper 2: Duration: $1 \frac{1}{2}$ hours Marks: 40
A data response paper with two sections:
Section A: Syllabus content: section 3 - international economics. Students answer one question from a choice of two. (20 marks)
Section B: Syllabus content: section 4-development economics. Students answer one question from a choice of two. (20 marks)

## Internal assessment

This component is internally assessed by the teacher and externally moderated at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 ( 45 marks).
20 teaching hours are allocate to this section.

## IB Economics (HL and SL)

## Course Specific Objectives

Both courses are designed to:

- Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the economics and development of social and cultural institutions
- Develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable students to collect, describe and analyse data used in studies of society; test hypotheses; and interpret complex data and source material
- Promote an appreciation of the way learning is relevant to both the culture in which the student lives and the culture of other societies
- Develop awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- Enable the student to recognise that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation in lessons and independent learning. The School Library is well resourced for all courses. Further learning resources are available within the Economics Department. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry. Students are provided with thorough and systematic preparation for exams involving face-to-face support sessions and digital learning resources.

## The Extended Essay

Higher Level pupils may wish to consider Economics for their Extended Essay. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark on the course. You should get into the habit of regularly watching the news on TV and developing an understanding of current affairs and not only those directly related to economics and business. You will be set preparation work over the summer before starting. This work will consist of some readings but also some webbased podcasts and YouTube videos. It is essential that this work is undertaken thoroughly so that you can begin the course with confidence.

## A Level Economics

## Content

The course is the AQA syllabus with three units leading to full A Level. Award is by examination, not coursework. Previous knowledge of the subject is not necessary as the course is self-contained, there is no mathematics involved beyond that which is taught at GCSE level and you do not need to have an immediate interest in politics or current affairs - although interest might grow as the course progresses.

Units are as follows:

- Unit 1 - Markets and Market Failure (Advanced Microeconomics)
- Unit 2- The National and International Economy (Advanced Macroeconomics)
- Unit 3 - Economic Principles and Issues (Summative Issues).


## Content is as follows:

Scarcity and choice

- The basic economic problem
- Decisions at the margin
- Opportunity cost
- Specialisation and trade


## How competitive markets work

- Allocation of resources
- The objectives of economic agents
- Supply and demand
- Elasticity
- Productive and allocative efficiency
- The interaction of markets


## Competition and market power

- Business objectives
- Market structures and their implications for the way resources are allocated
- Interdependence of firms


## Labour market

- Wage determination
- Labour market issues
- Government intervention


## Market failure and government intervention

- Externalities
- Market power
- Information asymmetries
- Alternative methods of government intervention
- Government failure

The determination of output, employment and prices

- Circular flow of income, expenditure and output
- Aggregate demand and aggregate supply

Financial sector

- The role of the financial sector and its impact on the real economy
- Financial regulation
- Role of central banks


## Economic policy objectives and indicators of macroeconomic performance

- For example, economic growth, employment, inflation, the balance of payments, income distribution and welfare
- Potential policy conflicts and trade-offs


## The global context

- International trade
- Globalisation
- Trade policies and negotiations
- Exchange-rate changes and systems


## The application of policy instruments

- The nature and impact of fiscal, monetary, exchange-rate and supply-side policies


## Behavioural economics

- Choice architecture, nudges and mandated choice


## External Assessment

There are three examination papers:
Paper 1: Markets and market failure
Duration: 2 hours Total marks: 80 Weighting: 33.3\%
Section A: Two data response questions are set; candidates answer one. (40 marks)
Section B: Three essay questions are set; candidates answer one. (40 marks)

Paper 2: The national economy and international economy
Duration: 2 hours Total marks: 80 Weighting: 33.3\% Section A: Two data response questions are set; candidates answer one. (40 marks)
Section B: Three essay questions are set; candidates answer one. (40 marks)

Paper 3: Economic principles and issues
Duration: 2 hours Total marks 80 Weighting: 33.3\%
Section A: Thirty multiple choice questions are set; candidates answer all. ( 30 marks)
Section B: A single case study question will be set with three parts; candidates answer all. ( 50 marks)

## Entry Requirements

B grade in Maths at GCSE

## Course Specific Objectives

The A Level course is designed to:

- Develop an interest in and enthusiasm for the subject
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes which will equip them for
the challenges, opportunities and responsibilities of adult and working life.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation in lessons and independent learning. The School Library is well resourced for all courses. Further learning resources are available within the Economics Department. Students are provided with thorough and systematic preparation for exams involving face-to-face revision classes and workshops.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. Students are expected to be resourceful and committed to intellectual enquiry.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark on the course. They should get into the habit of regularly following news from a number of sources and develop an understanding of general current affairs rather than just those directly related to economics and business. Pupils will also be set preparation work over the summer before starting. It is essential that this work is undertaken thoroughly so that pupils can begin the course with confidence.

Brentwood School
SIXTH FORM

ENGLISH


## What is English?

The study of literature aims at the understanding of the culture of the past and present through the reading and analysis of its richest, most complex and most rewarding expression - the writing that it produces.

The study of literature enriches our lives through the development of our understanding and our imagination; it brings depth to our knowledge of who we are as thinking and feeling individuals, bringing subtlety and insight to the life of the mind, compassion and understanding of the human condition. It is fundamental to human studies.

Through A-Level or the International Baccalaureate, the study of English Literature is the beginning of the journey that leads to those destinations.

## Skills you will develop

The study of literature at Brentwood School aims to make you think and to reflect on life and shared experience.
The skills you will acquire will serve you well at university, in your future career and for life:

- Independent study
- Critical enquiry and reflection
- Interpretative skills and the evaluation of arguments
- The selection and use of evidence
- Expressive and discursive oral and written skills.

Above all, you will be able to reflect on how the representation of experience plays a role in communicating profound truths about life and the nature of human endeavour.

## Sixth Form opportunities

Sixth Form students of literature contribute significantly to the Sir Antony Browne Society, participate in debates and Public Speaking, and frequently travel into London for theatre visits. A developing Creative Writing group meets to share and evaluate the pupils' own writing and the writing of each other.

The Learning Resource Centre/School Library contains an extensive collection of works of literature in the form of books, films, and access to online journals, as well as extensive critical and reference materials.

## Higher Education opportunities

English is amongst the most respected and valued academic qualifications because it requires effective oral and written communication and the ability to assimilate, interpret and respond to complex and demanding material, and to communicate effectively at a high level.

English remains a hugely popular subject for a university degree and Old Brentwoods are currently reading English, or English in combination with subjects as diverse as Film and Media, Communication Studies, Language subjects and a range of arts and humanities subjects at many of the UK's leading universities. The department has a strong record of preparing pupils for Oxbridge entry.

## Careers for English graduates

English Literature has traditionally been one of the great subjects that leads to a diverse range of opportunities in the arts and media, in all kinds of administration roles (including the Civil Service) and management jobs. Degrees in English not only provide a firm foundation for careers in creative arts such as writing itself, but also expand into aspects of journalism in old and new media, publishing, theatre and community centre administration, library and information management, the legal profession and politics. English is also a welltrodden pathway into broadcasting at all levels.

Wherever human and personnel skills or creativity, insight and imagination are at a premium, English graduates excel, enrich and flourish in the workplace.

## IB English Literature (Higher Level)

The study of English Literature is a compulsory component of the IB Diploma Programme for those for whom English is their native language.

## Content

- Works from different periods and different cultures are studied
- Four genres (poetry, drama, prose: novel and short story, prose other than fiction) are compulsory
- Higher Level students study thirteen works (where a "work" means a novel, play, collection of short stories, or collection of poetry).

Part 1: Works in translation
3 works selected from world literature originally written in a language other than English. For example: The NonExistent Knight, Fictions, Kafka on the Shore.

## Part 2: Detailed Study

3 works each from a different genre. For example: Tess of the D'Urbervilles, Poetry of Emily Dickinson, The Songlines.

## Part 3: Literary Genres

4 works, all chosen from the same genre. For example: Drama: Translations, Arcadia, Endgame, The Playboy of the Western World.

## Part 4: Options

3 works written either originally in English or another language, selected from world literature. For example: The Metamorphosis, The Bell-Jar, A Clockwork Orange, 1984, Do Androids Dream of Electric Sheep?

## Internal Assessment

Part 2: oral assessment towards the end of the Upper Sixth Lent term, responding to one of the works in detail and discussing the remaining works for this unit (15\%).

Part 4: oral presentation at the end of the Lower Sixth Michaelmas term on an aspect of one or more of the studied works (15\%).

## External Assessment

Part 1: written assignment (1500 words) on an aspect of the studied works ( $25 \%$ ).

Part 3: written examination on the works studied for this unit, and written commentary on an unseen passage of prose or a poem (20\%).

## Entry Requirements

A minimum of grade B at GCSE or IGCSE English
Literature and English Language is advised.

## IB English Literature (Standard Level)

The study of English Literature is a compulsory component of the IB Diploma Programme for those for whom English is their native language.

## Content

- Works from different periods and different cultures are studied
- Three genres (poetry, drama, prose: novel and short story) are compulsory
- Standard Level students study ten works (where a "work" means a novel, play, collection of short stories, or collection of poetry).

Part 1: Works in translation
2 works selected from world literature originally written in a language other than English. For example: A Doll's House, The Cherry Orchard.

Part 2: Detailed Study
2 works each from a different genre. For example: Othello, Metaphysical Poetry.

Part 3: Literary Genres
3 works, all chosen from the same genre. For example: The Great Gatsby, Captain Corelli's Mandolin, For Whom the Bell Tolls, Pride and Prejudice.

## Part 4: Options

3 works written either originally in English or another language, selected from world literature. For example: The Metamorphosis, A Streetcar Named Desire, The Reluctant Fundamentalist, Frankenstein.

## Internal Assessment

Part 2: oral assessment towards the end of the Upper Sixth Lent term, responding to one of the works in detail and discussing the remaining works for this unit (15\%).

Part 4: oral presentation at the end of the Lower Sixth Michaelmas term on an aspect of one or more of the studied works (15\%).

## External Assessment

Part 1: written assignment ( 1500 words) on an aspect of the studied works ( $25 \%$ ).

Part 3: written examination on the works studied for this unit, and written commentary on an unseen passage of prose or a poem (20\%).

## Entry Requirements

A minimum of grade B at GCSE or IGCSE English
Literature and English Language is advised.

## IB English Literature (HL and SL)

## Course Specific Objectives

English Literature is a Group 1 subject within the IB Diploma Programme.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of life.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. In doing so, students develop an appreciation of their literary heritage and culture. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

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

In view of IB's commitment to international mindedness, the Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

## How the course is taught

- You will have one or two teachers for the two years of the course, studying literature for 8 periods per fortnight
- SL classes usually have 8 or more students; HL classes usually have 4 or more students
- Emphasis is placed on student participation, presentation, research and independent learning. The School Library and the English Department are well resourced for all courses. Students are supervised through the process of completing their Internal Assessment
- Teaching typically proceeds through discussion of the works that are read by the students ahead of the lessons, involving identification of themes, symbols, character, structure, and analysis and understanding of form and literary technique. The
focus is on reading, discussion and presentations, rather than on writing lots of essays
- The study of literature normally opens easily into discussion of Theory of Knowledge issues, and assimilates widely to cross-curricular aspects of philosophy, sociology, psychology, history, and even scientific endeavour.


## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read both the set texts and more widely in other works to support their independent learning. IB Diploma students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider English as the focus for their Extended Essay, particularly if they intend to study English or a related discipline at university. An Extended Essay in Literature provides students with an opportunity to study a literary topic in-depth and engage in independent literary criticism. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students should enter the subject with a wide range of personal reading. Summer work is set prior to the beginning of the course that builds on the skills in literary analysis acquired at GCSE or IGCSE.


The Olivier auditorium at the National Theatre, South Bank, London

## A Level English Literature

From September 2015 English Literature will be a two-year course leading to examination at the end of the Upper Sixth year.

## Content

The A Level in English Literature will consist of units of study leading to 2 or 3 terminal exams comprising $80 \%$ of the total assessment, and a unit of coursework comprising 20\%.

Study focuses exclusively on written texts, aiming at the academic understanding of the works in their cultural context, and how they are received both in their own time, and subsequently. Links and connections between texts and their place in cultural and historical moments are explored through discussion and in written assessment during the course and in the final exams.

Texts studied will include:

- A play by Shakespeare, and another drama from the same period or later
- Fiction from before 1900
- Poetry from before 1900
- Poetry, prose or drama post 2000.

Studies will be structured to allow the comparison of texts and their appreciation in their cultural context, using such themes as:

- Colonisation and its aftermath
- Crime and detection
- Science and society
- The supernatural
- Women and society.

The periods focused on will include texts related to:

- The Medieval period, or
- Romanticism, or
- The Victorian period, or
- Mid-twentieth century.


## Internal Assessment

Coursework assignments will arise out of the work pursued in class, and students will be guided by their English teacher in the selection of topic, its planning and execution, and in its improvement towards final draft. Coursework assignments will be marked internally and moderated externally by the examination board.

Coursework tasks will require sustained analytic comment on a text or linked texts. In some cases a short creative response, accompanied by explanatory analysis may be submitted by the candidate.

## External Assessment

Final course assessment is by written exams of either 2 hours and 30 minutes or 3 hours length. In many cases students will be allowed to have clean copies of the texts to consult during the exam. Some units of assessment may be closed-text. Students are not permitted to make use of additional notes in any of the examination assessments.

Examination questions will require sustained essay-style answers, where typically each question is allocated an hour or more for completion.

Candidates will be required to show knowledge and understanding of:

- The functions and effects of structure, form and language in text
- $\quad$ Some of the ways in which individual texts are interpreted by different readers
- Some of the ways in which texts relate to one another and to the contexts in which they are written and read
- The significance of the ways in which writers use and adapt language, form and structure in texts
- The interpretation of texts by different readers, including over time
- How texts relate to literary traditions, movements and genres
- The cultural and contextual influence upon readers and writers.


## Examples of texts studied:

In the first years of the course the Shakespeare text studied will be Othello (U6 study). The modern drama text (L6) will be Tennessee Williams' A Streetcar Named Desire.

Pre-1900 prose texts studied typically include works from:

Joseph Conrad, Heart of Darkness; Oscar Wilde, The Picture of Dorian Gray; Wilkie Collins, The Woman in White; Emily Bronte, Wuthering Heights; Charlotte Bronte, Jane Eyre; Bram Stoker, Dracula; Mary Shelley, Frankenstein; Thomas Hardy, Tess of the D'Urbervilles; Jane Austen, Persuasion, Mansfield Park.

Pre-1900 Poetry texts typically include poetry by: Geoffrey Chaucer, John Donne, John Keats, Robert Browning, Christina Rosetti.

Twentieth century writers studied typically include: F Scott-Fitzgerald, E M Forster, Daphne du Maurier, L P Hartley, Ian McEwan, Pat Barker, Susan Hill, Margaret Attwood, Carol Ann Duffy, Caryl Churchill, Tennessee Williams, Arthur Miller, Brian Friel, Seamus Heaney, Ted Hughes, Sylvia Plath, T S Eliot, Philip Larkin.

## Entry Requirements

A grades in IGCSE English Literature and English Language (or GCSE equivalent) are required.

## A Level English Literature

## Course Specific Objectives

A Level study of English Literature aims to develop students' interest in and enjoyment of literature and literary studies as they:

- Read widely and independently set texts and others that they have selected for themselves
- Engage creatively with a substantial body of texts and ways of responding to them
- Develop and effectively apply their knowledge of literary analysis and evaluation to explore the contexts of the texts they are reading and others' interpretations of them in order to deepen their understanding of the changing traditions of literature in English.

Students are required to:

- Use their detailed knowledge and understanding of individual works of literature to explore relationships between texts and to appreciate the significance of culture and contextual influences upon readers and writers
- Experience a wide range of reading in poetry, prose and drama that must include at least one play by Shakespeare, work by at least one author writing pre1900, at least one work first published or performed after 2000
- Identify and consider how attitudes and values are expressed in texts, draw on their understanding of different interpretations when responding to and evaluating texts fluently, accurately and effectively communicate their knowledge, understanding and judgement of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Make accurate reference to quotations from texts and sources
- Make appropriate use of the conventions of writing in literary studies, including quotations and sources.


## How the course is taught

- You will have two teachers for each of the Lower and Upper Sixth years of the course
- Each A Level English class is likely to have 10 or more students
- Emphasis is placed on student participation, presentation, research and independent learning. The School Library and the English Department is well resourced for all courses. Students are supervised through the process of completing their Internal Assessment
- Teaching typically proceeds through discussion of the works that are read by the students ahead of the lessons, involving identification of themes, symbols, character, structure, and analysis and understanding of form and literary technique
- The study of literature normally opens easily into discussion of cross-curricular aspects of philosophy, sociology, psychology, history, and even scientific endeavour.


## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read both the set texts and other works widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Students choosing to apply for English for Higher Education may wish to consider English as the focus for their Extended Essay. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students should enter the subject with a wide range of personal reading. Summer work is set prior to the beginning of the course that builds on the skills in literary analysis acquired at GCSE or IGCSE.


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## ENVIRONMENTAL SYSTEMS \& SOCIETIES



## What is Environmental Systems \& Societies?

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To really understand the causes and effects of environmental problems, and how people try to manage them, we will look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). This is called a 'holistic' approach.

By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions we make in our own lives on the environment.

We will use local contexts to teach underlying theory, incorporating as much fieldwork and laboratory practical work as possible, and the theory applied in a series of international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

## Skills you will develop

In addition to subject-specific knowledge of systems and models and concepts ranging from ecology to pollution, you will develop a range of practical and technical skills and learn how to use specialist techniques and technical equipment.

You will also develop more general skills including:

- Communication skills - through report writing and presentations;
- Team working skills - through group projects;
- Organisational skills;
- Ability to confidently handle diverse data and to draw conclusions;
- Problem-solving, project and time management skills;
- Analytical skills.


## Opportunities for trips and further study

IB Environmental Systems and Societies students will have the opportunity to go on a field trip to Dale Fort, Pembrokeshire. Not only is Dale Fort the sunniest place in Wales (averaging 1800 hours of sunshine a year) but it provides an opportunity to study marine flora and fauna on
superb seashores, that provide a stark contrast in diversity and distribution that is near unrivalled in the world. Our Sixth Form students will have the opportunity to complete assessed practical coursework as well as being able to visit some unique ecological sites.

Other smaller field trips run throughout your two years in the Sixth Form, below are just some of the trips we have taken in the past:

- Trip to Colchester Zoo to study endangered species
- Trip to the Millennium Seed Bank Project to study ex situ conservation.

Finally students have the opportunity to join the student-led Brentwood Biology Society that meets weekly and aims to stretch students beyond the syllabi by such means as student presentations, TED talk discussions and guest speakers. To help our students prepare for the rigours of university we have the Science Study Centre; where our Sixth Form students will find an environment that provides them with subject specific resources as well as a quiet area for independent study

## Higher Education opportunities

Studying Environmental Systems and Societies opens you to a wide range of opportunities in Higher Education. The degree pathways listed below are just some of the choices:

- Environmental Science
- Environmental Conservation
- Biology
- Marine Biology
- Zoology.


## Careers for graduates in this subject

As Environmental Systems and Societies provides many transferable skills there are a wide range of career opportunities open to graduates from Politics to Biology, from Archaeology to Chemistry. It is very helpful for students who have chosen Sciences and Maths at Higher Level and want to strengthen their science profile yet further, but also for students who understand the value of Science in their overall profile, but don't want to take a 'traditional' Science subject. The skills of research and analysis that students will learn will support them in a large number of fields.

## ENVIRONMENTAL SYSTEMS \& SOCIETIES

## IB Environmental Systems \& Societies (Standard Level)

## Content

Core topics include:

1. Foundations of environmental systems and societies
2. Ecosystems and ecology
3. Biodiversity and conservation
4. Water and aquatic food production systems and societies
5. Soil systems and terrestrial food production systems and societies
6. Atmospheric systems and societies
7. Climate change and energy production
8. Human systems and resource use

## Internal Assessment

The Internal Assessment is worth $25 \%$ of your final Environmental Systems and Societies grade and is essentially an independent research question proposed and answered by you. You will design your own scientific method as well as collect your own data, present it in a suitable fashion and be able to comment on and evaluate your findings.

## External Assessment

You will be assessed by two examinations at the end of the Upper Sixth in May.

Paper 1, worth $25 \%$ of your overall grade, will consist of short-answer questions based on case study material provided.

Paper 2, worth 50\% of your overall grade, will be split into 2 sections. In Section A, candidates will answer short-answer questions based on core material. In section $B$, candidates will answer two extendedresponse questions from a choice of four.

## Entry Requirements

A minimum of a C grade at IGCSE Biology (or equivalent) and an interest in Geography is required to study IB Environmental System \& Societies at Standard Level answer and extended response questions on the core content. You will be required to answer 1 of 2 extended response questions.

## Course Specific Objectives

Within Group 4, the Sciences, the aims of the Environmental Systems \& Societies course are to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesize scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science, become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.


## How the course is taught

The Standard Level course is normally taught by one subject teacher. Students will have a balance between theory and practical, in which they will complete a minimum of 30 hours practical work. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Standard Level Students may wish to consider Environmental Systems \& Societies as the focus for their Extended Essay, particularly if they intend to study Ecology or a closely-related discipline at university. It is important that the extended essay has a clear biological emphasis and is not more closely related to another subject. Students are free to select any topic but it should be noted that the assessment criteria require students to either collect their own data, which will require a large allocation of their time to laboratory work or find access to secondary data (in which they will have to have a clear understanding of which method was employed to collect the data). The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## ENVIRONMENTAL SYSTEMS \& SOCIETIES

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in at the very first lesson for assessment. Students are then tested on this material within the first week of term.


At Brentwood School, Film is a rapidly growing course. Well provisioned with state-of-the-art filming and editing equipment and software the students are able to make films of the highest quality. Creative and technical this is a course that suits a wide range of students.

## What is Film?

Film is both a powerful communication medium and an art form. The Film course aims to develop students' skills so that they become adept in both interpreting and making film texts. This is not a course in media studies nor in film appreciation; the course will develop understanding and literacy regarding film but is oriented toward developing technical skills in order to deliver creative vision.

Through the study and analysis of film texts and exercises in film-making, the Film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The Film course emphasises the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the Film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

For any student to create, to present and to study film requires courage, passion and curiosity; courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment. It requires passion to communicate, to act communally, and to research and formulate ideas eloquently. It requires curiosity about self and others and the world around them, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through film.

At the core of the Film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

## Skills you will develop

Students will learn how meanings are constructed within and through film texts, and to view the production of these texts in a broader framework. Students will be able to identify how film uses a range of devices to represent experiences and stories, as well as to convey meanings and values. They will acquire and use the appropriate tools for analysing films from various countries and place these within wider sociocultural perspectives. Students will develop both their own enjoyment of film and lifelong habits of critical inquiry.

Students are expected to learn about films from more than one country to enhance their understanding of films familiar to them and also of films from other countries that may be less familiar to them. Significantly, students will develop skills in film production. This is a complex process that requires creative and analytical skills as well as meticulous organization, and almost always involves close collaboration with others. Students will learn the overall structure of film-making, the nature of the relationships in a production team, and the need for discipline and protocol on set or location. Students will be encouraged to work in a variety of roles to enable them to explore their skills and aptitude in different fields.

## Opportunities for trips and further study

You will have access to new state-of-the-art video cameras and video editing software. However, a creative vision is required in addition to developing your technical abilities. The School has a number of Film Societies, and there are opportunities for extracurricular collaborative creative arts projects with the Theatre and Music departments. We hope that our Film students are keen to share their skills and enthusiasms with the wider School community and we intend to set up links with international schools also offering the Film course to further integrate an international dimension into the course.

## Higher Education opportunities

Film presents a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in Film and other related creative arts subjects, including English and Theatre. In addition, by instilling discipline, honing group skills and refining communication tools, the Film course offers a valuable course of study for students who may wish to follow other fields in tertiary education.

## Careers for Film graduates

As well as the possibility of becoming a professional film-maker, Film supports careers in the theatre or the media, in creative or technical roles. It is also valuable in other creative industries, such as advertising, marketing, PR and journalism.

## IB Film (Higher Level)

## Content

Textual analysis.
Study one extract, of approximately 5 minutes, from a prescribed film and offer a detailed textual analysis of the extract within the context of the film as whole

Film theory and history.
Study of at least four films from more than one country.
Creative process (Film production).
Create and produce an original film as part of a team or as an individual; create an individual trailer for the film production.

## Internal Assessment

Film production.
One completed film project of 6-7 minutes including titles.
An associated trailer of $40-60$ seconds.
Rationale for film of no more than 100 words.
Rationale for trailer of no more than 100 words.
Written commentary of no more than 1,750 words.

## External Assessment

Independent study.
Rationale, script and annotated list of sources for a documentary production of $12-15$ pages.

Presentation.
An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 15 minutes.

## Entry Requirements

Access to the course does not depend upon prior learning in Film. However, previous commitment to the creative arts is necessary, whether in the form of Art GCSE or Theatre GCSE or clear experience in co-curricular activities. Given the degree of written work, an A grade in English GCSE (or equivalent) is recommended.

## Course Specific Objectives

The aims of all subjects in group 6, the arts are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.

The Film course aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

The aims are to promote:

- An appreciation and understanding of film as a complex art form
- An ability to formulate stories and ideas in film terms
- The practical and technical skills of production
- Critical evaluation of film productions by the student and by others
- Knowledge of film-making traditions in more than one country.



## How the course is taught

- You will have one or two teachers for the two years of the course, studying Film for 8 or 9 periods per fortnight
- Emphasis is placed on student participation, presentations, research and reflection, whether completing written or more creative tasks
- Teaching typically proceeds through examination and discussion of particular techniques, themes and styles, connecting film with its wider context
- The course deliberately attempts to develop students' understanding of film that are both familiar and unfamiliar, then use that new knowledge to create original work.


## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to complete written and creative tasks as set. IB students are expected to be resourceful and committed to intellectual enquiry and it is hoped that our Film students will want to investigate aspects of Film beyond the bounds of the curriculum.

## The Extended Essay

An Extended Essay in Film provides students with an opportunity to undertake an in-depth investigation into a topic of particular interest to them. Students are encouraged to engage in diligent, serious, personal research, and to develop and explore, in a disciplined and imaginative way, an area of study specifically appropriate to film or television. The study of film in an international context also allows students to broaden their vision of film culture beyond the dominance of Hollywood or popular network television images, in keeping with the spirit of intercultural understanding promoted by the IB. The Essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, researching and providing feedback and advice.

## Preparatory Work

Students should enter the subject with a wide range of experience of Film, including films from other countries and time periods. Summer work is set prior to the beginning of the course where students will be asked to analyse two films.

Brentwood School
SIXTH FORM

## GEOGRAPHY



## What is Geography?

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

Geography is unique in bridging the social sciences (Human Geography) with the natural sciences (Physical Geography). Human Geography concerns the understanding of the dynamics of cultures, societies and economies, and Physical Geography concerns the understanding of the dynamics of physical landscapes and the environment.

Geography puts this understanding of social and physical processes within the context of places and regions recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlies much of the newer developments in Human Geography.

Geography is, in the broadest sense, an education for life and for living. Learning through Geography - whether gained through formal learning or experientially through travel, fieldwork and expeditions - helps us all to be more socially and environmentally sensitive, informed and responsible citizens and employees.


Geography informs us about:

- The places and communities in which we live and work
- Our natural environments and the pressures they face
- The interconnectedness of the world and our communities within it
- How and why the world is changing, globally and locally
- How our individual and societal actions contribute to those changes
- The choices that exist in managing our world for the future
- The importance of location in business and decision-making.

At Brentwood, Geography is one of the most popular subjects both in the IB Diploma and at A Level.

## Skills you will develop

At Brentwood, specific technical skills are developed through the study of Geography, including field work, research and report writing, preparing maps and diagrams, and using social survey and interpretative methods.

Geographers are also adept in collecting and analysing information using various technical and class-based methods for the collection and analysis of spatial and environmental information (e.g. GIS and statistical methods), and recognising the moral and ethical issues involved in debates and enquiries.

In addition, during your course, you develop other personal and intellectual skills, as Geography is very diverse and includes lots of hands on, practical application and team work.

Geography provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

## GEOGRAPHY

## Opportunities for trips and further study

Sixth Form geographers will be involved in various field courses over the duration of their course, located at present on the South Devon coast in the Lower Sixth and in Iceland in the Upper Sixth.

Additionally, they are invited to play a full part in the Geography Club, in organising events as well as assisting with junior members of the club. Students are encouraged to subscribe to Geography magazines, which are related to their courses. Specific reading materials are available within the department in order to extend their breadth of knowledge of the subject.

The Bean Academic Centre contains a wide array of relevant texts and on-line materials to help with the courses.

## Higher Education opportunities

Many pupils from Brentwood undertake Geography degrees and Geography-related degrees in subjects such as Environmental Science, Urban Planning and Geology. These subjects are highly respected as qualifications as they combine traditional aspects of intellectual study with up-to-date techniques. They demonstrate an array of qualities such as effective communication, data collection, report writing as well as analysing/synthesising/evaluating information. Geography is a 'facilitating subject' - one of the subjects required or preferred by Russell Group universities to access a range of their degree courses. The department has an impressive record of success in university applications, including Oxbridge, for whom additional support and mentoring is available.

## Careers for Geography graduates

Geography graduates have excellent transferable skills, which attract employers from the business, law and finance sectors.

Examples of employers include local government, the armed forces, private companies, environmental consultancies, environmental protection agencies, utilities, charities, information systems organisations, education, commerce, industry, transport, tourism and the Civil Service. Organisations are interested in the analytical and research skills developed by geographers during their degrees. For example, The Ministry of Defence (MOD) employs Geography graduates as research analysts, and the Police Service offers civilian careers in intelligence analysis and research. Companies also recruit Geography graduates as trainee account executives, with responsibility for developing knowledge of their clients' accounts and understanding their research needs.

## IB Geography (Higher Level)

## Content

Three papers are covered over the two-year course:

1. The core syllabus which includes four sections:

- Populations
- Wealth and development
- Environmental quality and sustainability
- Resource consumption.

2. Option topics. Students undertake these topics:

- Extreme environments
- The geography of food and health
- Urban environments.

3. Global interactions. Topics covered are:

- Measuring global interactions
- The shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level.


## Internal Assessment

All students must complete fieldwork, leading to one written report of max. 2500 words, based on a fieldwork question, information collection and analysis with evaluation. Topics recently used include local microclimates, glacial outwash deposits and social inequality of the local area.

The fieldwork component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Weighting: 20\%.

## External Assessment

## Paper 1: The Core

Duration: 1 hour 30 minutes Weighting: 25\%
Students answer several short-answer questions, largely based on data provided and one extended response question.

Paper 2: Three optional themes Duration: 2 hours Weighting: 35\% Students answer three structured questions based on stimulus material, each selected from a different theme.

Paper 3: Higher Level extension
Duration: 1 hour Weighting: 20\%
Students answer one of three essay questions. $20 \%$.

## Entry Requirements

A minimum of a grade $B$ at GCSE Geography or equivalent is preferable.

## IB Geography (Standard Level)

## Content

Two papers are covered over the two-year course:

1. The core syllabus which includes four sections:

- Populations
- Wealth and development
- Environmental quality and sustainability
- Resource consumption.

2. Option topics. Students chose two of the following:

- Extreme environments
- The geography of food and health
- Urban environments.


## Internal Assessment

All students must complete fieldwork, leading to one written report of max. 2500 words, based on a fieldwork question, information collection and analysis with evaluation. Topics recently used include local microclimates, glacial outwash deposits and social inequality of the local area.

The fieldwork component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Weighting: $25 \%$.

## External Assessment

Paper 1: The Core
Duration: 1 hour 30 minutes Weighting: 40\%
Students answer several short-answer questions, largely based on data provided and one extended response question.

Paper 2: Three optional themes
Duration: 2 hours Weighting: 35\%
Students answer three structured questions based on stimulus material, each selected from a different theme.

## Entry Requirements

A minimum of a grade $B$ at GCSE Geography or equivalent is preferable.

## IB Geography (HL and SL)

Course Specific Objectives
Geography is a Group 3 subject within the IBDP.
The aims of all subjects in Group 3, Individuals and Societies, are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

In addition, the aims of the Geography syllabus at HL and SL are to enable students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Geography Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment and Extended Essay (if chosen).

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider Geography as the focus for their Extended Essay, particularly if they intend to study Geography or a closely-related discipline at university. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read introductory texts to familiarise themselves with the areas of study before they embark on the course.

## A Level Geography

The new, reformed Geography A Level specifications were introduced in September 2016. The course information outlined here refers to the AQA specification that has been adopted by the Geography Department at Brentwood School.

## Content

A Level Geography consists of four components.

- Two core physical themes
- Two core human themes
- Non-core content to address people-environment questions and issues
- Geographical skills, including a minimum of four days of fieldwork


## Component 1: Physical Geography.

This component is focused upon the natural processes which help to shape the landscape around us and make up environmental systems.

There are three sections that examine aspects of Physical Geography:

## Section A: Water and carbon cycles.

Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes.

Section C: either Hazards or Ecosystems under stress.

## Component 2: Human Geography

This component is focused upon the human processes which help to shape the world around us and the issues that face us all in terms of the changes caused by these processes.

There are three sections that examine aspects of Human Geography:

Section A: Global systems and governance.
Section B: Changing places.
Section C: either Contemporary urban environments or Population and the environment or Resource security.

## Non-examined assessment: Geography fieldwork investigation

Students complete an individual investigation of 30004000 words which must include data collected in the field, based on a question or issue defined and developed by the student relating to any part of the specification content.

## External Assessment

There are two exam papers, one for each taught component.

Component 1: Duration: 2 hours 30 minutes; 120 marks Weighting: 40\%
There are three sections, made up of a variety of question types: multiple-choice, short answer, levels of response and extended prose.

Component 2: Duration: 2 hours 30 minutes; 120 marks Weighting: 40\%
There are three sections, made up of a variety of question types: multiple-choice, short answer, levels of response and extended prose.

Non-examined assessment: 60 marks; Weighting: 20\% The geographical investigation is a piece of coursework which is marked by teachers and moderated by the exam board.

## Entry Requirements

A minimum of a grade B at GCSE Geography or equivalent is preferable.

## Course Specific Objectives

The specification aims to encourage students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. The content enables students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

## A Level knowledge, understanding and skills

 The Advanced Level GCE in Geography is designed to enable students to:- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global
- develop an in-depth understanding of the selected core and non-core processes in Physical and Human Geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key global issues
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability
to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of Geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations
- develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world


## How the course is taught

The course is usually taught by two subject teachers who teach one component of the specification each. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Geography Department Virtual Learning Environment. Students are supervised through the process of completing their coursework.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep-upto date and to read and research widely in order to support their independent learning.

## Preparatory Work

It is recommended that all students read introductory texts to familiarise themselves with the areas of study before they embark upon the course. All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at A Level.

## HISTORY



## What is History?

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of History will learn how the discipline works. It is an exploratory subject that poses questions without always providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of History should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of History both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

In a changing and uncertain world, History has never been more important. History remains a very popular Sixth Form option at Brentwood School, both at A Level and as part of the International Baccalaureate Diploma Programme.

## Skills you will develop

Sixth Form History at Brentwood School aims to make you think but also to be fun. The skills you will acquire will serve you well at university, in your future career and for life:

- Independent study
- Critical enquiry and reflection
- Investigation and hypothesis testing
- Analysis and evaluation of arguments and source materials.

Above all, you will be able to reflect on how the past has played a role in shaping the present and explore the past in all its richness.

## Opportunities for trips and further study

Sixth Form historians are invited to play a full part in running the thriving History Society. This involves guest lecturers from leading UK universities, student presentations, an annual quiz, exhibitions and other events. A series of European and international trips is being developed, related to the taught courses to provide greater context for the curriculum. There is also the opportunity for all Sixth Formers to contribute to our online history magazine. Students are encouraged to subscribe to history magazines, enter essay competitions run by Oxford and Cambridge colleges and engage in History workshops. The Learning Resource Centre/School Library contains an extensive collection of history books and access to online journals.

## Higher Education opportunities

History remains very well respected as a qualification because it requires effective oral and written communication and the ability to synthesise, analyse and evaluate demanding material.

History remains a popular subject for a university degree and Old Brentwoods are currently reading History at many of the UK's leading universities.

The History Virtual Learning Environment contains a section on applying to read History at university. All historians seeking to read History at university receive an extra preparatory class each week to assist their application. Old Brentwoods are an excellent source of information and advice. The department has an excellent record of successfully preparing pupils for Oxbridge entry.

## Careers for History graduates

History degrees leave open many careers pathways including law, administration, journalism, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employees continue to value the literary, analytical and linguistic skills with which strong history undergraduates are endowed. Old Brentwoods are an excellent source of guidance on where a History can lead.

## IB History (Higher Level)

## Content

Two papers are studied during the course of two years:

- A study of the Cold War and the Origins and Developments of Single-Party States, including Mao (China), Castro (Cuba) and Hitler (Germany)
- A study of civil rights which covers the development of Apartheid in South Africa and civil rights in the USA between 1954 and 1965.
- A study of aspects of the Americas, allowing for in-depth study of Twentieth Century United States.


## Internal Assessment

All students get to complete an Internal Assessment - a 2000 word historical investigation involving original research on any topic of their choice. Recent studies have been as diverse as the Munich Massacre at the 1972 Olympics or the Sinking of the Belgrano during the Falklands War. (Weighting is 20\%)

## External Assessment

Paper 1; Communism in Crisis
Duration: 1 hour Weighting: 20\%
A source-based paper comprising four questions based upon documents.

## Paper 2 The Twentieth Century World

Duration: 1 hour 30 minutes Weighting: 25\%
An essay paper requiring comparative knowledge of our two chosen themes.

Paper 3 Aspects of the Americas
Duration: 2 hours 30 minutes Weighting: 35\%
Three essays are written focused on in-depth study of the Americas.

## Entry Requirements

A minimum of a grade $B$ at GCSE History or equivalent is advised.

## IB History (Standard Level)

## Content

Two papers are studied during the course of two years:

- A study of the Cold War and Origins and Developments of Single-Party States including Castro (Cuba) Mao (China) and Hitler (Germany).
- A study of civil rights which covers the development of Apartheid in South Africa and civil rights in the USA between 1954 and 1965.


## Internal Assessment

All students get to complete an Internal Assessment - a 2000 word historical investigation involving original research on any topic of their choice. Recent studies have been as diverse as the Tet Offensive during the Vietnam War and the Suez Canal Crisis of 1956. (Weighting is 25\%)

## External Assessment

Paper 1: Civil Rights; America and South Africa Duration: 1 hour Weighting 30\%
A paper comprising four questions based upon documents.

## Paper 2 The Twentieth Century World

Duration: 1 hour 30 minutes Weighting 45\%
An essay paper requiring comparative knowledge of our two chosen themes: the Cold War and the Origins and Development of Single-Party States.

## Entry Requirements

A minimum of a grade $B$ at GCSE History or equivalent is advised.

'A Rate made the Tenth day of Aprill Anno Domini 1694 for the Reliefe of the Poore of the Towne of Brentwood.'
(Brentwood School Archives 2014)

## IB History (HL and SL)

## Course Specific Objectives

History is a Group 3 subject within the IB DP.
The aims of all subjects in group 3, individuals and societies are to

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognise that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Within Group 3, the aims of the history course at both SL and HL are to:

- Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- Encourage an understanding of the present through critical reflection upon the past
- Encourage an understanding of the impact of historical developments at national, regional and international levels
- Develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

The distinctive features of the IB DP History programme are that:

- It draws on a wide range of cultures - Americas, China and at least one other region must be studied
- It seeks to make students compare and contrast rather than looking at topics, issues and themes in isolation
- It fosters internationalism - students are encouraged to consider how historical perspectives depend on geographical, religious, political and cultural differences.

The pursuit of History at Higher Level is essential for those wishing to study History at university - but it may also be a very useful support to those wishing to study a closely-related humanities subject or undertaken purely because of a student's enthusiasm for the subject.

## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the History Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider History as the focus for their Extended Essay, particularly if they intend to study History or a closely related discipline at university. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark on the course.

## A Level History

## Content:

AQA A Level History consists of three units of study:
Unit 1 (A Breadth Study covering approximately 130 years)
40\% of A Level
Unit 2 (A Depth Study covering approximately 60 years) 40\%
of A Level
Unit 3 Historical Enquiry 20\% of A Level.

## Optional Topics

Students may have some choice as to the route they take through the History A Level course.

## Internal Assessment

20\% of the A Level is coursework. This consist of a 3,500 word essay on an analysis of a historical issue which is internally assessed.

## External Assessment

There are two examined modules. Units 1 ( 80 marks) is assessed by a 2 hour and 30 minutes written examination and Unit 2 ( 80 marks) is assessed by a 2 hour and 30 minutes written examination. Both examinations are held in the summer of the Upper Sixth.

## Entry Requirements

A minimum of a grade B at GCSE History or equivalent is advised.

## Course Specific Objectives

The course aims to:

- Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- Acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non-British history
- Build on their understanding of the past through experiencing a broad and balanced course of study
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- Develop the ability to ask relevant and significant questions about the past and to research them
- Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements may be provisional
- Develop their use and understanding of historical terms, concepts and skills
- Make links and draw comparisons across different periods and aspects of the past
- Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements
- Analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and themes studied
- Assess the significance of individuals, societies, events, developments and ideas in history
- Develop an understanding of the nature and purpose of history as a discipline and how historians work.

The content of the course will cover both British and European/American History and require students to cover topics spanning a period of more than two hundred years. Every student will complete a modern topic, for example, Democracy and Nazism in Germany, 1918-1945 or Russia; 1855-1964. They will also complete an earlier topic, for example The English Revolution; 1625-1660 or The Tudors: England, 1485-1603. The department offers different routes through the A Level course so there may be some opportunity for students to select the options they study in Sixth Form.

## A Level Unit 1 Breadth Study

Each Breadth Study requires the study of an extended period and enables students to develop secure understanding of the process of change over time. Each Breadth Study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:

- The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time
- The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time
- The role played by individuals, groups, ideas or ideology.


## A Level Unit 2 Depth Study

Each Depth Study is focused on a significant period of historical change or development. Students will gain deep understanding of change and continuity through the study of the interrelationships of a variety of perspectives as indicated in the content. They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology. Depth Studies also promote an understanding of the complexity of the historical process through a detailed focus on a specific period of change.

## Unit 3

Students will carry out an historical enquiry into aspects of a chosen theme. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout a 100 year period.

## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the History Department Virtual Learning Environment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-todate and to read and research widely in order to support their independent learning.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark upon the course. All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at A Level.

Brentwood School


## What is Latin?

Latin in the Sixth Form is the chance to study the greatest literature in the world in the language it was originally written in. There is nothing new in this world that someone 2,000 years ago didn't think of first and say in fewer, better words. Latin is your opportunity to meet the minds of the greatest poets, historians and writers the world has ever known.

## What skills will you develop?

Latin will develop a whole range of skills, including the ability to think both logically and laterally (many of the great code-breakers at Bletchley Park in the Second World War were classicists). In particular, Latin will help you work on your;

- Understanding of how language is formed and structured
- Ability to analyse the way language is used to inform, influence and persuade
- Ability to translate accurately and express yourself clearly
- Ability to provide a structured and well-supported argument
- Understanding of how the modern world has developed from its ancient roots.

These skills are highly valued by universities and future employers.

[^1]

## LATIN

## Sixth Form opportunities

The Classics department at Brentwood School is one of the largest in the UK and has a thriving extra-curricular life. We take an annual overseas trip to Italy, Greece or Turkey, visit theatres, museums and lectures, and hold activities at school for pupils of all ages. These activities include visiting speakers, play readings, and the Dionysia evening of Classical entertainment.

As a Sixth Form Latinist, you can get involved in as few or as many of these as you wish. You can attend the Senior Classics Society, and help to organise, advertise and run events; you can come on our trips; you can also help with the Junior Classics Society and help with Classics further down the School.

## Higher Education opportunities

A wide range of courses involving Latin are delivered by UK and overseas universities. A 'Classics' course is the usual one, which involves study of Latin language and literature alongside the study of the art, history, linguistics and philosophy of the Classical world. This breadth of study is both fascinating for the student, and produces graduates with a broad range of skills. For this reason a degree in Classics is very highly respected by future employers.

There are also many combined courses, e.g. Latin and English, Latin and French, available for students who wish to continue studying Classics alongside another subject. Latin A Level is also a good starting point for a degree in Classical Civilisation, Ancient History or Archaeology, or similar course investigating the Classical world but without a focus on language.

In the Classics department, we support and encourage students to gain places to read Classics and other Ancient History/Classical Civilisation courses at highly-ranked universities, including Oxford and Cambridge.

There are many students who take Latin in the Sixth Form who do not go on to study it at university. Many have found that Latin has given them a competitive edge when applying for a degree in Medicine, Science, Mathematics, Modern Languages or English at a highly-ranked university. University admissions tutors in almost all subjects highly respect Latin for the strong logical, linguistic and analytical skills that it gives to students.

## What careers are open to graduates?

Anything and everything is possible. Since Classics and Classical Civilisation degrees are so well-respected by future employers, students tend to gravitate toward the professions: accountancy, law, banking, teaching, journalism, publishing and arts generally.

A previous student of Latin at Brentwood School, who went on to study Classics at university and is now a barrister in London, writes:
"Classicists develop a wide variety of skills that are highly valued by employers. Translation skills demonstrate lateral thinking, and the breadth of a Classics degree demonstrates that you can deal with different challenges. Employers value the subject: it is still regarded as a prestigious degree that requires intellect and hard work. You can't pigeon-hole a Classicist: they can be found in all walks of life, from investment banking, law and PR to opera or publishing."

Another Classics graduate, who works in media, says:
"One of the most useful things I learned which I use every day is the ability to edit, which I learned from translating English to Latin and Greek. Greek and Latin are not verbose unlike modern languages and when you translate them, you have to think about how to express yourself using the smallest and yet most precise words. Every day, I write scripts for television and think 'how can I fit what I'm trying to say in the ten second gap I've got?' and then my education kicks in and I manage to nail it."

## IB Latin (Higher Level)

## Content

The Latin language of Ancient Rome: candidates study Cicero's legal speeches (prose) and Ovid's Metamorphoses (poetry) in order to translate a short passage from one of these two authors in the language paper (candidates are allowed a dictionary).
The Latin literature of Ancient Rome: candidates have a choice of two out of five themed selections of literature. These include Virgil, History, Love Poetry, Women and Good Living.

## Internal Assessment

Students undertake a Research dossier: an annotated collection of 10-12 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. This is worth $20 \%$ of the overall mark.

## External Assessment

Paper 1 (Language): 1.5 hours: 35\%
Translation of $105-125$ words
Paper 2 (Literature): 2 hours: 45\%
Set text 500-550 lines for each literature topic.

## Entry Requirements

A minimum of a grade A at GCSE Latin is required.

## IB Latin (Standard Level)

## Content

The Latin language of Ancient Rome: candidates study Cicero's legal speeches (prose) and Ovid's Metamorphoses (poetry) in order to translate a short passage from one of these two authors in the language paper (candidates are allowed a dictionary).
The Latin literature of Ancient Rome: candidates have a choice of two out of five themed selections of literature. These include Virgil, History, Love Poetry, Women and Good Living.

## Internal Assessment

Students undertake a Research dossier: an annotated collection of 7-9 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. This is worth $20 \%$ of the overall mark.

## External Assessment

Paper 1 (Language): $1 \frac{1 / 4}{}$ hours: 35\%
Translation of 50-70 words.

Paper 2 (Literature): 1.5 hours: 45\%
Set text 300-350 lines for each literature topic.

## Entry Requirements

A minimum of a grade A at GCSE Latin is required.

## Course Specific Objectives

The aim of the IB Diploma programme (Higher and Standard Levels) for Latin (part of Group 2, language acquisition) is to provide an opportunity for the student to study the language, literature and culture of Ancient Rome.

In particular, the aims are to:

- Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research
- Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times
- Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures
- Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills
- Provide the student with a basis for further study, work and enjoyment in a variety of contexts.


## How the course is taught

IB Latin is taught by two teachers who divide the language, literature and internal assessment duties between them.

## Expectations/Homework

Homework is set once a week by both teachers and will usually consist of

- Language work, such as a passage from Cicero and/or Ovid to translate, and/or revision of syntax or accidence
- Preparing ahead in both set texts
- Research work e.g., when working on the Dossier.

IB Latin is not a soft option and homework duties are not light; pupils are expected to keep up with work set, to maintain a high standard of work, to learn from mistakes and to read around the subject where necessary.

## The Extended Essay

Higher Level pupils have to write an Extended Essay (4,000 words); they choose the title, research and write it by themselves as part of the IB individual learner profile.

Candidates can choose any of their six subjects as the focus of this essay; Latin offers a particularly rich field for an Extended Essay and candidates can opt to research and write about any aspect of Latin literature, philosophy, history or culture that appeals to them.

## Preparatory Work

We expect students to read a portion of their set text authors in translation and research the literary and/or historical context of the works before starting the course. We would also expect students to undertake some light translation work to ensure they remain up to speed with Latin grammar and vocabulary.

## A Level Latin

## Content

The Latin language of Ancient Rome: candidates will study a range of prose and verse authors with a view to finally tackling unseen passages from authors such as Pliny and Ovid; candidates will also study how to translate from English-Latin although please note that this is NOT compulsory in the exam!

The Latin literature of Ancient Rome: over two years, candidates will have the chance to study two prose and two verse authors, OR one of each in greater detail; this year's students have studied excerpts from Cicero's De Imperio, Ovid's Metamorphoses, Virgil's Aeneid, book 6, and Tacitus' Annals, book 4.

## External Assessment - all exams will be taken at the end of the U6th.

Unseen Translation: a combination of prose and verse unseen translations (the latter includes two lines of scansion) - 1 hour and 45 minutes ( $33 \%$ ).

Prose Composition OR Comprehension: students will either translate a passage of English into Latin or tackle a passage of unseen prose text through comprehension, translation and questions on syntax and accidence - 1 hour and 15 minutes (17\%).

Prose Literature: students will study two prose texts in detail (either both from same author or from two different authors). They will also study additional literature in translation in order to understand the context from which the set texts have been taken -2 hours ( $25 \%$ ).

Verse Literature: students will study two verse texts in detail (either both from same author or from two different authors). They will also study additional literature in translation in order to understand the context from which the set texts have been taken -2 hours ( $25 \%$ ).

## Entry Requirements

A minimum of a grade A at GCSE Latin is required.

## Course Specific Objectives

The course aims to encourage candidates to:

- Develop an interest in, and enthusiasm for, the classical world
- Acquire knowledge and understanding of selected aspects of classical civilisation
- Develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- Develop and apply analytical and evaluative skills
- Develop language skills and a sensitive and analytical approach to language generally
- Make an informed, personal response to the material studied.


## How the course is taught

A Level Latin is taught by two teachers who divide the language and literature duties between them.

## Expectations/Homework

Homework is set once a week by both teachers and should consist of;

- Language work, such as an unseen passage to translate, and/or revision of vocabulary, syntax and/or 'endings'
- Preparing ahead in both set texts.

Latin is not a soft option and homework duties are not light; pupils are expected to keep up with work set, to maintain a high standard of work, to learn from mistakes and to read around the subject where necessary.

## Preparatory Work

We expect students to read a portion of their set text authors in translation and research the literary and/or historical context of the works before starting the course. We would also expect students to undertake some light translation work to ensure they remain up to speed with Latin grammar and vocabulary.

Brentwood School
SIXTH FORM

## MODERN FOREIGN LANGUAGES - MANDARIN



## What does the study of MFL involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some ease and be able to communicate with native speakers in a meaningful way. IB Ab Initio languages provide an important stepping stone towards fluency and through these courses students will gain the linguistic knowledge and confidence to deal with everyday situations in the target language.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of the study of modern languages in the Sixth Form. Indeed, in many ways it can be the most rewarding aspect. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general.

## Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism.
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## Opportunities for trips and further study

 Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their cultures. We are currently planning a trip to China for IB Mandarin Ab Initio students in 2015-6.
## MODERN FOREIGN LANGUAGES - MANDARIN

Additionally, we run a weekly Mandarin Film Club and encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with ease.


## Higher Education opportunities

Modern Languages is a popular subject for a university degree and around 10-12 Brentwood students every year go on to read at least one modern language at university. The vast majority of these are Russell Group universities, and we have fine record of Oxbridge success.

Modern languages courses at university are extremely flexible and a language can be combined with almost any other subject. Popular combinations are a language and Management, Business Studies or Economics; other Old Brentwoods have successfully combined a language with, for example, Law, Music, Environmental Studies, History, Psychology or Chemistry.

A language is becoming an increasingly important adjunct to many other degree courses, including Medicine. In an increasingly competitive and globalised world, the ability to use a modern language other than your own gives you a vital edge in the professional world.

All MFL students seeking to read Modern Languages at university receive additional help to assist their application. Old Brentwoods are an excellent source of information and advice.

## Careers for MFL graduates

Modern Foreign Languages are very highly respected as a qualification. After Medicine and Dentistry, graduate employment is highest amongst Modern Foreign Language graduates, and in particular in the many firms which have international branches. This is unsurprising when you consider what Modern Language graduates can offer.

Firstly, they possess that rare practical skill of effective oral and written communication in two or more languages. Moreover, they have the ability to synthesise, analyse and evaluate demanding material in another language and present this persuasively in written or oral form. The study of language also inculcates in them both a rigour and sense of creativity essential for many careers. Fourthly, the experience of the year abroad as part of their degree course means that Modern Languages graduates often have a maturity and adaptability which sets them aside from their peers and makes them attractive to employers.

The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales; work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

Again, Old Brentwoods are an excellent resource to tap for guidance as to the uses to which Modern Foreign Language degrees have been put.

There follows a detailed outline of all the Modern Foreign Language courses we currently offer in Brentwood School Sixth Form.


## IB Mandarin Ab Initio (Standard Level)

Ab Initio Mandarin is open to all non-native speakers who have not gained a certified qualification in Mandarin. If you have studied Mandarin at GCSE or IGCSE level, then you are not eligible to take Mandarin Ab Initio. This course may only be taken at Standard Level.

## Content

This is divided in three themes, which each divide into sub-topics as below:

Individual and society

- Daily routines
- Education
- Food and drink
- Personal details, appearance and character
- Physical health
- Relationships
- Shopping


## Leisure and work

- Employment
- Entertainment
- Holidays
- Media
- Sport
- Technology
- Transport


## Urban and rural environment

- Environmental concerns
- Global issues
- Neighbourhood
- Physical geography
- Towns and services
- Weather


## Internal Assessment

The Individual Oral (25\%). This is around 10 minutes long and is done in February/March in the second year of the Ab Initio course. Candidates present on a visual stimulus and then are questioned on this. They are then asked two questions on their internal Writing Assignment. Finally 4-5 minutes are spent on questions and answers based on at least two topics from the main themes

## External Assessment

Paper 1 (30\%) This is a text-handling paper with four passages (reading and comprehension) which is 1 hr 30 mins in duration. The questions on this paper consist of question types such as true-or-false exercises, multiplechoice questions, short answer questions and gap-filling exercises.

Paper $2(25 \%)$ This is a writing paper which is 1 hour in duration. There are two sections to this paper. Section 1 requires you to write a minimum of 50 words and Section 2 requires you to write a minimum of 100 words. The focus here is register. You must produce different test types and use structures and vocabulary appropriate to the register.

Written Assignment (20\%) This is done in the form of coursework and takes two hours. The essay is a comparative piece of writing, comparing an aspect of Chinese culture to your own culture. It is 200-350 words in length, completed in the second year of the Ab Initio course.

## Entry Requirements

The only entry requirements are that you must be a keen linguist and that you cannot have an official certification in Mandarin before commencing the course.

## How the course is taught

Students will receive six periods of work per cycle, which are usually taught by the same teacher. Additionally, students will have a weekly oral period, either individually or in a small group. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material in advance of each class.

## Expectations/Homework

Pupils are expected to complete all of their homework on time. There is an expectation that pupils will carry out independent learning as without doing this, owing to the accelerated nature of the course, the high grades will not be attainable. From the very beginning of the course much emphasis is placed on vocabulary acquisition, student participation, independent learning and research. This research will be necessary as preparation for formal examinations.

All students are expected to engage fully in lessons, complete homework on time, learn vocabulary and basic grammar thoroughly and attend extra- curricular activities when necessary.

The IB course has a significant creative element and pupils will need to be creative thinkers and not afraid to take risks. The expectation too, is that pupils will speak the target language during lessons wherever possible. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material and exercises in advance of each class.

## Preparatory Work

Students are provided with introductory material to study over the summer holidays before starting the course. Students are then tested on this material within the first week of term.

## MATHEMATICS



## What is Mathematics?

Is Mathematics an art, a language or a science? Mathematics is a truly unique subject and can lay claim to being all three of these.

Mathematics certainly might be considered to be the art of problem solving. It involves the use of analysis and deductive reasoning skills to navigate through a problem to a solution, and can sometimes rely on making a crucial insight or an intuitive leap. To a mathematician, satisfaction lies in reaching a solution, but beauty lies in the elegance of the logical argument which leads the reader to that solution. Geometry itself might certainly be considered a form of art, whether this be the pure simplicity of figures such as triangles or circles, or study of more complicated structures within two or three dimensional space. Graphs of functions, transformations, tessellations (based on the properties of angles), fractals and polar curves might all be considered a form of art, art which is underpinned by numbers and algebra and which provides a sense of motion or change.

Mathematics is also a language. It transcends international boundaries and is a code for interpreting the workings of our world. Galileo Galilei (1564-1642) stated that "The universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in mathematical language, and the letters are triangles, circles and other geometrical figures, without which means it is humanly impossible to comprehend a single word. Without these, one is wandering about in a dark labyrinth."

Mathematics is also very much a science. Carl Friedrich Gauss (1777-1855), one of the greatest mathematicians ever to have lived, had this to say: "Mathematics is the
queen of sciences and number theory is the queen of mathematics. She often condescends to render service to astronomy and other natural sciences, but in all relations she is entitled to the first rank."

Few other subjects can claim such a rich history, breadth or measure of development over the last two thousand years, and Mathematics is surely alone in being able to provide such complete precision and total certainty.

Mathematics is the most popular A Level option at Brentwood School. Its fundamental importance to society is recognised by the International Baccalaureate Diploma Programme, within which it is a compulsory component.

## Skills you will develop

Sixth Form Mathematics at Brentwood School aims to generate in students an understanding of some of the principal areas of the subject, concentrating particularly on some of the key developments from the last four hundred years. Students study some of the discoveries made by such brilliant mathematicians as Leonard Euler, Carl Friedrich Gauss, Sir Isaac Newton, Gottfried Leibnitz and John Napier and develop an appreciation of their insights, the interconnectedness of their work and its applications to problem solving.

As well as acquiring greater knowledge of the subject, students will develop thinking skills in analysis and reasoning as well as developing an ability to use Mathematics to communicate their ideas and to model real-life situations.


## Opportunities in the Sixth Form

Study of the IB or A Level Mathematics in the Sixth Form is an exciting journey of discovery. Beyond study of the IB or A Level course, Sixth Form mathematicians are invited to take part in the Mathematics Book Club, the Senior Enrichment Club, and the Mathematics \& Physics Society. There is also the opportunity to participate in the national Senior Mathematical Challenge competitions (both individual and team events).
There is a considerable range of resources available to students to assist with their study and understanding of the subject. Revision resources are available online and tools such as graphing software and graphic calculators can be used to gain a greater appreciation of certain aspects of the various Sixth Form Mathematics courses.

## Higher Education opportunities

Mathematics is a qualification which is very highly regarded by universities and employers due to the skills that it develops and the vast range of applications that it has. In addition to being a subject in its own right, a good understanding of Mathematics is particularly important for students studying a science, Economics, Business Studies or Computing in the Sixth Form. Study of Mathematics in the Sixth Form can help lead to further study in almost any sphere

## Careers for Mathematics graduates

Mathematics graduates will find that their degree will be attractive if considering all manner of careers. The list is vast, and includes such areas as: accountancy, aerospace and defence, automotive, biosciences, business support services, chemicals, construction, consultancies, education, engineering, environment, exploration geophysics, financial services, government, healthcare, insurance, IT and computing, manufacturing, media, metals and minerals, meteorology, operational research, pharmaceuticals, recruitment, academic research, science, telecommunications, transport and travel, utilities. In our increasingly technological world, an ability to use Mathematics is becoming an ever more important and attractive skill.


## IB Mathematics (Higher Level)

## Content

Core topics include:

- Algebra
- Functions
- Equations
- Trigonometry
- Vectors
- Calculus
- Statistics and probability.

The Higher Level treatment is probing in its depth and ambitious in the problem types explored. As far as is practically possible, the development of each topic will offer rigorous proof and students will be encouraged to gain an appreciation of the conceptual links between different facets of the subject.

## Optional Topics

In addition to the core topics above, an 'Option Topic' must be studied. We will select one from the starred options below:

- Statistics and probability*
- Sets, relations and groups*
- Series and differential equations*
- Discrete Mathematics*
- Geometry
- Advanced vectors and matrices

This is arguably the most challenging part of the programme, since it introduces students to university level Mathematics. The optional topic is taught during the Upper Sixth year.

For exceptional students hoping to read Mathematics at Cambridge or similar there may be the facility to pursue more than one Optional Topic. Pursuing all six would lead to the Further Maths Higher Level qualification (a much more challenging course than the Further Mathematics A Level).

Please enquire with the Mathematics Department if you feel you are of a strong enough calibre and are interested in doing this.

## Internal Assessment

All students undertake an 'exploration'. This is conducted in the latter half of the Lower Sixth year and in the first term in the Upper Sixth. It accounts for $20 \%$ of the award.

## External Assessment

There are three terminal examinations.
Paper 1 is a 2 hour non-calculator examination, with half the marks given for short-response questions and the other half for extended response questions.
Paper 2 is the same format as Paper 1, although students are allowed a graphic display calculator (GDC).
Paper 3 is a 1 hour examination based on the Option Topic, with students again allowed a graphic display calculator (GDC).

The three examination papers together account for $80 \%$ of the award

## Entry Requirements

An A* grade for IGCSE or a 9 for GCSE Mathematics is required.

## IB Mathematics (Standard Level)

## Content

Core topics include:

- Algebra
- Functions
- Equations
- Trigonometry
- Vectors
- Calculus
- Statistics and probability.

Students will be encouraged to gain an appreciation of the conceptual links between different facets of the subject and will learn to use appropriate symbolism and nomenclature to express mathematical arguments.

## Internal Assessment

All students undertake an 'exploration'. This is conducted in the latter half of the Lower Sixth year and in the first term in the Upper Sixth. It accounts for $20 \%$ of the award.

## External Assessment

There are two terminal examinations.
Paper 1 is a 1 hour 30 minute non-calculator examination, with half the marks given for short-response questions and the other half for extended response questions.
Paper 2 is the same format as Paper 1, although students are allowed a graphic display calculator (GDC).
The two examination papers together account for $80 \%$ of the award.

## Entry Requirements

A minimum of a grade A for IGCSE or 8 for GCSE
Mathematics is required.

## IB Mathematical Studies (Standard Level)

## Content

Core topics include:

- Number and algebra
- Functions
- Geometry
- Trigonometry
- Statistics
- Set Theory
- Logic
- Differential calculus
- Commercial arithmetic.

Students will be encouraged to use appropriate notation and terminology, to organise and present data coherently, to understand the significance of results and to express their mathematical arguments clearly. Teaching examples borrow heavily from real-life situations.

## Internal Assessment

Project work accounts for $20 \%$ of the award.

## External Assessment

There are two terminal examinations.
Paper 1 is a 1 hour 30 minute examination, consisting of short-response questions.
Paper 2 is a 1 hour 30 minutes examination, consisting of extended response questions.

Students are allowed a graphic display calculator (GDC) for both papers. The two examination papers together account for $80 \%$ of the award.

## Entry Requirements

A minimum of a grade B for IGCSE or 6 for GCSE
Mathematics is required.


## IB Mathematics (HL and SL)

## Course Specific Objectives

Within Group 5, the aims of all three Mathematics courses are to:

- Develop mathematical knowledge, concepts and principles;
- Develop logical, critical and creative thinking;
- Employ and refine students' powers of abstraction and generalisation.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. A distinctive feature of the IB DP Mathematics programme is that a strong emphasis is placed on the appropriate use of technology (graphic calculators, for example) to assist with problem solving.

Students must choose their Mathematics course carefully to support their intended future studies and possible career choice. Entry to particular university courses in many countries may specifically require either Higher Level or Standard Level Mathematics; if you have particular university courses in mind, do check the admissions requirements for those courses on their websites.

The Mathematics Higher Level option caters for students with an excellent ability in Mathematics and who are confident and comfortable with the most demanding aspects of GCSE Mathematics. The content and perspective of Higher Level Mathematics is suited to those who intend to subsequently pursue university courses with a major mathematical component and who enjoy the challenge of extended problem solving as an end in itself.

The Mathematics Standard Level option is for students of sound mathematical ability, who wish to support a scientific Higher Level subject or who wish to follow future studies in subjects (e.g. Physics or Economics) which require more advanced techniques than those covered on the Mathematical Studies option.

Mathematical Studies is an alternative Standard Level option, intended for students with varied backgrounds and abilities, and is the preferred choice for most arts students.

A student's natural aptitude for Mathematics should be the most important factor in their choice of course. It should be noted that the difference in the level of difficulty between the courses is significant. A student capable of achieving a level 5 at Higher Level could be expected to achieve a level 7 at Standard Level. Similarly, a student capable of achieving a level 4 at Standard Level could be expected to achieve a level 6 at Mathematical Studies. We monitor student progress very carefully and provide support where necessary. At the beginning of the
academic year all students undertake a Prior Learning assessment which can help establish whether the student has chosen the right level of study. Although course changes between levels become more difficult after this, if a student finds they are struggling, we may be able to allow them to switch course during the Lower Sixth.

## How the course is taught

The Higher Level course is normally taught by two subject teachers, while the Standard Level courses are taught by one teacher. In all courses, students will gain an awareness of the universality of Mathematics as a vehicle of communication and learn about the emphasis and approach adopted by different cultures to certain areas of the subjects. As the course develops, reference is made to the historical context of mathematical ideas and to the mathematicians who pioneered such advances. Use of graphical display calculators (GDCs) and supporting software is interwoven with the teaching programme from the very start. Learning resources are available through the Mathematics Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level Higher Level pupils may wish to consider Mathematics as the focus for their Extended Essay, particularly if they intend to study Mathematics or a closelyrelated discipline at university. Students are free to select any topic and it should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students would normally be expected either to extend their knowledge beyond that encountered in the Diploma Programme mathematics course they are studying, or to apply techniques used in their mathematics course to modelling in an appropriately chosen topic. There must be sufficient explanation and commentary throughout the extended essay to ensure that the reader does not lose sight of the purpose of the essay in a mass of mathematical symbols, formulae and analysis. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

Students are provided with a summative task that seeks to ensure firm mathematical foundations before embarking on the course. This is handed in by the end of the first week for assessment.

The 2017 specifications are still in draft but below is an outline of how we expect to approach teaching the A Level courses.

## A Level Mathematics

## Content Overview

Edexcel A Level Mathematics is expected to be three examinations, each of which counts equally towards the final overall grade. One of the papers will focus purely on the Applied (Mechanics and Statistics) content, whilst the other two deal with the Pure Mathematics content. All course content is considered core and therefore there is no optional element.

## Lower Sixth

- Pure Mathematics 1: Proof; Algebra and functions; Coordinate geometry in the ( $x, y$ ) plane; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; and Vectors.
- Mechanics: Quantities and units in mechanics; Kinematics; Forces and Newton's laws; and Moments.


## Upper Sixth

- Pure Mathematics 2: Proof; Algebra and functions; Coordinate geometry in the ( $x, y$ ) plane; Sequences and series; Trigonometry; Differentiation; Integration; and Numerical methods.
- Statistics: Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; and Statistical hypothesis testing.


## External Assessment

The A Level is assessed entirely by examination and calculators are permitted for all papers. Each paper will be 2 hours in length. A formula book is provided in the examinations and provides some (but certainly not all) of the required formulae. This formula book includes statistical tables required for the Statistics examinations.

## Entry Requirements

A minimum of a grade A for IGCSE or 8 for GCSE Mathematics is required. Ideally this would be a strong A grade or preferably an A* grade

## A Level Further Mathematics

## Content Overview

Edexcel A Level Further Mathematics consists of an additional four areas of study, at least two of which are Pure in their content. These are delivered in parallel to the A Level Mathematics course. Thus by the end of Lower Sixth, students have studied roughly half the content of both qualifications. The course has an element of flexibility and we will select the module to be taken from the starred ones below.

## Lower Sixth

- Pure Mathematics 1
- Mechanics
- Further Pure Mathematics 1: Proof; Complex numbers; Matrices; Further algebra and functions; Further calculus; and Further vectors.
- Further Applied module (Mechanics or Decision)*


## Upper Sixth

- Pure Mathematics 2
- Statistics
- Further Pure Mathematics 2: Complex numbers; Further algebra and functions; Further calculus; Polar coordinates; Hyperbolic functions; and Differential equations.
- Further module (Pure 3 or Statistics)*


## External Assessment

The A Level is assessed entirely by examination and calculators are permitted for all four papers. Each paper will be 1 hour 30 minutes in length and count equally towards the overall grade. A formula book is provided in the examinations and provides some (but certainly not all) of the required formulae. This formula book includes statistical tables required for the Statistics examinations.

## Entry Requirements

An A* grade for IGCSE or 9 for GCSE Mathematics is required. It is also particularly important that the student derives genuine enjoyment from problem solving.

## A Level Mathematics \& Further Maths

## Course Specific Objectives

The course aims to encourage students to:

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop their abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- Use mathematics as an effective means of communication
- Read and comprehend mathematical arguments and articles concerning applications of mathematics
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.


## How the course is taught

A Level Mathematics is taught by two subject teachers. The teaching content is shared between them.

A Level Further Mathematics, is taught by three subject teachers. The teaching content is shared between them.

Students are expected to participate in class and need to be willing to share their ideas. To be successful, students will also need to devote time to honing their problem solving skills by working independently outside the classroom. They can expect this to sometimes require the need to undertake some research.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. Students studying A Level Mathematics can expect 4-5 hours of homework each week. Students studying

A Level Further Mathematics would expect 8-10 hours of homework. Students are expected to keep up-to-date; the sequential nature of much of the course will cause intense difficulties for students who allow themselves to fall behind.

## Preparatory Work

Students are provided with a summative task that seeks to ensure firm mathematical foundations before embarking on the course. This is handed in by the end of the first week for assessment.


## MODERN FOREIGN LANGUAGES - ENGLISH B



## What does the study of Modern Foreign Languages involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some facility and be able to communicate with native speakers in a meaningful way. At the conclusion of the IB Language B course, students will have achieved a level of linguistic proficiency to cope in a working environment in the language(s) they have chosen and to thrive at higher level study.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages study; indeed, in many ways it can be its most rewarding. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through the opportunities it affords, our students become socially aware communicators able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## IB English Language B (Higher Level)

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is huge importance attached to producing and recognising registers and throughout the course pupils will study many different text types, from leaflets, posters and diary entries to poems, short stories and newspaper articles.

At Higher Level, pupils must also study two works of literature written in the target language: currently these are 'Dracula' by Bram Stoker and 'Cannery Row' by John Steinbeck.

## Optional Topics

As part of the IB course, pupils must study at least two of the following five topics:

- Health
- Leisure
- Science and Technology
- Customs and Traditions
- Cultural Diversity

In English, we currently major on the Health and Leisure topics

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March. This examination lasts 8-10 minutes. There is a 3-4 minute presentation based on a photograph. Pupils must make references to English-speaking cultures.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 (25\%). This is a text-handling paper with four passages (reading and comprehension) which is 1 hr 30 mins in duration. The questions on this paper consist of question types such as true-or-false exercises, multiple-choice questions, shortanswer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 (25\%). This is a writing paper which is 1 hr 30 mins in duration. There are two sections to this paper. Section 1 requires you to write a piece of 250-400 words based on the optional topics and Section 2 requires you to write a reasoned argument of 150-250 words. In both pieces you are required to write in a specific register and use conventions, structures and vocabulary appropriate to that register.

Written Assignment (20\%). This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (500-600 words, plus a 150 -word rationale) based on one of the two literature books studied during the course.

Please note that there is no officially examined listening comprehension at IB, though there may be a listening element to the Interactive Orals.

## IB English Language B (Standard Level)

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is no literature studied at Standard Level.

## Optional Topics

As part of the IB course, pupils must study at least two of the following five topics:

- Health
- Leisure
- Science and Technology
- Customs and Traditions
- Cultural Diversity

In English, we currently major on the Health and Leisure topics

## Internal Assessment

The internal assessments are both orals.
The Individual Oral (worth 20\%) is done in the second year of the course, usually in March. This examination lasts 8-10 minutes. There is a 3-4 minute presentation based on a photograph. Pupils must make references to English-speaking cultures.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 (25\%). This is a text-handling paper with four passages (reading and comprehension) which is 1 hr 30 mins in duration. The questions on this paper consist of question types such as true-or-false exercises, multiple-choice questions, shortanswer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 (25\%). This is a writing paper which is 1 hr 30 mins in duration. Pupils need to write a minimum of 250-400 words. Paper 2 is based on the Optional Topics.

Written Assignment (20\%). This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (300-400 words, plus a 100 -word rationale) based on three texts which the candidate chooses.

## Entry Requirements for both HL and SL

For the Higher Level course students are expected to have an A, preferably an A*, in English as an Additional Language at GCSE. For those students considering the Standard Level course, you will need at least an A grade to cope with the rigours of this course. For both courses you will need to feel confident in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of the culture and way of life of the target language country. You should also be interested in developing your understanding by exploring in much more depth the topic areas that you will have covered at English as an Additional Language at GCSE.

# MODERN FOREIGN LANGUAGES - ENGLISH B 

## IB English Language B (HL and SL)

## Course Specific Objectives

English B is a Group 2, Language Acquisition, subject within the IB Diploma Programme. The aims of all subjects in Group 2 are to:

- Develop students' intercultural understanding.
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students' awareness of the role of language in relation to other areas of knowledge.
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
- Provide students with a basis for further study, work and leisure through the use of an additional language. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Within Group 2, further aims of the English B course at HL and SL are to enable students to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
- Use language appropriate to a range of interpersonal and/or cultural contexts.
- Understand and use language to express and respond to a range of ideas with accuracy and fluency.
- Organise ideas on a range of topics, in a clear, coherent and convincing manner.
- Understand, analyse and respond to a range of written and spoken texts.
- Understand and use works of literature written in the target language of study.


## How the course is taught

Each course is normally taught by one or two subject teachers. Higher Level pupils will usually have nine lessons per two-week cycle and Standard Level pupils will have six lessons per two-week cycle.

A heavy emphasis is placed on pupil participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the virtual learning environment and many tailored resources developed by the English B Department. Students are supervised through the process of completing their Internal Assessments. Pupils are also expected to participate in relevant trips and keep themselves up-to-
date with current affairs by reading English newspapers and periodicals and watching the news regularly.

In conjunction with the EAL department, students studying English B will usually also be helped to prepare for IELTS. For universities where courses are taught in English, their English language requirement for admission is satisfied either through a strong performance in English B or through a strong performance in IELTS. Please check university admissions pages or talk to a member of the Sixth Form team if you are concerned about the English language requirement for universities.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## Preparatory Work

It is recommended that all students engage in substantial revision of English grammar and key vocabulary in order to prepare and equip themselves with the necessary tools for production and interaction before they embark on the course. In the summer preceding the course, they will be required to work on materials to facilitate this.


## IB French A Literature (Higher Level and Standard Level)

The French A Literature course gives students the opportunity to study a wide range of literature but also appreciate the historical and social context associated with each work and develop a number of skills. A combination of lecture-based lessons, group discussion and activities and individual research all combine to ensure that lessons are stimulating and varied.

This course presupposes a native command of the language. It is, therefore, not a language acquisition course as such, but, rather more a reinforcement and refinement of alreadypresent language and literary skills. The course of study is divided into four parts.

The French A Literature course requires the linguistic competence of a native speaker and it counts towards a Bilingual Diploma.

The Higher and Standard Level courses have similar syllabi; Higher Level students examine topics in more depth and study more literary options. While the same principles underlie both courses, the Higher Level marks schemes are naturally more rigorous.

## Skills you will develop

In studying the Group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective.

Part 1: Works in translation (3 texts, 2 at SL)
In this section, students will learn to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text.

Part 2: Detailed study (3 texts, 2 at SL)
In this section, students will learn to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony)
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres (4 texts, 3 at SL)
In this section, students will acquire the ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works.

Part 4: Options (3 texts)
Option 1: School-based choice
Option 2: The Study of Prose other than Fiction leading to various forms of student writing

Option 3: New textualities
Option 4: Literature and film
In this section, students will develop the ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience.


## Sixth Form opportunities

The French A Literature student will be a native, or near native, speaker. Whilst the Department holds a wide range of books, films and other multi-media resources to complement the IB teaching revolving around the work being studied, there is nevertheless a requirement at IB level for a great deal of independent research and learning. The Learning Resource Centre contains an extensive collection of French books and access to online journals, magazines and periodicals, which the students are expected to use regularly for research purposes and secondary sources.

There are also regular trips to the theatre for live performances of works on the book list.

## Higher Education opportunities

Some students choose to do degree courses in languages, either in the UK or back in their native France; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having the Bilingual Diploma at IB will greatly improve your employability, in particular with companies which have international branches. See also the introductory remarks relating to Modern Foreign Languages as a whole.

## Careers for Literature graduates

There is an enormous range of career opportunities open to language graduates as outlined in the introductory comments on languages in general.

## IB French A Literature (HL and SL)

## Content

Four modules are covered during the course of two years:

Part 1: A study of three texts in Translation, involving close textual analysis as well as research.

Part 2: A study of three works of different genres, one of which must be poetry.

Part 3: A study of four works of the same genre and which allow for comparative as well as individual study.

Part 4: A study of four works chosen freely by the teacher. The cultural background of the texts as well as film versions are studied alongside the works themselves.

## List of works studied:

Part 1:
The Outsider, Albert Camus
The Bald Soprano, Eugène Ionesco
If this is a Man, Primo Levi

Part 2:
Les Fleurs du Mal, Charles Baudelaire
L'Avare, Molière,
Jean de Florette, Marcel Pagnol,

Part 3:
Sagesse, Paul Verlaine
Calligrammes, Guillaume Apollinaire
Cahier d'un retour au pays natal, Aimé Césaire
Poésie et vérité, Paul Eluard

Part 4:
Eugenet Grandet, Honoré de Balzac
L'immoraliste, André Gide
Adolphe, Benjamin Constant
Nadja, André Breton

## Internal Assessment

Students complete two oral assignments: an Individual Oral Presentation during which they speak about a topic related to one of the texts in Part 4 and an Individual Oral Commentary in which they must comment on an extract of the poetry studied in Part 3, before discussing one of the other works from this module: The Interactive Oral Commentary takes place in March of the U6th. (30\%)

## External Assessment

Paper 1. Students must write an essay based on two of the works studied in part 3. (25\%)

Paper 2. Unseen Commentary. Students write a literary commentary on either a piece of prose or poem both previously unseen. (20\%)

Written assignment. Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200-1,500 words in length. (25\%)

## Entry Requirements

Native speaker spoken and written fluency and a high aptitude for literature are required for this course.

## How the course is taught

A heavy emphasis in this course is placed on research and independent learning, although, naturally, students are supported at all times and offered guidance when completing extended projects such as their coursework module and individual oral presentations.

## Expectations / Homework

Students are expected to participate in class discussion, be inquisitive and work both independently and in groups. Homework ranges from independent research to essay questions, either from past papers or based on a topic currently being studied. In addition to this, students are expected to consolidate the texts they are studying and take additional notes in order to enhance their learning outside of the classroom.

## Preparatory work

All works studied are available to students from the beginning of the course so that they are free to read any of the texts in advance. They will be set poems to analyse in the summer preceding the course in order to acquaint them with the basic techniques of literary analysis.

## MODERN FOREIGN LANGUAGES - FRENCH



## What does the study of MFL involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some facility and be able to communicate with native speakers in a meaningful way. At the conclusion of an A Level and IB Language A or B course, students will have achieved a level of linguistic proficiency to cope in a working environment in the language(s) they have chosen and to thrive at higher level study.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages' study; indeed, in many ways it can be its most rewarding. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your
professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## Opportunities for trips and further study

Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their cultures. For French we run an annual trip to Paris as well as a tuition

## MODERN FOREIGN LANGUAGES - FRENCH

homestay/work experience visit to Lille. We also encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with ease. A popular film club also runs weekly.


## Higher Education opportunities

Modern Languages is a popular subject for a university degree and around 10-12 Brentwood students every year go on to read at least one modern language at university. The vast majority of these are Russell Group universities, and we have fine record of Oxbridge success.

Modern languages courses at university are extremely flexible and a language can be combined with almost any other subject. Popular combinations are a language and Management, Business Studies or Economics; other Old Brentwoods have successfully combined a language with, for example, Law, Music, Environmental Studies, History, Psychology or Chemistry.

A language is becoming an increasingly important adjunct to many other degree courses, including Medicine. In an increasingly competitive and globalised world, the ability to use a modern language other than your own gives you a vital edge in the professional world.

All MFL students seeking to read Modern Languages at university receive additional help to assist their application. Old Brentwoods are an excellent source of information and advice.

## Careers for MFL graduates

Modern Foreign Languages are very highly respected as a qualification. After Medicine and Dentistry, graduate employment is highest amongst Modern Foreign Language graduates, and in particular in the many firms which have international branches. This is unsurprising when you consider what Modern Language graduates can offer.

Firstly, they possess that rare practical skill of effective oral and written communication in two or more languages. Moreover, they have the ability to synthesise, analyse and evaluate demanding material in another language and present this persuasively in written or oral form. The study of language also inculcates in them both a rigour and sense of creativity essential for many careers. Fourthly, the experience of the year abroad as part of their degree course means that Modern Languages graduates often have a maturity and adaptability which sets them aside from their peers and makes them attractive to employers.

The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking, finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales; work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

Again, Old Brentwoods are an excellent resource to tap for guidance as to the uses to which Modern Foreign Language degrees have been put.


## MODERN FOREIGN LANGUAGES - FRENCH

## IB French Language B (Higher Level)

French B is offered to non-native speakers of French who have completed either a GCSE or an IGCSE in French (or equivalent).

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is huge importance attached to producing and recognising registers and throughout the course students will study many different text types, from leaflets, posters and diary entries to poems, short stories and newspaper articles.

At Higher Level, students must also study two works of literature written in the target language.

## Optional Topics

As part of the IB course, students must study at least two of the following five topics:

| - Health | - $\quad$ Customs and Traditions |
| :--- | :--- | :--- |
| - Leisure | Cultural Diversity |
| - Science and Technology |  |

- Science and Technology

In French, we currently major on the Health and Leisure topics.

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March. This examination lasts $8-10$ minutes. There is a 3-4 minute presentation based on a photograph. Students must make references to French-speaking cultures.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 Duration: 1hr 30 mins / Weighting 25\% This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true-or-false exercises, multiplechoice questions, short-answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 Duration: 1hr 30 mins Weighting 25\%
This is a writing paper. There are two sections to this paper. Section 1 requires you to write a piece of 250-400 words based on the optional topics.
Section 2 requires you to write a reasoned argument of 150250 words.
In both pieces you are required to write in a specific register and use conventions, structures and vocabulary appropriate to that register.

Written Assignment (Weighting is 20\%)
This is done in the form of coursework, usually written in the Lent term of the second year. This is a piece of creative writing (500-600 words, plus a 150-word rationale) based on one of the two literature books studied during the course.

Please note that there is no officially examined listening comprehension at IB, though there may be a listening element to the Interactive Orals.

## IB French Language B (Standard Level)

French $B$ is offered to non-native speakers of French who have completed either a GCSE or an IGCSE in French (or equivalent.

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is no literature studied at Standard Level.

## Optional Topics

As part of the IB course, students must study at least two of the following five topics:

| - Health | - $\quad$ Customs and Traditions |
| :--- | :--- |
| - Leisure | Cultural Diversity |
| - Science and Technology |  |

In French, we currently major on the Health and Leisure topics

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March, and is based on the Optional Topics. This examination lasts 8-10 minutes. There is a 3-4 minute presentation based on a photograph, followed up with questions relating to that topic. Students must make references to French-speaking countries.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1. Duration: 1 hr 30 mins Weighting $25 \%$
This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true or false exercises, multiplechoice questions, short answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2. Duration: 1hr 30 mins / Weighting 25\%
This is a writing paper. Students need to write a minimum of 250-400 words. Paper 2 is based on the Optional Topics.

Written Assignment (Weighting is 20\%).
This is done in the form of coursework, usually written in the Lent term of the second year. This is a piece of creative writing (300-400 words, plus a 100-word rationale) based on three texts which the candidate chooses.

## Entry Requirements for HL and SL

For the Higher Level course students are expected to have an A, preferably and A* in French at GCSE or IGCSE. For those students considering the Standard Level course, you will need at least an A grade to cope with the rigours of this course. For both courses you will need to feel confident in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of French culture and way of life, and be interested in developing this understanding by exploring in much more depth the topic areas that you will have covered at GCSE or IGCSE.

## MODERN FOREIGN LANGUAGES - FRENCH

## IB French Language B (HL and SL)

## Course Specific Objectives

French B is a Group 2, Language Acquisition, subject within the IB Diploma Programme. The aims of all subjects in Group 2 are to:

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Within Group 2, further aims of the French course at HL and SL are to enable students to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organise ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature written in the target language of study.

The pursuit of French at Higher Level is essential for those wishing to specialise in French at university - but it may also be a very useful for those wishing to study French in conjunction with another language or with the kinds of subjects mentioned in the introduction. It also may be undertaken purely because of a student's enthusiasm for the subject.

## How the course is taught

Each course is normally taught by two subject teachers. Higher Level pupils will have nine lessons per two-week cycle (plus one assistant lesson per week) and Standard Level pupils will have six lessons per two-week cycle (plus one assistant lesson per week). The language assistant lessons will be timetabled into one of your noncontact periods. The language assistant lessons are usually taught in small groups and sometimes individually and so are extremely beneficial.

A heavy emphasis is placed on pupil participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the French Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessments. Pupils are also expected to participate in trips to France and to keep themselves up-to-date with current affairs by watching the French news daily.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider an aspect of French history or culture as the focus for their Extended Essay, particularly if they intend to study French or History at university. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students engage in substantial revision of French grammar in order to prepare and equip themselves with the necessary tools for production and interaction before they embark on the course.

## A Level French

## Content

AQA A Level French consists of three units of study.
Paper 1 Listening, reading and writing (50\%)
Paper 2 Writing (20\%)
Paper 3 Speaking (30\%)

## Entry Requirements

A minimum of a grade A at GCSE or IGCSE French or equivalent is required. You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of the culture and way of life of the target-language country. You need to be interested in developing this understanding and in exploring in much more depth the topic areas that you will have covered at GCSE.

## Course Specific Objectives

The A Level French course encourages candidates to:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken, including its literature and contribution to world cinema
- Consider their study of the language in a broader context.


## A Level French enables students to:

- Derive enjoyment and benefit from language learning
- Develop advanced research skills
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society and benefit from the numerous career opportunities this offers.


## External Assessment

For papers 1 and 3, students will study the following four themes:

Theme 1: Aspects of Francophone Society
Theme 2: Artistic Culture in the Francophone World
Theme 3: Multiculturalism in Francophone society
Theme 4: Political Life in the Francophone World
In addition, they will study literature and a film from a prescribed list which they will write about in Paper 2.

## Paper 1: Listening, Reading and Translation (50\% of total examination) 2 hours and 40 minutes

Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately into both French and English. Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to France and French-speaking countries and are drawn from the four Themes.

Students should be able to:

- understand key points and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from
- online media
- summarise information from spoken sources, reporting key points and subject matter
- translate meaning from one language into another.


## Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers.
Sources will include material from online media.

## Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

## Translation into English

The content of the translation will be taken from one of the four themes.

## Section A Listening Comprehension (30 marks)

- There are four questions in this section made up of multiple-choice and open-response, including questions testing summary skills; all questions are set in French and must be answered in French.
- Students will listen to a recording featuring Frenchlanguage speakers who will speak at a speed appropriate for the expected understanding at this level
- Recordings will be issued on CD ROM audio format or as digital sound files accessed via a secure download
- Students will have individual control of the recording and may stop, revisit and replay sections of the recording as required within the time allocated for this section


## Section B Reading Comprehension \& Translation Skills

 (70 marks)- Students will respond to five comprehension questions based on the texts provided. Questions comprise both multiple-response questions, openresponse questions and summaries in French.
- The final two questions require students to translate two texts - one from French into English and the other from English into French.


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## Paper 2: Writing <br> 2 hours (25\% of total examination) 2 hours

Students will be assessed on their ability to answer two questions on a piece of literature and a film which they will study during the course. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

- All questions will be set in French and must be answered in French
- The use of dictionaries is not permitted
- Students must not take any documentation relating to the works into the examination.


## Paper 3: Speaking

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating the language accurately
- the ability to respond to written language in speech.

Task 1 (discussion based on a stimulus card)
For the discussion:

- Candidates will be given a card in advance which they will study for 5 minutes under the supervision of the examiner before the discussion begins.
- The candidate will have to answer three compulsory questions printed on the card and then answer and other questions which the examiner asks.
- This discussion will last for approximately 5-6 minutes.

Task 2 (presentation and discussion on student's independent research project)
For this task:

- students can choose a subject of interest related to the cultural and social context of the language studied
- students must initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- students must refer to the written sources they have used in their presentation. The sources must be written in the assessed language; they could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced
- students may refer to other authentic sources they have used in their research during the discussion. These could include films, television, radio, online audio-visual material and interviews



## IB German A Literature (Higher Level and Standard Level)

The German A Literature course gives students the opportunity to study a wide range of literature but also appreciate the historical and social context associated with each work and develop a number of skills. A combination of lecture-based lessons, group discussion and activities and individual research all combine to ensure that lessons are stimulating and varied.

This course presupposes a native command of the language. It is, therefore, not a language acquisition course as such, but, rather more a reinforcement and refinement of already-present language and literary skills. The course of study is divided into four parts.

Higher and Standard Level requires the linguistic competence of a native speaker and it counts towards a Bilingual Diploma.

The Higher and Standard Level courses have similar syllabi. However, the Higher Level students examine topics in more depth and study more literary options. While the same principles underlie both courses, the Higher Level marks schemes are naturally more rigorous.

## Skills you will develop

In studying the Group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective.

Part 1: Works in translation (3 texts, 2 at SL)
In this section, students will learn to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text.

Part 2: Detailed study (3 texts, 2 at SL)
In this section, students will learn to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony)
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres (4 texts, 3 at SL)
In this section, students will acquire the ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works.


## Part 4: Options (3 texts)

Option 1: School-based choice

Option 2: The Study of Prose other than Fiction leading to various forms of student writing

Option 3: New textualities
Option 4: Literature and film
In this section, students will develop the ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience.


## Sixth Form Opportunities

The Language A Literature student will be a native, or near native, speaker. Whilst the Department holds a wide range of books, films and other multi-media resources to complement the IB teaching revolving around the work being studied, there is nevertheless a requirement at IB level for a great deal of independent research and learning. The Learning Resource Centre / School Library contain an extensive collection of German books and access to online journals, magazines and periodicals, which the students are expected to use regularly for research purposes and secondary sources. There are also regular trips to the theatre/opera for live performances of works on the book list.

## Higher Education

Some students choose to do degree courses in languages, either in the UK or back in their native Germany; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having the Bilingual Diploma at IB will greatly improve your employability, in particular with companies which have international branches. See also the introductory remarks relating to Modern Foreign Languages as a whole.

## Careers

There are an enormous range of career opportunities open to language graduates as outlined in the introductory comments on languages in general.

## IB German A Literature (HL and SL)

## Content

Four modules are covered during the course of two years:
Part 1: A study of three texts in Translation, involving close textual analysis as well as research
Part 2: A study of three works of different genres, one of which must be poetry
Part 3: A study of four works of the same genre and which allow for comparative as well as individual study
Part 4: A study of four works chosen freely by the teacher. The cultural background of the texts as well as film versions are studied alongside the works themselves

## List of works studied:

Part 1: (3 texts at HL; 2 texts at SL)
Voltaire (FRA): Candide
Ibsen (NOR): Gespenster
Beckett (IRL): Warten Auf Godot
Part 2: (3 texts at HL; 2 texts at SL)
Poetry: Hölderlin, Mörike, Rilke
Novel: J. Goethe: Die Leiden Des Jungen Werthers
Drama: G. Büchner: Woyzeck
Part 3: (4 texts at HL; 3 texts at SL)
B. Schlink: Der Vorleser
J. Becker: Bronsteins Kinder
P. Härtling: Nachgetragene Liebe
H. Müller: Der Fuchs war damals schon der Jäger or Atemschaukel

Part 4: (3 texts)
Texts and/or other media will be selected by the students according to their own interests and inclinations.

## Internal Assessment

Students complete two oral assignments: an Individual Oral Presentation during which they speak about a topic related to one of the texts in Part 4 and an Individual Oral

Commentary in which they must comment on an extract of the poetry studied in Part 3, before discussing one of the other works from this module. The IOC takes place in March of the U6th. (Weighting is 30\%)

## External Assessment

Paper 1. Students must write an essay based on two of the works studied in part 3. (25\%)

Paper 2. Unseen Commentary. Students write a literary commentary on either a piece of prose or poem both previously unseen. (20\%)

Written assignment. Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200-1,500 words in length. (25\%)

## Entry Requirements

Native speaker spoken and written fluency and a high aptitude for literature are required for this course.

## How the course is taught

A heavy emphasis in this course is placed on research and independent learning, although, naturally, students are supported at all times and offered guidance when completing extended projects such as their coursework module and individual oral presentations.

## Expectations / Homework

Students are expected to participate in class discussion, be inquisitive and work both independently and in groups. Homework ranges from independent research to essay questions, either from past papers or based on a topic currently being studied. In addition to this, students are expected to consolidate the texts they are studying and take additional notes in order to enhance their learning outside of the classroom.

## Preparatory work

All works studied are available to students from the beginning of the course so that they are free to read any of the texts in advance. They will be set poems to analyse in the summer preceding the course in order to acquaint them with the basic techniques of literary analysis.

## MODERN FOREIGN LANGUAGES - GERMAN



## What does the study of MFL involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some facility and be able to communicate with native speakers in a meaningful way. IB Ab Initio languages provide an important stepping stone towards fluency and, through these courses, students will gain the linguistic knowledge and confidence to deal with everyday situations in the target language.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages' study; indeed, in many ways it can be its most rewarding. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## Opportunities for trips and further study

 Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their cultures. In German we have recently joined the History Department on a trip
## MODERN FOREIGN LANGUAGES - GERMAN

to Berlin and are looking into similar such ventures in the future. We also run a popular weekly film club which celebrates a rich German cinematic history and encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with ease.


## Higher Education opportunities

Modern Languages is a popular subject for a university degree and around 10-12 Brentwood students every year go on to read at least one modern language at university. The vast majority of these are Russell Group universities, and we have fine record of Oxbridge success.

Modern languages courses at university are extremely flexible and a language can be combined with almost any other subject. Popular combinations are a language and Management, Business Studies or Economics; other Old Brentwoods have successfully combined a language with, for example, Law, Music, Environmental Studies, History, Psychology or Chemistry.

A language is becoming an increasingly important adjunct to many other degree courses, including Medicine. In an increasingly competitive and globalised world, the ability to use a modern language other than your own gives you a vital edge in the professional world.

All MFL students seeking to read Modern Languages at university receive additional help to assist their application. Old Brentwoods are an excellent source of information and advice.

## Careers for MFL graduates

Modern Foreign Languages are very highly respected as a qualification. After Medicine and Dentistry, graduate employment is highest amongst Modern Foreign Language graduates, and in particular in the many firms which have international branches. This is unsurprising when you consider what Modern Language graduates can offer.

Firstly, they possess that rare practical skill of effective oral and written communication in two or more languages. Moreover, they have the ability to synthesise, analyse and evaluate demanding material in another language and
present this persuasively in written or oral form. The study of language also inculcates in them both a rigour and sense of creativity essential for many careers. Fourthly, the experience of the year abroad as part of their degree course means that Modern Languages graduates often have a maturity and adaptability which sets them aside from their peers and makes them attractive to employers.

The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking, finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales; work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

Again, Old Brentwoods are an excellent resource to tap for guidance as to the uses to which Modern Foreign Language degrees have been put.


## IB German Ab Initio (Standard Level)

Ab Initio German is open to all non-native speakers who have not gained a certified qualification in German. If you have studied German at GCSE or IGCSE level, then you are not eligible to take German Ab Initio. This course may only be taken at Standard Level.

## Content

This is divided in three themes, which each divide into sub-topics as below:

Individual and society

- Daily routines
- Education
- Food and drink
- Personal details, appearance and character
- Physical health
- Relationships
- Shopping.


## Leisure and work

- Employment
- Entertainment
- Holidays
- Media
- Sport
- Technology
- Transport.


## Urban and rural environment

- Environmental concerns
- Global issues
- Neighbourhood
- Physical geography
- Towns and services.


## Internal Assessment

The Individual Oral (25\%). This is around 10 minutes long and is done in February/March in the second year of the Ab Initio course. Candidates present on a visual stimulus and then are questioned on this. They are then asked two questions on their internal Writing Assignment. Finally 4-5 minutes are spent on questions and answers based on at least two topics from the main themes.

## External Assessment

Paper 1 Duration: 1 hr 30 mins Weighting $30 \%$
This is a text-handling paper with four passages (reading and comprehension)
The questions on this paper consist of question types such as true-or-false exercises, multiple-choice questions, short answer questions and gap-filling exercises.

Paper 2 Duration: 1 hr Weighting 25\%
This is a writing paper. There are two sections to this paper. Section 1 requires you to write a minimum of 50 words and Section 2 requires you to write a minimum of 100 words. The focus here is register. You must produce different test types and use structures and vocabulary appropriate to the register.

## Written Assignment (Weighting 20\%)

This is done in the form of coursework and takes two hours. The essay is a comparative piece of writing, comparing an aspect of German culture to your own culture. It is 200-350 words in length, completed in the second year of the Ab Initio course.

## Entry Requirements

The only entry requirements are that you must be a keen linguist and that you cannot have an official certification in German before commencing the course. Some knowledge of another language would be useful.

## How the course is taught

Students will receive six periods of work per cycle, which are usually taught by the same teacher. Additionally, students will have a weekly oral period, either individually or in a small group. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material in advance of each class.

## Expectations/Homework

Pupils are expected to complete all of their homework on time. There is an expectation that pupils will carry out independent learning as without doing this, owing to the accelerated nature of the course, the high grades will not be attainable. From the very beginning of the course much emphasis is placed on vocabulary acquisition, student participation, independent learning and research. This research will be necessary as preparation for formal examinations.

All students are expected to engage fully in lessons, complete homework on time, learn vocabulary and basic grammar thoroughly and attend extra- curricular activities when necessary.

The IB course has a significant creative element and pupils will need to be creative thinkers and not afraid to take risks. The expectation too, is that pupils will speak the target language during lessons wherever possible. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material and exercises in advance of each class.

## Preparatory Work

Students are provided with introductory material to study over the summer holidays before starting the course. Students are then tested on this material within the first week of term.

## MODERN FOREIGN LANGUAGES - GERMAN



## What does the study of MFL involve?

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Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, and the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective that is so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages study; indeed, in many ways it can be its most rewarding.

It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators, able to adapt to all manner of environments.

## Skills you will develop

As mentioned previously, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically, and to present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## MODERN FOREIGN LANGUAGES - GERMAN

## Opportunities for trips and further study

Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their cultures. German holds an annual exchange with our partner school in Schwabach, Bavaria and runs a visit to Berlin in the Michaelmas Term, together with the History Department. We also a run popular weekly film club and there are occasional visits to plays and talks of interest and relevance. Recently, Sixth Form Germanists saw Berg's "Wozzeck" at the Royal Opera House and attended an illuminating lecture on Brecht and song given by world authorities on the subject. We also encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with ease.


## Higher Education opportunities

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The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking, finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales; work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

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## MODERN FOREIGN LANGUAGES - GERMAN

## IB German Language B (Higher Level)

German B is offered to non-native speakers of German who have completed either a GCSE or an IGCSE in German (or equivalent).

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is huge importance attached to producing and recognising registers and throughout the course students will study many different text types, from leaflets, posters and diary entries to poems, short stories and newspaper articles.

At Higher Level, students must also study two works of literature written in the target language, currently these are 'Vati' by Peter Schneider and 'Im Westen Nichts Neues' by Rainer Maria Remarque.

## Optional Topics

As part of the IB course, students must study at least two of the following five topics:

- Health • Customs and Traditions
- Leisure - Cultural Diversity
- Science and Technology

In German, we currently major on the Health and Leisure topics.

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March. This examination lasts $8-10$ minutes. There is a 3-4 minute presentation based on a photograph. Students must make references to German-speaking cultures.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 Duration: 1hr 30 mins Weighting 25\% This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true-or-false exercises, multiple-choice questions, short-answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 Duration 1 hr 30 mins Weighting 25\%
This is a writing paper. There are two sections to this paper. Section 1 requires you to write a piece of 250-400 words based on the optional topics.
Section 2 requires you to write a reasoned argument of 150250 words.
In both pieces you are required to write in a specific register and use conventions, structures and vocabulary appropriate to that register.

Written Assignment (Weighting is 20\%)
This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (500-600 words, plus a 150-word rationale) based on one of the two literature books studied during the course.

Please note that there is no officially examined listening comprehension at IB, though there may be a listening element to the Interactive Orals.

## IB German Language B (Standard Level)

German B is offered to non-native speakers of German who have completed either a GCSE or an IGCSE in German (or equivalent.

## Content

The 3 Core Topics are:

- Global Issues
- Communication and Media
- Social Relationships

There is no literature studied at Standard Level.

## Optional Topics

As part of the IB course, students must study at least two of the following five topics:

- Health - Customs and Traditions
- Leisure - Cultural Diversity
- Science and Technology

In German, we currently major on the Health and Leisure topics

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth $20 \%$ ) is done in the second year of the course, usually in March, and is based on the Optional Topics. This examination lasts $8-10$ minutes. There is a $3-4$ minute presentation based on a photograph, followed up with questions relating to that topic. Students must make references to German-speaking countries.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 Duration 1hr 30 mins Weighting 25\%
This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true or false exercises, multiple-choice questions, short answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 Duration 1hr 30 mins Weighting 25\%
This is a writing paper. Students need to write a minimum of 250-400 words. Paper 2 is based on the Optional Topics.

Written Assignment (Weighting is 20\%).
This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (300-400 words, plus a 100-word rationale) based on three texts which the candidate chooses.

## Entry Requirements for HL and SL

For the Higher Level course students are expected to have an A, preferably and A* in German at GCSE or IGCSE. For those students considering the Standard Level course, you will need at least an A grade to cope with the rigours of this course. For both courses you will need to feel confident in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of German culture and way of life, and be interested in developing this understanding by exploring in much more depth the topic areas that you will have covered at GCSE or IGCSE.

## MODERN FOREIGN LANGUAGES - GERMAN

## IB German Language B (HL and SL)

## Course Specific Objectives

German is a Group 2 subject within the IB DP. The aims of all subjects in Group 2 are to:

- Develop students' intercultural understanding.
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students' awareness of the role of language in relation to other areas of knowledge.
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
- Provide students with a basis for further study, work and leisure through the use of an additional language. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Within Group 2, further aims of the German course at SL and HL are to enable students to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organise ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature written in the target language of study.


## How the course is taught

Each course is normally taught by two subject teachers. Higher Level students will have nine lessons per two-week cycle (plus 1 assistant lesson per week) and Standard Level students will have six lessons per 2 week cycle (plus 1 assistant lesson per week). The language assistant lessons will be timetabled into one of your non-contact periods. The language assistant lessons are usually taught in groups of 2 or 3 and so are extremely beneficial.

A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Virtual learning environment and many tailored resources developed by the German Department. Students are supervised through the process of completing their Internal Assessments. Students are also expected to participate on trips to Germany and to keep themselves up-to-date with current affairs by reading German newspapers and periodicals and watching the news regularly.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level students may wish to consider an aspect of German history or culture as the focus for their Extended Essay, particularly if they intend to study German and/ or History at university. This would be written in English. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay. Some students have also written very successful essays on literary topics in the past. These are required to be written in German. The German Department benefits from a wide range of expertise when it comes to providing appropriate supervision for the Extended Essay.

## Preparatory Work

It is recommended that all students engage in substantial revision of German grammar and key vocabulary in order to prepare and equip themselves with the necessary tools for production and interaction before they embark on the course. In the summer preceding the course, they will be required to work on materials to facilitate this.

The pursuit of German at Higher Level is essential for those wishing to specialise in German at university - but it may also be a very useful for those wishing to study German in conjunction with another language or with the kinds of subjects mentioned in the introduction. It also may be undertaken purely because of a student's enthusiasm for the subject.

## MODERN FOREIGN LANGUAGES - GERMAN

## A Level German

## Content

Edexcel A Level German consists of three units of study:

- Paper 1 Listening, Reading and Translation (40\%)
- Paper 2 Written Response to Works and Translation (30\%)
- Paper 3 Speaking (30\%)


## Entry Requirements

A minimum of a grade A at GCSE or IGCSE German or equivalent is required. You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of the culture and way of life of the target-language country. You need to be interested in developing this understanding and in exploring in much more depth the topic areas that you will have covered at GCSE.

## Course Specific Objectives

The course aims to:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken, including its literature and contribution to world cinema
- Consider their study of the language in a broader context.

The course enables students to:

- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society and benefit from the numerous career opportunities this offers.


## External Assessment

For all 3 papers, students will study 4 Themes as follows:
Theme 1: Changes in German society
Theme 2: Political and Artistic Culture in German speaking countries
Theme 3: Immigration and German Multicultural Society Theme 4: The German Reunification

## Paper 1: Listening, Reading and <br> Translation (40\% of total examination)

Students will be assessed on their understanding of spoken and written German from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from German into English.
Texts and recordings vary in length to include some extended passages. All spoken and written materials are
culturally relevant to German and German-speaking countries and are drawn from the four Themes.

Students should be able to:

- understand key points and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from German into English.


## Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers.
Sources will include material from online media.

## Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

## Translation into English

The content of the translation will be taken from one of the four Themes.

Section A Listening Comprehension
45 minutes (compulsory timing), 24 marks

- there are four questions in this section made up of multiple-choice and open-response, including questions testing summary skills; all questions are set in German and must be answered in German.
- students will listen to a recording featuring German-language speakers who will speak at a speed appropriate for the expected understanding at this level
- recordings will be issued on CD ROM audio format or as digital sound files accessed via a secure download
- students will have individual control of the recording and may stop, revisit and replay sections of the recording as required within the time allocated for this section
- students must make notes and respond to questions in only the first 45 minutes of this paper


## Section B Reading Comprehension

45 minutes (recommended), 24 marks

- students respond to five questions based on the texts provided
- questions comprise both multiple-response questions and open-response questions; all questions are set in German and must be answered in German.

Section C. Translation into English
20 minutes (recommended), 16 marks.

- students are given one unseen text in German and must translate it into English.


## MODERN FOREIGN LANGUAGES - GERMAN

## Paper 2: Written Response to Works and Translation

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list
- produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- manipulate language accurately through translating an unseen passage from English into German.

Students must study two discrete German works: either two literary texts, or one literary text and one film. The works must be taken from the prescribed list.

- The literary texts listed include a range of novels, a series of short stories and plays
- All of the films are feature length
- The content of the translation will be a passage based on one of the four Themes.

There are two parts to this paper, Section A (translation into German) and Sections B and C (written response to works):

## Section A Translation into German

25 minutes, 16 marks.

- students are given one unseen text in English and must translate it into German.

Sections B and C. Written response to Work
2 hours and 15 minutes, 32 marks.

- students must write two essays, either two selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films)
- there will be a choice of two questions for each literary text and film. It is recommended that, in order to give a detailed analysis of the work, students write between 300-350 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length
- no credit will be given for essays on literary texts which are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments must be based on the original literary text
- All questions will be set in German and must be answered in German
- The use of dictionaries is not permitted
- Students must not take any documentation relating to the works into the examination.


## Paper 3: Speaking

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the Themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating the language accurately
- the ability to respond to written language in speech.


## Task 1 (discussion on a Theme)

For the discussion:

- students identify in advance two out of the four Themes that they wish their discussion to be based on; they will only be assessed on one of these Themes during the examination
- a number of different stimulus cards will be produced by the exam board for each of the four Themes. These will be issued on a randomallocation basis following the order prescribed by the board. The teacher does not choose the order of the cards
- each stimulus card will contain two statements (A+B) offering different views on a subtheme. Students select one statement from the two given on the stimulus card
- students will have 5 minutes to prepare for this task, during which they can make notes that they can refer to during their discussion (maximum of one side of A4 paper)
- Task 1 will follow immediately after the 5 minutes' preparation time so students can recall their prepared thoughts easily.

Students have approximately 6 to 7 minutes' discussion time.

There are three parts to the discussion:

- Part 1: The student initiates the discussion by explaining their views on the chosen statement
- Part 2: The teacher/examiner will respond by asking questions on the student's views. This should take up to half the time allocated to this task
- Part 3: The teacher/examiner then broadens out the discussion to cover other aspects of the overall Theme. Deeper questioning should enable students to analyse aspects of the Theme by developing arguments and forming conclusions.

Task 2 (presentation and discussion on student's independent research project)
For this task:

- students can choose a subject of interest from any of the four Themes for their independent research, but they are not restricted to this; the subject of interest can be on any aspect of the student's choosing but it must relate to the cultural and social context of the language studied
- students must initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- students must refer to at least two written sources in their presentation. The sources must be written in the assessed language; they could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced
- students may refer to other authentic sources they have used in their research during the discussion.


## MODERN FOREIGN LANGUAGES - GERMAN

These could include films, television, radio, online audio-visual material and interviews

- In the assessment, students have approximately 10 to 11 minutes' discussion time.

There are three parts to this discussion:

- Part 1: The discussion must open with a presentation from the student in which they provide a summary of findings from at least two of the written sources they have used as part of their research
- Part 2: The teacher/examiner sets and asks three questions that require the student to elaborate on key points outlined in the presentation
- Part 3: The discussion then broadens out to a wider discussion of the student's research as a whole. The teacher/examiner's questioning allows students to give examples and information to demonstrate their knowledge and understanding of the cultural and social context. Deeper questioning enables students to analyse aspects of the subject by developing arguments and forming conclusions.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on pupil participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the German Department Virtual Learning Environment. Students are supervised through the process of working through research-based literary, cultural, historical work. Pupils are also expected to participate on trips to France to and to keep themselves up-to-date with the current affairs by watching the German news daily.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. Sixth Form German students are expected to be resourceful and committed to intellectual enquiry.

## Preparatory Work

It is recommended that all students engage in substantial revision of German Grammar in order to prepare and equip themselves with the necessary tools for production and interaction before they embark on the course. For units 3 and 4 , directed literary preparation and historical reading relating to post-war Germany and the Nazi Dictatorship would be particularly useful.

## IB Italian A Literature (Higher Level and Standard Level)

The Italian A Literature course gives students the opportunity to study a wide range of literature but also appreciate the historical and social context associated with each work and develop a number of skills. A combination of lecture-based lessons, group discussion and activities and individual research all combine to ensure that lessons are stimulating and varied.

This course presupposes a native command of the language. It is, therefore, not a language acquisition course as such, but, rather more a reinforcement and refinement of alreadypresent language and literary skills. The course of study is divided into four parts.

Italian A, whether at Higher or Standard Level, requires the linguistic competence of a native speaker and it counts towards a Bilingual Diploma.

The Higher and Standard Level courses have similar syllabi; Higher Level students examine topics in more depth and study more literary options. While the same principles underlie both courses, the Higher Level marks schemes are naturally more rigorous.

## What skills will you develop?

In studying the Group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective.


## Part 1: Works in translation (3 texts, 2 at SL)

In this section, students will learn to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text.


## Part 2: Detailed study (3 texts, 2 at SL)

In this section, students will learn to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres (4 texts, 3 at SL)
In this section, students will acquire the ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works.


## Part 4: Options (3 texts)

Option 1: School based choice
Option 2: The Study of Prose other than Fiction leading to various forms of student writing

Option 3: New textualities
Option 4: Literature and film
In this section, students will develop ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience.


## Opportunities for Sixth Form students

The Italian A Literature student will be a native, or near native, speaker. Whilst the Department holds a wide range of books, films and other multi-media resources to complement the IB teaching revolving around the work being studied, there is nevertheless a requirement at IB level for a great deal of independent research and learning. The Learning Resource Centre contains an extensive collection of Italian books and access to online journals, magazines and periodicals, which the students are expected to use regularly for research purposes and secondary sources.

There are also regular trips to the theatre for live performances of works on the book list.

## Higher Education opportunities

Some students choose to do degree courses in languages, either in the UK or back in their native Italy; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having the Bilingual Diploma at IB will greatly improve your employability, in particular with companies which have international branches. See also the introductory remarks relating to Modern Foreign Languages as a whole.

## Careers for Italian graduates

There is an enormous range of career opportunities open to language graduates as outlined in the introductory comments on languages in general.

## IB Italian A Literature (HL and SL)

## Content

Four modules are covered during the course of two years:
Part 1: A study of three texts in Translation, involving close textual analysis as well as research.

Part 2: A study of three works of different genres, one of which must be poetry.

Part 3: A study of four works of the same genre and which allow for comparative as well as individual study.

Part 4: A study of four works chosen freely by the teacher. The cultural background of the texts as well as film versions are studied alongside the works themselves.

## List of works studied:

## Part 1:

Nozze di Sangue - Federico Garcia Lorca
A Voce Alta - Bernhard Schlink
Aspettando Godot - Samuel Beckett
Part 2:
L'Inferno - Dante Alighieri
Sei Personaggi in cerca d'autore - Luigi Pirandello
Il Mare Non Bagna Napoli - Anna Maria Ortese

Part 3:
I Promessi Sposi - Alessandro Manzoni
Il giardino dei Finzi Contini - Giorgio Bassani
A ciascuno il suo - Leonardo Sciascia
La luna e i falò - Cesare Pavese
Part 4:
Il Colore Viola; Alice Walker
Gli studenti di storia; Alan Bennett
Sostiene Pereira - Antonio Tabucchi

## Internal Assessment

Students complete two oral assignments: an Individual Oral Presentation during which they speak about a topic related to one of the texts in Part 4 and an Individual Oral Commentary in which they must comment on an extract of the poetry studied in Part 3, before discussing one of the other works from this module. The Interactive Oral Commentary takes place in March of the U6th. (30\%)

## External Assessment

Paper 1. Students must write an essay based on two of the works studied in Part 3. (25\%)

Paper 2. Unseen Commentary. Students write a literary commentary on either a piece of prose or poem both previously unseen. (20\%)

Written assignment. Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200-1,500 words in length. (25\%)

## Entry Requirements

Native-speaker spoken and written fluency and a high aptitude for literature are required for this course.

## How the course is taught

A heavy emphasis in this course is placed on research and independent learning, although, naturally, students are supported at all times and offered guidance when completing extended projects such as their coursework module and individual oral presentations.

## Expectations / Homework

Students are expected to participate in class discussion, be inquisitive and work both independently and in groups. Homework ranges from independent research to essay questions, either from past papers or based on a topic currently being studied. In addition to this, students are expected to consolidate the texts they are studying and take additional notes in order to enhance their learning outside of the classroom.

## Preparatory work

All works studied are available to students from the beginning of the course so that they are free to read any of the texts in advance. They will be set poems to analyse in the summer preceding the course in order to acquaint them with the basic techniques of literary analysis.

Brentwood School

## MODERN FOREIGN LANGUAGES - ITALIAN



## What does the study of MFL involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some facility and be able to communicate with native speakers in a meaningful way. IB Ab Initio languages provide an important stepping stone towards fluency and, through these courses, students will gain the linguistic knowledge and confidence to deal with everyday situations in the target language.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages' study; indeed, in many ways it can be its most rewarding. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provides an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## Opportunities for trips and further study

Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their cultures. In Italian we have recently accompanied the Music Department on

## MODERN FOREIGN LANGUAGES - ITALIAN

their trip to Sienna and are looking into similar such ventures in the future. We also run a popular weekly film club which celebrates a rich Italian cinematic history and encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with ease.


## Higher Education opportunities

Modern Languages is a popular subject for a university degree and around 10-12 Brentwood students every year go on to read at least one modern language at university. The vast majority of these are Russell Group universities, and we have fine record of Oxbridge success.

Modern languages courses at university are extremely flexible and a language can be combined with almost any other subject. Popular combinations are a language and Management, Business Studies or Economics; other Old Brentwoods have successfully combined a language with, for example, Law, Music, Environmental Studies, History, Psychology or Chemistry.

A language is becoming an increasingly important adjunct to many other degree courses, including Medicine. In an increasingly competitive and globalised world, the ability to use a modern language other than your own gives you a vital edge in the professional world.

All MFL students seeking to read Modern Languages at university receive additional help to assist their application. Old Brentwoods are an excellent source of information and advice.

## Careers for MFL graduates

Modern Foreign Languages are very highly respected as a qualification. After Medicine and Dentistry, graduate employment is highest amongst Modern Foreign Language graduates, and in particular in the many firms which have international branches. This is unsurprising when you consider what Modern Language graduates can offer.

Firstly, they possess that rare practical skill of effective oral and written communication in two or more languages. Moreover, they have the ability to synthesise, analyse and evaluate demanding material in another language and present this persuasively in written or oral form. The study
of language also inculcates in them both a rigour and sense of creativity essential for many careers. Fourthly, the experience of the year abroad as part of their degree course means that Modern Languages graduates often have a maturity and adaptability which sets them aside from their peers and makes them attractive to employers.

The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking, finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

Again, Old Brentwoods are an excellent resource to tap for guidance as to the uses to which Modern Foreign
Language degrees have been put.


## IB Italian Ab Initio (Standard Level)

Ab Initio Italian is open to all non-native speakers who have not gained a certified qualification in Italian. If you have studied Italian at GCSE or IGCSE level, then you are not eligible to take Italian Ab Initio. This course may only be taken at Standard Level.

## Content

This is divided in three themes, which each divide into sub-topics as below:

## Individual and society

- Daily routines
- Education
- Food and drink
- Personal details, appearance and character
- Physical health
- Relationships
- Shopping.


## Leisure and work

- Employment
- Entertainment
- Holidays
- Media
- Sport
- Technology
- Transport.


## Urban and rural environment

- Environmental concerns
- Global issues
- Neighbourhood
- Physical geography
- Towns and services.


## Internal Assessment

The Individual Oral (25\%). This is around 10 minutes long and is done in February/March in the second year of the Ab Initio course. Candidates present on a visual stimulus and then are questioned on this. They are then asked two questions on their internal Writing Assignment. Finally 4-5 minutes are spent on questions and answers based on at least two topics from the main themes.

## External Assessment

Paper 1 Duration: 1hr 30mins Weighting 30\%
This is a text-handling paper with four passages (reading and comprehension)
The questions on this paper consist of question types such as true-or-false exercises, multiple-choice questions, short answer questions and gap-filling exercises.

Paper 2 Duration: 1 hr Weighting 25\%
This is a writing paper. There are two sections to this paper. Section 1 requires you to write a minimum of 50 words and Section 2 requires you to write a minimum of 100 words. The focus here is register. You must produce different test types and use structures and vocabulary appropriate to the register.

## Written Assignment (Weighting 20\%)

This is done in the form of coursework and takes two hours. The essay is a comparative piece of writing, comparing an aspect of Italian culture to your own culture. It is 200-350 words in length, completed in the second year of the Ab Initio course.

## Entry Requirements

The only entry requirements are that you must be a keen linguist and that you cannot have an official certification in Italian before commencing the course. Some knowledge of French or Latin would be useful.

## How the course is taught

Students will receive six periods of work per cycle, which are usually taught by the same teacher. Additionally, students will have a weekly oral period, either individually or in a small group. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material in advance of each class.

## Expectations/Homework

Pupils are expected to complete all of their homework on time. There is an expectation that pupils will carry out independent learning as without doing this, owing to the accelerated nature of the course, the high grades will not be attainable. From the very beginning of the course much emphasis is placed on vocabulary acquisition, student participation, independent learning and research. This research will be necessary as preparation for formal examinations.

All students are expected to engage fully in lessons, complete homework on time, learn vocabulary and basic grammar thoroughly and attend extra- curricular activities when necessary.

The IB course has a significant creative element and pupils will need to be creative thinkers and not afraid to take risks. The expectation too, is that pupils will speak the target language during lessons wherever possible. Pupils will be expected to go to every language assistant lesson and they will also need to prepare material and exercises in advance of each class.

## Preparatory Work

Students are provided with introductory material to study over the summer holidays before starting the course. Students are then tested on this material within the first week of term.

# MODERN FOREIGN LANGUAGES Self-taught School-supported Language A Literature 



## What is Language A Literature?

We recognise that students at Brentwood join the School with wide-ranging language profiles. They may have previously studied in another country, or English may not be the language they speak at home, or they may speak several languages. Although our Sixth Form courses are all taught in English, we aim to enable 'additive bilingualism' wherever possible, affirming, celebrating and extending a student's understanding of their home language and culture while also integrating them fully into the Brentwood curriculum and community.

The Language A Literature course involves students reading literature in their mother-tongue, promoting respect for the literary heritage of their home language and providing an opportunity for students to continue to develop oral and writing skills in their mother tongue while studying in a different language of instruction (English).

These courses are "self-taught and school-supported" meaning the student reads literature in their mother tongue but is supervised by a member of staff who is not a native speaker of that language. The teacher supervising advises on a balanced selection of literary works and gives lessons, in English, on literary analysis and criticism. The School also arranges for a native speaker of the target language to mark mock examination papers in the Upper Sixth year. Students need to be motivated and driven in order to complete the reading tasks and associated work independently. In recent years, we have had students undertake Literature courses in Mandarin Chinese, Russian, Romanian, Hindi and Afrikaans, with this "self-taught school-supported" model. We can accommodate any language.

The Language A Literature course presupposes a native command of the language. It is, therefore, not a language acquisition course as such, but, rather more, a reinforcement and refinement of already-present language and literary skills. As the Language A Literature course requires the linguistic competence of a native speaker it counts towards a Bilingual Diploma.

## Skills you will develop

The study of literature at Brentwood School aims to make you think and to reflect on life and shared experience. The skills you will acquire will serve you well at university, in your future career and for life:

- Independent study
- Critical enquiry and reflection
- Interpretative skills and the evaluation of arguments
- The selection and use of evidence
- Expressive and discursive oral and written skills.

Above all, you will be able to reflect on how the representation of experience plays a role in communicating profound truths about life and the nature of human endeavour.

## Sixth Form opportunities

The Self-taught Language A Literature student will be a native speaker. Whilst the department holds a wide range of books, films and other multi-media resources to complement the IB teaching revolving around some of the works being studied, there is nevertheless a requirement at IB level for a great deal of independent research and learning. The Learning Resource Centre / School Library contains an extensive collection of books and access to online journals, magazines and periodicals, which the students are expected to use regularly for research purposes and secondary sources.

## Higher Education opportunities

Some students choose to do degree courses in languages, either in the UK or back in their native country; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having the Bilingual Diploma at IB will greatly improve your employability, in particular with companies which have international branches.

## Careers for Literature graduates

These are just a few of the enormous range of career opportunities open to language graduates:

- Careers in teaching, translation and interpreting
- Law
- Banking, Finance \& Accountancy
- Management Consulting, Business \& Admin
- Teaching \& Education
- Public Sector \& Defence
- Charity, Not-for-profit \& NGO
- Advertising, Marketing \& PR
- Media
- Culture, Music \& Performing Arts
- Hospitality \& Tourism
- Retail \& Sales
- Recruitment \& Human Resources.


## IB Language A Literature (Standard Level)

## Content

There are 4 parts to this course:

- Works in translation
- Detailed study
- Literary genres
- School-based options.

Part 1: Works in translation (2 texts)
In this section, students will learn to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text.


## Part 2: Detailed study (2 texts)

In this section, students will learn to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony)
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.


## Part 3: Literary genres (3 texts)

In this section, students will acquire the ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works.

Part 4: School-based options (3 texts)
In this section, students will develop ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience.


## Internal Assessment

This component is internally conducted by the teacher and externally assessed by the IB at the end of the course.

The Interactive Oral commentary (worth 15\%)
Students present a formal oral commentary (10 minutes), responding to written questions on an extract from a work studied in part 2.

Individual oral presentation (worth 15\%)
The presentation ( 10 minutes) is based on works studied in part 4.

Written Assignment (worth 25\%)
Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200-1,500 words in length.

## External Assessment

Paper 1: Guided literary analysis (1 hour 30 minutes) The paper consists of two passages: one prose and one poetry.
Students choose one and write a guided literary analysis in response to two guiding questions. (Worth 20\%)

Paper 2: Essay (1 hour 30 minutes)
The paper consists of three questions for each literary genre.
In response to one question students write an essay based on at least two works studied in part 3. (Worth 25\%)

## Entry Requirements

Students need to be at near 'native speaker' standard in speaking, reading and writing in the target language (the language they are intending to study Literature in).

## IB Language A Literature (Standard Level)

## Course Specific Objectives

Group 1 (Literature) courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. While there is significant difference in the texts presented for study in the course, they will clearly overlap somewhat, with the main difference lying in the different areas of focus each part takes. In the Language A Literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

## How the course is taught

The course is put together and taught on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

## Expectations/Homework

The course is self-taught and overseen by a single teacher. All the emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for many of the course's components. Students are supervised through the process of completing their Internal Assessments (Oral and Written Assignments).

Tasks are set according to a work programme which helps students to manage their time. All students are expected to engage fully in meetings/seminars, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Students may wish to consider an aspect of Literature as the focus for their Extended Essay, particularly if they intend to study their language or a closely related discipline at university. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of
staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

If already at Brentwood School, students need to contact the teacher of Language A Literature to receive a list of authors to evaluate, even possibly to start their reading, over the summer break in preparation for the first module (Part 2) on their return.

## MODERN FOREIGN LANGUAGES - SPANISH

## A Literature

## IB Spanish A Literature (Higher Level and Standard Level)

The Spanish A Literature course gives students the opportunity to study a wide range of literature but also appreciate the historical and social context associated with each work and develop a number of skills. A combination of lecture-based lessons, group discussion and activities and individual research all combine to ensure that lessons are stimulating and varied.

This course presupposes a native command of the language. It is, therefore, not a language acquisition course as such, but, rather more a reinforcement and refinement of already-present language and literary skills. The course of study is divided into four parts.

Spanish A, whether at Higher or Standard Level, requires the linguistic competence of a native speaker and it counts towards a Bilingual Diploma.

The Higher and Standard Level courses have similar syllabi; Higher Level students examine topics in more depth and study more literary options. While the same principles underlie both courses, the Higher Level mark schemes are naturally more rigorous.

## Skills you will develop

In studying the Group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective.

Part 1: Works in translation (3 texts, 2 at SL)
In this section, students will learn to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text.

Part 2: Detailed study (3 texts, 2 at SL)
In this section, students will learn to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony)
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres (4 texts, 3 at SL)
In this section, students will acquire the ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works.

Part 4: Options (3 texts)
Option 1: School-based choice

Option 2: The Study of Prose other than Fiction leading to various forms of student writing

Option 3: New textualities
Option 4: Literature and film
In this section, students will develop the ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience.


## Sixth Form opportunities

The Spanish A student will be a native, or near native, speaker. Whilst the Department holds a wide range of books, films and other multi-media resources to complement the IB teaching revolving around the work being studied, there is nevertheless a requirement at IB Level for a great deal of independent research and learning. The Learning Resource Centre / School Library contain an extensive collection of Spanish books and access to online journals, magazines and periodicals, which the students are expected to use regularly for research purposes and secondary sources.

There are also regular trips to the theatre for live performances of works on the book list.

## Higher Education opportunities

Some students choose to do degree courses in languages, either in the UK or back in their native Spain; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having the Bilingual Diploma at IB will greatly improve your employability, in particular with companies which have international branches. See also the introductory remarks relating to Modern Foreign Languages as a whole.

## Careers for Literature graduates

There is an enormous range of career opportunities open to language graduates as outlined in the introductory comments on languages in general.

## MODERN FOREIGN LANGUAGES - SPANISH

## A Literature

## IB Spanish A Literature (HL and SL)

## Content

Four modules are covered during the course of two years:

Part 1: A study of three texts in Translation, involving close textual analysis as well as research

Part 2: A study of three works of different genres, one of which must be poetry

Part 3: A study of four works of the same genre and which allow for comparative as well as individual study

Part 4: A study of four works chosen freely by the teacher. The cultural background of the texts as well as film versions are studied alongside the works themselves

## List of works studied:

## Part 1:

Suskind (GER): El perfume
Rostand (FRA): Cyrano de Bergerac
Rodoreda (CAT): La plaza del diamante
Part 2:
Poetry: Antonio Machado: Campos de Castilla
Novel: MA Asturias: Leyendas de Guatemala
Drama: F.G.Lorca: La casa de Bernada Alba
Part 3:
Anon: El Lazarillo de Tormes
CJ Cela: La familia de Pascual Duarte
JC Onetti: El Pozo
J Rulfo: Pedro Páramo

Part 4:
GG Márquez: Crónica de una muerte anunciada
J Sierra I Fabra: Campos de fresas
G Felix Castellanos: Mi patria de papel

## Internal Assessment

Students complete two oral assignments: an Individual Oral Presentation during which they speak about a topic related to one of the texts in Part 4 and an Individual Oral Commentary in which they must comment on an extract of the poetry studied in Part 3, before discussing one of the other works from this module:. The IOC takes place in March of the U6th. (30\%)

## External Assessment

Paper 1. Students must write an essay based on two of the works studied in part 3. (25\%)

Paper 2. Unseen Commentary. Students write a literary commentary on either a piece of prose or poem both previously unseen. (20\%)

Written assignment. Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200-1,500 words in length. (25\%)

## Entry Requirements

Native speaker spoken and written fluency and a high aptitude for literature are required for this course.

## How the course is taught

A heavy emphasis in this course is placed on research and independent learning, although, naturally, students are supported at all times and offered guidance when completing extended projects such as their coursework module and individual oral presentations.

## Expectations / Homework

Students are expected to participate in class discussion, be inquisitive and work both independently and in groups. Homework ranges from independent research to essay questions, either from past papers or based on a topic currently being studied. In addition to this, students are expected to consolidate the texts they are studying and take additional notes in order to enhance their learning outside of the classroom.

## Preparatory work

All works studied are available to students from the beginning of the course so that they are free to read any of the texts in advance. They will be set poems to analyse in the summer preceding the course in order to acquaint them with the basic techniques of literary analysis.

Brentwood School

## MODERN FOREIGN LANGUAGES - SPANISH



## What does the study of MFL involve?

Brentwood School offers an exceptionally wide and stimulating range of courses within Modern Foreign Languages at Sixth Form level which cater for all interests and abilities. At the heart of every course are language study and the acquisition of the practical linguistic skills sought by employers in many fields. Whichever level or qualification you choose, you will learn to understand, speak and write that language with some facility and be able to communicate with native speakers in a meaningful way. At the conclusion of an A Level and IB Language A or B course, students will have achieved a level of linguistic proficiency to cope in a working environment in the language(s) they have chosen and to thrive at higher level study.

Modern Foreign Languages in the Sixth Form are, however, much more than the study of a language on its own. In learning to understand and appreciate the cultures underpinning the languages taught, the many ways in which they have enriched human society, and by exploring similarities with and differences from their own cultures, students become imbued with the internationalist perspective so essential in an interconnected world. A country's culture often finds its most profound and beautiful expression in its literature, and this duly forms a key component of Sixth Form modern languages' study; indeed, in many ways it can be its most rewarding. It should also not be forgotten that in studying Modern Foreign Languages, students learn the principles common to all languages. Not only does this equip them to acquire other, superficially unrelated, languages, but invariably improves their understanding of and competence in their own. Finally, Modern Foreign Languages provide an invaluable social education. Through participation in our wide range of foreign exchanges and visits, our students become socially aware communicators, able to adapt to all manner of environments.

## Skills you will develop

As you will see from the above, the study of Modern Foreign Languages will equip you with myriad skills which will serve you well throughout university, your professional career and life in general. Among the most important of these are:

- The ability to understand, speak and write a foreign language at a level appropriate to the course being followed
- Appreciation and appropriate use of register in written and spoken communication
- Understanding and appreciation of other cultures.
- Where appropriate, literary appreciation and criticism
- Independent study and research
- The ability to marshal, synthesise and present often complex material in a foreign language
- The ability to reflect, analyse and evaluate critically and present the conclusions coherently in oral and written form in a foreign language
- The ability to cope in and adapt to different social and cultural environments.



## MODERN FOREIGN LANGUAGES - SPANISH

## Opportunities for trips and further study

Sixth Form students of Modern Foreign Languages enjoy an outstanding wealth of opportunities to visit the countries where the languages they are studying are spoken and to explore aspects of their chosen language(s). Spanish students benefit from a tuition homestay in Salamanca. We also run a popular weekly film club and there are occasional visits to plays and talks of interest and relevance: Spanish students have recently appreciated a talk on Lorca in London. We also encourage our Sixth Form linguists to attend UKLO classes in preparation for the UK Linguistics Olympiad. This deepens considerably their understanding of how language works and enables them to pick up new languages with facility.


## Higher Education opportunities

Modern Languages is a popular subject for a university degree and around 10-12 Brentwood students every year go on to read at least one modern language at university. The vast majority of these are Russell Group universities, and we have a fine record of Oxbridge success.

Modern languages courses at university are extremely flexible and a language can be combined with almost any other subject. Popular combinations are a language and Management, Business Studies or Economics; other Old Brentwoods have successfully combined a language with, for example, Law, Music, Environmental Studies, History, Psychology or Chemistry.

A language is becoming an increasingly important adjunct to many other degree courses, including Medicine. In an increasingly competitive and globalised world, the ability to use a modern language other than your own gives you a vital edge in the professional world.

All MFL students seeking to read Modern Languages at university receive additional help to assist their application. Old Brentwoods are an excellent source of information and advice.

## Careers for MFL graduates

Modern Foreign Languages are very highly respected as a qualification. After Medicine and Dentistry, graduate employment is highest amongst Modern Foreign Language graduates, and in particular in the many firms which have international branches. This is unsurprising when you consider what Modern Language graduates can offer.

Firstly, they possess that rare practical skill of effective oral and written communication in two or more languages. Moreover, they have the ability to synthesise, analyse and evaluate demanding material in another language and present this persuasively in written or oral form. The study of language also inculcates in them both a rigour and sense of creativity essential for many careers. Fourthly, the experience of the year abroad as part of their degree course means that Modern Languages graduates often have a maturity and adaptability which sets them aside from their peers and makes them attractive to employers.

The range of careers open to Modern Linguists is therefore unusually large and extends well beyond the more obvious teaching, translation and interpreting pathways. Modern Language degrees can lead to successful careers in, amongst many others, the following areas: banking, finance and accountancy; law (including international law); civil service (including the Foreign Office and Defence) and local administration; business and management consultancy; journalism; advertising, marketing and PR; hospitality and tourism; retail and sales; work for charity and voluntary organisations (often abroad); media; culture, music and performing arts; recruitment and human resources.

Again, Old Brentwoods are an excellent resource to tap for guidance as to the uses to which Modern Foreign Language degrees have been put.

There follows a detailed outline of all the Modern Foreign Language courses we currently offer in Brentwood School Sixth Form.


## IB Spanish Language B (Higher Level)

Spanish B is offered to non-native speakers of Spanish who have completed either a GCSE or an IGCSE in Spanish (or equivalent).

## Content

The 3 Core Topics are:

1. Global Issues
2. Communication and Media
3. Social Relationships

There is huge importance attached to producing and recognising registers and throughout the course pupils will study many different text types, from leaflets, posters and diary entries to poems, short stories and newspaper articles.

At Higher Level, pupils must also study two works of literature written in the target language, currently these are 'Campos de Fresas' by Jordi Sierra I Fabra' and 'Yerma' by Federico García Lorca.

## Optional Topics

As part of the IB course, pupils must study at least two of the following five topics:

- Health - Customs and Traditions
- Leisure • Cultural Diversity
- Science and Technology

In Spanish, we currently major on the Health and Leisure topics.

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March. This examination lasts 8-10 minutes. There is a 3-4 minute presentation based on a photograph. Pupils must make references to Hispanic cultures.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The
Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 Duration: 1 hr 30 mins Weighting 25\%
This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true-or-false exercises, multiplechoice questions, short-answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 Duration 1 hr 30 mins Weighting 25\%
This is a writing paper. There are two sections to this paper. Section 1 requires you to write a piece of $250-400$ words based on the optional topics.
Section 2 requires you to write a reasoned argument of 150250 words.
In both pieces you are required to write in a specific register and use conventions, structures and vocabulary appropriate to that register.

Written Assignment (Weighting is 20\%)
This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (500-600 words, plus a 150-word rationale) based on one of the two literature books studied during the course. Please note that there is no officially examined listening comprehension at IB, though there may be a listening element to the Interactive Orals.

## IB Spanish Language B (Standard Level)

Spanish B is offered to non-native speakers of Spanish who have completed either a GCSE or an IGCSE in Spanish (or equivalent).

## Content

The 3 Core Topics are:

1. Global Issues
2. Communication and Media
3. Social Relationships

There is no literature studied at Standard Level.

## Optional Topics

As part of the IB course, pupils must study at least two of the followina five tonics:

- Health
- Customs and Traditions
- Leisure - Cultural Diversity
- Science and Technology

In Spanish, we currently major on the Health and Leisure topics.

## Internal Assessment

The internal assessments are both orals. The Individual Oral (worth 20\%) is done in the second year of the course, usually in March, and is based on the Optional Topics. This examination lasts 8-10 minutes. There is a 3-4 minute presentation based on a photograph, followed up with questions relating to that topic. Pupils must make references to Hispanic countries.

The Interactive Orals (worth 10\%) can be done at any time during the two years. There are three of these and the best mark is sent off to the exam board. The Interactive Orals are done during lesson time and can be in the form of a debate, a presentation, a role play, a reaction to a clip, etc. The Interactive Orals are based on the Core Topics.

## External Assessment

Paper 1 Duration 1 hr 30 mins Weighting 25\%
This is a text-handling paper with four passages (reading and comprehension). The questions on this paper consist of question types such as true or false exercises, multiple-choice questions, short answer questions and gap-filling exercises. Paper 1 is based on the Core Topics.

Paper 2 Duration 1hr 30 mins Weighting 25\%
This is a writing paper. Students need to write a minimum of 250-400 words. Paper 2 is based on the Optional Topics.

Written Assignment (Weighting is 20\%).
This is done in the form of coursework, usually written in the Lent Term of the second year. This is a piece of creative writing (300-400 words, plus a 100-word rationale) based on three texts which the candidate chooses.

## Entry Requirements for HL and SL

For the Higher Level course students are expected to have an A, preferably an A*, in Spanish at GCSE or IGCSE. For those students considering the Standard Level course, you will need at least an A grade to cope with the rigours of this course. For both courses you will need to feel confident in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of Spanish culture and way of life, and be interested in developing this understanding by exploring in much more depth the topic areas that you will have covered at GCSE or IGCSE.

## IB Spanish Language B (HL and SL)

## Course Specific Objectives

Spanish B is a Group 2, Language Acquisition, subject within the IB Diploma Programme. The aims of all subjects in Group 2 are to:

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Within Group 2, further aims of the Spanish course at HL and SL are to enable students to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organise ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature written in the target language of study.


## How the course is taught

Each course is normally taught by two subject teachers. Higher Level students will have nine lessons per twoweek cycle (plus 1 assistant lesson per week) and Standard Level students will have six lessons per 2 week cycle (plus 1 assistant lesson per week). The language assistant lessons will be timetabled into one of your non-contact periods. The language assistant lessons are usually taught in groups of 2 or 3 and so are extremely beneficial.

A heavy emphasis is placed on pupil participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the virtual learning environment and many tailored resources
developed by the Spanish Department. Students are supervised through the process of completing their Internal Assessments. Pupils are also expected to participate on trips to Spain and to keep themselves up-to-date with current affairs by reading Spanish newspapers and periodicals and watching the news regularly.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider an aspect of Spanish or Latin American history or culture as the focus for their Extended Essay, particularly if they intend to continue with Hispanic Studies and/ or History at university. This would be written in Spanish. Students are free to select any topic that lends itself to an enquiry focus, requires assessment of conflicting evidence and has a holistic worth. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay. Some pupils have also written very successful essays on literary topics in the past. The Spanish Department benefits from a wide range of expertise when it comes to providing appropriate supervision for the Extended Essay.

## Preparatory Work

It is recommended that all students engage in substantial revision of Spanish grammar and key vocabulary in order to prepare and equip themselves with the necessary tools for production and interaction before they embark on the course. In the summer preceding the course, they will be required to work on materials to facilitate this.

The pursuit of Spanish at Higher Level is essential for those wishing to specialise in Spanish at university - but it may also be a very useful for those wishing to study Spanish in conjunction with another language or with the kinds of subjects mentioned in the introduction. It also may be undertaken purely because of a student's enthusiasm for the subject.

## A Level Spanish

## Content

AQA A Level Spanish consists of three units of study.
Paper 1 Listening, reading and writing (50\%)
Paper 2 Writing (20\%)
Paper 3 Speaking (30\%)

## Entry Requirements

A minimum of a grade A at GCSE or IGCSE Spanish or equivalent is required. You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. You should have some knowledge and understanding of the culture and way of life of the target-language country. You need to be interested in developing this understanding and in exploring in much more depth the topic areas that you will have covered at GCSE.

## Course Specific Objectives

The A Level Spanish course encourages candidates to:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken, including its literature and contribution to world cinema
- Consider their study of the language in a broader context.


## A Level Spanish enables students to:

- Derive enjoyment and benefit from language learning
- Develop advanced research skills
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society and benefit from the numerous career opportunities this offers.


## External Assessment

For papers 1 and 3, students will study the following four themes:

Theme 1: Aspects of Hispanic Society
Theme 2: Artistic Culture in the Hispanic World
Theme 3: Multiculturalism in Hispanic society
Theme 4: Political Life in the Hispanic World
In addition, they will study literature and a film from a prescribed list which they will write about in Paper 2.

## Paper 1: Listening, Reading and Translation (50\% of total examination) <br> 2 hours and 40 minutes

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately into both Spanish and English.
Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the four Themes.

Students should be able to:

- understand key points and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from
- online media
- summarise information from spoken sources, reporting key points and subject matter
- translate meaning from one language into another.


## Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers.
Sources will include material from online media.

## Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

## Translation into English

The content of the translation will be taken from one of the four themes.

## Section A Listening Comprehension (30 marks)

- There are four questions in this section made up of multiple-choice and open-response, including questions testing summary skills; all questions are set in Spanish and must be answered in Spanish.
- Students will listen to a recording featuring Spanishlanguage speakers who will speak at a speed appropriate for the expected understanding at this level
- Recordings will be issued on CD ROM audio format or as digital sound files accessed via a secure download
- Students will have individual control of the recording and may stop, revisit and replay sections of the recording as required within the time allocated for this section


## Section B Reading Comprehension \& Translation Skills

 (70 marks)- Students will respond to five comprehension questions based on the texts provided. Questions comprise both multiple-response questions, openresponse questions and summaries in Spanish.
- The final two questions require students to translate two texts - one from Spanish into English and the other from English into Spanish.

Paper 2: Writing

## MODERN FOREIGN LANGUAGES - SPANISH

## 2 hours (25\% of total examination) 2 hours

Students will be assessed on their ability to answer two questions on a piece of literature and a film which they will study during the course. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

- All questions will be set in Spanish and must be answered in Spanish
- The use of dictionaries is not permitted
- Students must not take any documentation relating to the works into the examination.


## Paper 3: Speaking

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating the language accurately
- the ability to respond to written language in speech.

Task 1 (discussion based on a stimulus card) For the discussion:

- Candidates will be given a card in advance which they will study for 5 minutes under the supervision of the examiner before the discussion begins.
- The candidate will have to answer three compulsory questions printed on the card and then answer and other questions which the examiner asks.
- This discussion will last for approximately 5-6 minutes.

Task 2 (presentation and discussion on student's independent research project)
For this task:

- students can choose a subject of interest related to the cultural and social context of the language studied
- students must initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- students must refer to the written sources they have used in their presentation. The sources must be written in the assessed language; they could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced
- students may refer to other authentic sources they have used in their research during the discussion. These could include films, television, radio, online audio-visual material and interviews


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on pupil participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Spanish Department Virtual Learning Environment. Students are supervised through the process of working through research-based literary, cultural, historical work. Pupils are also expected to participate on trips to Spain to and to keep themselves up-to-date with the current affairs by watching the Spanish news daily.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. Sixth Form Spanish students are expected to be resourceful and committed to intellectual enquiry.

## Preparatory Work

All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at A Level. It is also recommended that all students continue to revise grammar over the break as a good working knowledge of Spanish grammar will be vital at A Level.

## Spain

Society of Wine Educators Study Guide


[^2]Brentwood School
SIXTH FORM

MUSIC


## What is Music?

It has been argued that Music is the greatest of all the arts, with a unique ability to move, to inspire and to improve the lives of individuals, of communities and even of whole nations. Music deeply and positively affects, and reflects, our emotions, our very being. As Victor Hugo put it:
"Music expresses that which cannot be said and on which it is impossible to be silent"

The study of music in the Sixth Form is a multi-facetted and intellectually challenging process. At the very least, students need to be fluent in reading music and should be competent performers and composers. In addition they need highly developed analytical skills and an ability to write critically about music - when, how and why it was written, why it succeeds or not, how it should be performed and what its inherent value might be. In order to be successful in this part of the course, students should listen to a wide range of music in addition to the prescribed set works and should be prepared to research the social and historical background of the music they study.


## Skills you will develop

The study of Music in the Sixth Form at Brentwood will undoubtedly be a richly rewarding and varied experience for any musician.

You can hope to develop many lifelong skills of which the following are merely a selection:

- Advanced performance skills with increased ability to self-evaluate and with enhanced stylistic understanding
- The ability to compose in a variety of styles including historical pastiche
- Enhanced aural skills
- The ability to analyse historical and contemporary musical styles with an awareness of related sociological and philosophical issues.


## Opportunities for trips and further study

There are many opportunities for Sixth Form music students at Brentwood to perform, to compose and to listen.

Students are encouraged to be enthusiastic performers with weekly rehearsals and frequent Concerts involving our many choirs and instrumental groups, as well as a termly opportunity to perform as a soloist in our popular Chamber Concerts. The style of music on offer is remarkably wide from the Renaissance to the present day, including jazz and rock. Students also have the opportunity to audition for a role in our tremendously popular biennial stage musicals.

Composing opportunities abound with notational software (Sibelius) and sequencing software (including Garage Band) freely available in the department on our Apple Mac computers. Students are encouraged to listen to a wide range of music and to listen critically to each other at concerts. It is also a requirement that music students should sing in a choir and play in a band or orchestra. Students occasionally have the opportunity to participate in workshops given by visiting performers. Those which have taken place in recent years have focused upon Samba music, musical instrument construction and our very successful Easter Jazz Course. Students make regular trips to perform at outside venues with the Big Band, and are able to participate in foreign tours (recently to Salzburg, Siena and Bavaria).

## Higher Education opportunities

The opportunities to study music in further and higher educational establishments are greater than could possibly have been imagined fifty years ago. Traditional music degrees in all of the major universities are still popular and over-subscribed, but a wide variety of other courses involving Music Technology and aspects of Popular and World Music are also available.

In addition to university courses there are a large number of courses (too many to list here) offered by the Conservatoires in every aspect of musical performance, composition, conducting and all related matters.

Opportunities to study Music Theatre courses are also offered at selected Drama Schools around the country. Students wishing to use their musical skills to enhance their university life whilst studying an unrelated subject may also apply for Choral or Organ scholarships, which are available at several of our top universities including Oxbridge and Durham. Many of our students have been successful in receiving such awards in recent years, including in the last two years both the Organ Scholarship of Clare College, Cambridge, and a Choral Scholarship to Trinity College, Cambridge.

Brentwood pupils have gone on to read music at universities such as Durham, Bristol and York or have been accepted by conservatories such as the Royal College of Music and Guildhall. Many more have obtained a university degree followed by postgraduate studies in performance. The Music Department at Brentwood is able to claim many top performers amongst its alumni.


## Careers for Music graduates

Future employers in all fields will value the self-discipline, rounded thinking, creativity and literary skill displayed by a good music graduate. Job opportunities specifically involve music including performing, composing and arranging, class teaching or instrumental teaching in school or in private practice, arts administration, music publishing, music therapy, recording and marketing in the popular music industry, music librarianship and artist management.


## IB Music (Higher Level)

## Content

Listening Paper (30\%): Students study two set works in detail, and a wide range of styles of music for four unprepared listening extracts in the exam, including comparisons.
Music Links Investigation (20\%): A media script of up to 2000 words comparing significant musical links between two pieces from distinct musical cultures.
Creating (25\%): Three pieces of coursework, selected freely from composition, music technology composition, arrangement, improvisation and stylistic techniques.
Solo Performing (25\%): 20 minutes of recordings selected from pieces presented during one or more public performances.

## Optional Topics

Free choice of pieces to study in the MLI, free choice of exercises to submit for the creating option.

## Internal Assessment

50\% Creating and solo performing.

## External Assessment

Listening paper: One 3 hour exam; Musical links investigation.

## Entry Requirements

A minimum of Grade A in GCSE Music and performing skills at least equivalent to ABRSM Grade 5 in at least one instrument.

## IB Music (Standard Level)

## Content

Listening Paper (30\%): Students study two set works in details, and a wide range of styles of music for four unprepared listening extracts.
Music Links Investigation (20\%): A media script of up to 2000 words comparing significant musical links between two pieces from distinct musical cultures.
Internal Assessment (50\%): Students choose one of three options:

- Creating: Two pieces of coursework, selected freely from composition, music technology composition, arrangement, improvisation and stylistic techniques.
- Solo Performing: 15 minutes of recordings selected from pieces presented during one or more public performances.
- Group Performances: 20-30 minutes of recordings selected from pieces presented during one or more public performances in an ensemble.


## Optional Topics

Free choice of pieces to study in the MLI, free choice of internal assessment option.

## Internal Assessments

50\%: Either creating, solo performing or group performing.

## External Assessment

Listening paper: One 2 hour 15 minutes exam; Musical links investigation.

## Entry Requirements

A minimum of a Grade B in GCSE Music and performing skills at least equivalent to ABRSM Grade 5 in at least one instrument (for solo performing option).

## The Extended Essay (Music)

The Extended Essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- Practical preparation for the kinds of undergraduate research required at tertiary level
- An opportunity for students to engage in an indepth study of a topic of interest within a chosen subject

Emphasis is placed on the research process:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas
- Developing an argument

Participation in this process develops the capacity to:

- Analyse
- Synthesise, and
- Evaluate knowledge

Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

## IB Music (HL and SL)

## Course Specific Objectives

The aims of all subjects in Group 6 are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners of the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.

Additionally, the music course aims to enable students to:

- Develop their knowledge and potential as musicians, both personally and collaboratively.


## How the course is taught

The IB Music Course is challenging and wide-ranging. Much of the Lower Sixth year will consist of historical study of Western and non-Western music periods, together with lessons on creating music, if you elect that option. The Musical Links Investigation is submitted at the end of the Lower Sixth year. In the Upper Sixth there will be detailed study of the set works. If you elect to take either of the performing options, your subject teacher will work with your individual instrumental teachers to help prepare you for the performance aspects of the course, which are assessed continuously throughout the course.

## The Extended Essay (Music)

The Extended Essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- Practical preparation for the kinds of undergraduate research required at tertiary level
- An opportunity for students to engage in an indepth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas
- Developing an argument.

Participation in this process develops the capacity to:

- Analyse
- Synthesise, and
- Evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

## Expectations/Homework

Regular homework is set and marked on the work learnt for the listening paper, including comparative essays. In addition, technical exercises in harmony and counterpoint are given. Students are expected to practise diligently in order to prepare for the performance aspect, to attend such rehearsals as are held in the Music Department in order to improve aural skills, sight reading and general musicianship and also to listen to a wide range of music. These activities constitute a permanent homework requirement in this subject

## Preparatory Work

It is essential that students embarking on this course should read music fluently. To this end a pass in the Associated Board Grade Five Theory of Music Examination is desirable, though not essential. Students should also have a measure of practical skill roughly equating to Associated Board Grade 4 or above in order to begin to fulfil the requirements of Units 1 and 4 (in which playing of Grade 7 standard or above is advantageous). Music is a difficult subject and any preparatory listening across a wide range of styles and, above all, enthusiasm and passion for music in all its forms, will help a potential candidate to make a good start to this course.


## A Level Music

## Content

The two-year course is split into three components as follows:

- Unit 1 - Performing - Minimum 8 minutes - 30\%
- Unit 2 - Composing - Two compositions - 30\%
- Unit 3 - Written Examination - 40\%

Unit 1
Performing - Coursework 30\%
Students are externally assessed on a performance of no less than 8 minutes which is recorded. It may be in any style, and may be solo or ensemble, from a score or improvised. The performance must take place in front of an audience and must consist of a balanced programme. A standard of grade 7 or above is desirable.

Unit 2
Composing - coursework 30\%

- Students compose two compositions both of which are externally assessed. One may be in response to a chosen brief which will relate to the Areas of Study studied in the set works, or may be a free composition. The other will be from a brief assessing technique. A score and recording must be produced.
- The free choice composition briefs will be released on September $1^{\text {st }}$ at the beginning of the year of certification.
- The Briefs assessing technique will be released on 1 April in the year of certification. These briefs allow students to compose under controlled conditions with a guided maximum allowed time of 6 hours in the following styles:
- Bach Chorale, Two-Part Counterpoint, Arrangement or Remix.
- Total time across both submissions must be a minimum of 6 minutes.

Unit 3
Appraising - Examination 40\%

## Set Works

- Students study a selection of prescribed set works from Six Areas of Study incorporating the following genres: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions. These are all taken from the Edexcel Anthology of Music.

Unfamiliar Music and Wider Listening

- Students must use their knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music.

These two sections are assessed in a two hour examination comprising:

- Section A: four questions, three on set works and one question on dictation.

Section B: one essay on an unfamiliar piece of music and one essay relating a set work to wider listening.

## Course Specific Objectives

The course aims to encourage students to:

- Develop their skills as a performer in solo and/or ensemble performances
- Develop their understanding of harmony and counterpoint
- Develop their ability to compose in a variety of styles.
- Develop their aural skills
- Develop a suitable technical language with which to write about music
- Develop their ability to listen to music analytically and to write about music critically
- Develop their understanding of music within a social, historic, cultural and moral context
- Develop their handling of specialist music technology where it is needed for composition
- Improve their independent learning through listening, reading and research.


## How the course is taught

The course is normally delivered by two subject teachers. One teacher gives weekly lessons on the analysis of set works and associated aural skills. The other teacher gives guidance on the composition elements of the course together with lessons on harmony and counterpoint. Students also develop their performance skills in preparation for Unit 1 with their individual instrumental tutors.

## Expectations/Homework

Regular homework is set and marked on the work learnt for Units 2 and 3, including comparative essays for the latter. In addition technical exercises in harmony and counterpoint are given. Students are expected to practise assiduously in order to prepare for all Units, to attend such rehearsals as are held in the music department in order to improve aural skills, sight reading and general musicianship and also to listen to a wide range of music. These activities constitute a permanent homework requirement in this subject.

## Preparatory Work

It is essential that students embarking on this course should read music fluently. To this end a pass in the Associated Board Grade Five Theory of Music Examination is desirable, though not essential. Students should also have a measure of practical skill roughly equating to Associated Board Grade 4 or above in order to begin to fulfil the requirements of Units 1 and 4 (in which playing of Grade 7 standard or above is advantageous). Music is a difficult subject and any preparatory listening across a wide range of styles and, above all, enthusiasm and passion for music in all its forms, will help a potential candidate to make a good start to this course.

## PHYSICAL EDUCATION \& SPORT SCIENCE



## What is Physical Education \& Sport Science?

In the modern world, sport has become extremely big business. From the multi-billion dollar world of elite professional sport to the inclusive world of personal fitness, the impact of sport on the lives of billions cannot be understated.

Physical Education and Sport Science are multidisciplinary subjects studying a broad range of topics such as anatomy and physiology, biomechanics, sports psychology and nutrition. As part of the ever-increasing focus within the sporting world on achieving the best possible results; sport scientists and performance consultants are growing in demand and in employment. Through the study of science and sport, researchers have developed a greater understanding of how the human body reacts to exercise, training, different environments and many other stimuli.

Is Sport Science/Physical Education the right course for you? If you are interested in learning about the human body in action, how to push performance to its very peak or just how sport will enable you to stay fit and healthy, the answer is most certainly yes.


## Skills you will develop

Broadly speaking, you will gain an understanding of human responses to sport and exercise and how performance can be enhanced, monitored and analysed, as well as the multiple health benefits of physical activity. You will also learn the impact of prolonged sporting activity and exercise on the body - for example, how muscles repair themselves after an
athlete runs a marathon or a footballer playing 90-minutes at altitude on a hot day.

You will be able to understand coaching processes and what influences them, and the management and delivery of a variety of sports. You will learn why sport is such an important feature of our society and about the challenges of teaching sport and physical education in a range of settings.

In addition to these specific skills, you will also develop your research and analytical skills, be able to critically evaluate data and text, and to problem solve. You should also be adept at working in a team. Furthermore, you will develop into a reflective and reflexive thinker, capable of independent judgment, initiative and decision-making.

## Opportunities for trips and further study

Sixth Formers are actively encouraged to share their expertise and experience with pupils in junior years. The thriving sports programme on offer at Brentwood School allows students to assist with coaching, officiating or to merely spectate. In addition a series of UK and overseas trips is offered to students involved in sports teams and there is also the opportunity for all Sixth Formers to contribute to the sports section of the Brentwoodian magazine.

## Higher Education opportunities

The study of IB Sports, Exercise and Health Science and A Level Physical Education is considered a science subject by many Universities and a core A Level subject by all universities. These courses provide excellent preparation for Sports Science, Physical Education (Teaching and Coaching) Physiology, Human Biology, Psychology, Physiotherapy and alternative Medical degree courses. The top Sports Science/Physical Education Courses are run at Bath, Loughborough, Birmingham, Exeter, Durham, Southampton and Brighton.

## Careers for PE \& Sport Science graduates

Physical Education and Sport Science provides the opportunity to pursue many different career paths, including the leisure industry, sports marketing and journalism, nutrition, health industry, teacher, coach, university lecturer, sport scientist. It is also considered good preparation for careers in Physiotherapy and alternative medical careers.

## PHYSICAL EDUCATION \& SPORT SCIENCE

## IB Sports, Exercise and Health Science (Standard Level)

## Content

The core topics include:

- Anatomy
- Exercise Physiology
- Energy Systems
- Movement Analysis
- Skill in Sport
- Measurement and Evaluation of Human Performance.


## Optional Topics

In addition to the core topics above, two 'Option Topics' must be studied, selected from:

- Optimising Physiological Performance
- Psychology of Sport
- Physical Activity and Health
- Nutrition for Sport, Exercise and Health.


## Internal Assessment

The internal assessment is worth $20 \%$ of the final assessment and consists of an interdisciplinary (Group 4) project, a sports specific scientific investigation and written report taking approximately 10 hours. The internal assessment is centred on the assessment of practical skills. The practical work will include a spread of content material from the core and options. Investigations can be carried out in a variety of ways including;

- Long term practical's or projects
- Computer simulations
- Data gathering exercises such as questionnaires, trials and surveys
- Data analysis exercises
- Laboratory work and field work.


## External Assessment

Paper 1: 30 multiple choice questions on the core syllabus - 45 minutes (20\%)

Paper 2: Core Syllabus - 1 hour 15minutes (35\%)
Section A: One data-based question and several short answer questions on the core.
Section B: One extended-response question on the core (from a choice of three)

Paper 3: Optional Topics - 1 hour ( $25 \%$ )
Several short answer questions on each of the two options studied.

## Entry Requirements

An A grade GCSE Physical Education is essential and an A grade GCSE Science (Biology) is desirable

## Course Specific Objectives

Sport, Exercise and Health Science is a Group 4, Science, subject within the IBDP. The aims of all subjects in Group 4, Sciences, are to:

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge
- Provide a body of knowledge, methods and techniques that characterize science and technology
- Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- Develop an ability to analyse, evaluate and synthesize scientific information
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Develop and apply information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Within Group 4, the aims of Sports, Exercise and Health
Science course are to:

- Understand how excellence in sport can be attained
- Develop awareness of training programme design
- Encourage students to consider physiological, biomechanical and psychological demands of an activity
- Understand the role of the sport and exercise scientist
- Encourage an understanding of promotion of exercise for the promotion of health and wellness
- Understand international dimensions such as international sporting competition and the bodies that regulate them.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library and Physical Education Department resource room is well resourced for the course. Further learning resources are available through the Physical Education Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-todate and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Pupils may wish to consider Sport, Health and Exercise Science as the focus for their Extended Essay, particularly if they intend to study Sport and Exercise Sciences or a closely related discipline at university. Students are free to select any topic and it should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students would normally be expected to extend their knowledge beyond that encountered in the Diploma Programme course they are studying. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

NB; Extended essays are normally undertaken in HL subjects as students often do better owing to the level of study.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in at the very first lesson for assessment. Students are then tested on this material within the first week of term.

## PHYSICAL EDUCATION \& SPORT SCIENCE

## IB Sports, Exercise and Health Science (Higher Level)

## Content

The core topics include all standard level topics in addition to:

- Further Anatomy
- The Endocrine System
- Fatigue
- Friction and Drag
- Skill Acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity


## Optional Topics

This element is the same as Standard Level In addition to the core topics above, two 'Option Topics' must be studied, selected from:

- Optimising Physiological Performance
- Psychology of Sport
- Physical Activity and Health
- Nutrition for Sport, Exercise and Health.


## Internal Assessment

The internal assessment is worth $20 \%$ of the final assessment and consists of an interdisciplinary (Group 4) project, a sports specific scientific investigation and written report taking approximately 10 hours. The internal assessment is centred on the assessment of practical skills. The practical work will include a spread of content material from the core and options. Investigations can be carried out in a variety of ways including;

- Long term practical's or projects
- Computer simulations
- Data gathering exercises such as questionnaires, trials and surveys
- Data analysis exercises
- Laboratory work and field work.


## External Assessment

Paper 1: 40 multiple choice questions on the core syllabus - 1 hour (20\%)

Paper 2: Core Syllabus - 2 hour 15 minutes ( $35 \%$ )
Section A: One data-based question and several short answer questions on the core and all AHL topics
Section B: Two extended-response question on the core and AHL topics (from a choice of four)

Paper 3: Optional Topics - 1 hour ( $25 \%$ )
Several short answer and extended response questions on each of the two options studied.

## Entry Requirements

An A grade GCSE Physical Education is essential and an A grade GCSE Science (Biology) is desirable

## Course Specific Objectives

Sport, Exercise and Health Science is a Group 4, Science, subject within the IBDP. The aims of all subjects in Group 4, Sciences, are to:

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge
- Provide a body of knowledge, methods and techniques that characterize science and technology
- Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- Develop an ability to analyse, evaluate and synthesize scientific information
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Develop and apply information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.
Within Group 4, the aims of Sports, Exercise and Health Science course are to:
- Understand how excellence in sport can be attained
- Develop awareness of training programme design
- Encourage students to consider physiological, biomechanical and psychological demands of an activity
- Understand the role of the sport and exercise scientist
- Encourage an understanding of promotion of exercise for the promotion of health and wellness
- Understand international dimensions such as international sporting competition and the bodies that regulate them.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library and Physical Education Department resource room is well resourced for the course. Further learning resources are available through the Physical Education Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-todate and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Pupils may wish to consider Sport, Health and Exercise Science as the focus for their Extended Essay, particularly if they intend to study Sport and Exercise Sciences or a closely related discipline at university. Students are free to select any topic and it should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students would normally be expected to extend their knowledge beyond that encountered in the Diploma Programme course they are studying. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.
NB; Extended essays are normally undertaken in HL subjects as students often do better owing to the level of study.

## Preparatory Work

Students are provided with introductory material to study before embarking on the course. This is handed in at the very first lesson for assessment. Students are then tested on this material within the first week of term.

## PHYSICAL EDUCATION \& SPORT SCIENCE

## A Level Physical Education

## Content

H555: Theoretical Content - 70\% of total marks

01: Physiological factors affecting performance (30\%)

- Applied Anatomy \& Physiology
- Exercise Physiology
- Biomechanics

02: Psychological factors affecting performance (20\%)

- Skill acquisition
- Sports psychology

03: Socio-cultural issues in physical activity and sport (20\%)

- Sport and society

Contemporary issues in physical activity and sport
H555: Practical Content - 30\% of total marks

## 04: Performance in Physical Education

- Performance or coaching (15\%)
- Evaluation and Analysis of Performance for Improvement (EAPI) (15\%)


## Internal Assessment

The practical content are internally assessed and externally moderated.

In the Upper Sixth candidates are assessed in their practical mastery of skills and techniques and effective performance in full, formal competitive situations in one activity. Consisting of 30 marks forming $15 \%$ of the total marks.

The EAPI is also worth $15 \%$ of the practical mark and marked out of 30 . Students will be assessed performing a verbal response to a performance observation in their chosen activity.

## External Assessment

01: Physiological factors affecting performance (30\%)

- 90 marks - 2 hour written paper

02: Psychological factors affecting performance (20\%)

- 60 marks - 1 hour written paper

03: Socio-cultural issues in physical activity and sport (20\%)

- 60 marks - 1 hour written paper


## Entry Requirements

A B grade GCSE Physical Education is essential and a B grade GCSE Science (Biology) is desirable.

## Course Specific Objectives

The A Level course aims to equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio cultural and practical aspects of physical education. This requires them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Understand the role of technology in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

In addition to these general aims of the course, students will study the following specific areas of Physical Education within each unit:

## 01: Physiological factors affecting performance

This section focuses on developing the learner's knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

Through study of this component, learners will gain a deeper understating of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion in the body and how these effects can be used in physical activities to our advantage.

In many areas if this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding.

This topic focuses on key systems of the human body involved in movement and physical activity.

Learners will develop their understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery.

Learners are required to develop knowledge and understanding of quantitative skills, which in this component include:

## Applied anatomy and physiology:

- Interpretation of data and graphs relating to:
- Changes within musculo-skeletal, cardiorespiratory and neuro-muscular systems during different types of physical activity and sport.
- Quantitative methods for planning, monitoring and evaluating physical training and performance


## Biomechanics

- Knowledge and use of definitions, equations, formulae and units of measurement
- Ability to plot, label and interpret graphs and diagrams

Learners will know and understand the different energy systems and factors that affect the interplay of the energy systems during physical activity

Application of theoretical knowledge will enable learners to understand how changes in physiological states can influence performance in physical activities and sport.

## PHYSICAL EDUCATION \& SPORT SCIENCE

## 02: Psychological factors affecting performance

This component focuses on the psychological factors affecting physical activities and sports. This includes models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. It also includes psychological factors affecting group dynamics and the effects of leadership and stress on performance.

Through study of this component learners will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited that that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

In many areas of the specification, it is expected that practical examples from physical activities and sports will be used to show how theory can be applied and to reinforce understanding.

03: Socio-cultural issues in physical activity and sport This component focuses on the sociological and contemporary issues that influence and effect physical activity and sport and how sport affects society.

It includes the emergence and evolution of modern sport and hoc social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sports performers and spectators will be understood and practical examples will be used by learners to show the effect of modern technology.

In many areas of the specification it is expected that practical examples of physical activities and sports will be used to show how theory can be applied ant to reinforce understanding.

## 04: Performance in Physical Education Practical Activity Assessment

Learners are assessed in performing or coaching one chosen activity from the activity list. Learners must also complete a log of competitive participation in their sport to show the level they participate at.

Performers will be assessed in their ability to select and perform the appropriate skills consistently, precisely and with control and fluency, adapting them to suit a variety of situations in authentic conditioned, competitive environments for their chosen activity. It will include performance in full competitive situations.

Assessment will place considerable emphasis not only on the selection and execution of skills, but also on the level of sophistication in performance. Learners aspiring to the higher levels must demonstrate their composure and accuracy under pressure, maintaining the quality of their performance in formal competition conditions and showing their appreciation of the need to be able to produce the highest levels of performance at critical times. In team activities, strategic decision making and the ability to influence both game situation and other performers around them are among the
attributes which will mark out those performing in the top bands.

The Evaluation and Analysis of Performance for Improvement (EAPI)

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the approved list.

Learners are recorded as they provide a verbal response to this observation in which they analyse and critically evaluate:

- The quality and range of the acquired and developed skills being performed
- The appropriateness and level of success of the selection and application of skills, strategies and tactics / compositional ideas
- The understanding and awareness shown by the performer during performance
- The use of physical attributes during the performance
- The overall effectiveness and success of the performance.

Learners will identify and justify the major weaknesses within the performance to prioritise for improvement and will propose a long term ( $2-3$ months) development plan to improve the area of performance identified.

## How the course is taught

The units are taught by three subject teachers; who each deliver the three separate elements of the theory course. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Physical Education Department Virtual Learning Environment.

The practical units do not have contact lesson time devoted to their development. Students are expected to pursue their practical activities in their own time, making use of the cocurricular sporting support network of the school and local clubs. Pupils' progress is continually monitored and students are heavily advised on how to prepare for assessment. The skill of evaluation and improving performance is developed and linked into the theory side of the course.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-todate and to read and research widely in order to support their independent learning.

As previously mentioned, there is an expectation that students take responsibility for the development of their practical performance. Students must demonstrate effective time management to participate on at least a weekly basis in their chosen activity areas throughout the academic year.

## Preparatory Work

All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study.

Brentwood School
SIXTH FORM

## PHILOSOPHY



## What is Philosophy?

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as the following:

What is it to be human?

Do we have free will?

Does my life have meaning?
What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of Philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying Philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. The emphasis of the IB Diploma Programme Philosophy course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. At the core of the subject lies a concern with truth and clarity of understanding achieved through critical and systematic thinking, careful analysis of arguments and close reading. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way.

## Skills you will develop

Philosophy develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. Philosophy encourages students to question received ideas, to justify their own positions and to persevere with challenging issues.

## Opportunities for further study

Philosophy students often contribute significantly to the Sir Antony Browne Society, and participate in debates and Public Speaking. The Philosophy Society allows students to give presentations and discuss particular areas of personal interest, or examine philosophical texts beyond the boundaries of the syllabus.

The Learning Resource Centre contains an extensive collection of works of Philosophy in the form of books, magazines, and access to online journals, as well as extensive commentaries and support materials.

## Higher Education opportunities

IB Diploma Philosophy students can go on to do Philosophy at university, either by itself or as a joint honours course with Physics, Linguistics, Politics or the like. The analytical skills and academic rigour in Philosophy support Science-based courses including Medicine, while the skills of essay-writing and developing a sustained argument support applications for Law, History, English Literature or other Arts courses.

## Careers for Philosophy graduates

When considering where Philosophy takes you, the Chairman of the CBI (a leading UK business organisation) said recently the following skills are now most important for employers:

- Asking good questions
- Making connections between ideas
- Tenacity in seeking answers
- Coping with uncertainty
- Taking risks

Philosophy students are recognised as being some of the best equipped with these abilities. The key skills of analysis, interpretation and developing a sustained argument can be utilised in many professions including: research, teaching, accountancy, computing, market analysis, publishing, journalism, the civil service, the legal profession or in commerciallife.

## IB Philosophy (Higher Level)

## Content

Students study the "Core Theme": Being Human. Students question whether their lives have meaning and purpose, examine nihilism and existentialism and non-Western responses. We question what is important about being a person, whether animals or machines could be persons, consciousness, human nature, whether we have free will, our relations with others. Students examine famous thinkers like Sartre, Camus, Wittgenstein and Daniel Dennett, as well as formulating their own ideas. We also make connections with theatre, films and pop music.

Students study a unit on exploring the nature of philosophical activity, looking at the purpose of Philosophy, its aims and methods, whether it should be accessible, whether anyone can be a philosopher, whether it makes progress.

## Optional Topics

Students study a classic set text in depth. This will either be Descartes's Meditations, Mill's On Liberty or Nietzsche's Genealogy of Morality. Meditations focuses on how we can know things and also discusses the self, mind and reality. On Liberty defends the notion that we should be free to do anything we like provided we do not harm others. Genealogy of Morality is a stinging critique of ethics, arguing that a radical new way is needed.

Students will study two "Optional Themes". Within the department, we have the expertise to teach

- Political Philosophy - justification of the State, democracy, anarchism, justice, rights, ideologies.
- Philosophy and Contemporary Society - liberty, terrorism, culture and multiculturalism, technology and media.
- Ethics - moral principles and whether they exist, virtue ethics, utilitarianism, Kantian ethics, duty, biomedical ethics.


## Internal Assessment

Students choose a non-philosophical stimulus e.g. a piece of art, a music video, a scene from a film, and write a 2000 -word essay on a philosophical issue inspired by this stimulus. For example, an essay on existentialism and authenticity inspired by Jessie J, or an essay on Schopenhauer and nihilism inspired by Fight Club. 20\%.

## External Assessment

Paper 1, 2hr 30min, 40\%
Students write three essays: one on the Core Theme, and one on each of their Optional Themes.

Paper 2, 1hr, 20\%
Students answer a two-part question on their set text.
Paper 3, 1hr 15min, 20\%
Students analyse an 'unseen' text outlining a view about the nature of philosophy, and write a response to this text, comparing and contrasting their experience of philosophical activity with the view presented in the text.

## Entry Requirements

A minimum of a B in GCSE English Literature. The subject requires rigorous analysis and structuring coherent essays; as such, an A in GCSE English Literature and an A in GCSE Mathematics are an advantage.

## IB Philosophy (Standard Level)

## Content

Students study the "Core Theme": Being Human. Students question whether their lives have meaning and purpose, examine nihilism and existentialism and non-Western responses. We question what is important about being a person, whether animals or machines could be persons, consciousness, human nature, whether we have free will, our relations with others. Students examine famous thinkers like Sartre, Camus, Wittgenstein and Daniel Dennett, as well as formulating their own ideas. We also make connections with theatre, films and pop music.

## Optional Topics

Students study a classic set text in depth. This will either be Descartes's Meditations, Mill's On Liberty or Nietzsche's Genealogy of Morality. Meditations focuses on how we can know things and also discusses the self, mind and reality. On Liberty defends the notion that we should be free to do anything we like provided we do not harm others. Genealogy of Morality is a stinging critique of ethics, arguing that a radical new way is needed.

Students will study one "Optional Themes". Within the department, we have the expertise to teach:

- Political Philosophy - justification of the State, democracy, anarchism, justice, rights, ideologies.
- Philosophy and Contemporary Society - liberty, terrorism, culture and multiculturalism, technology and media.
- Ethics - moral principles and whether they exist, virtue ethics, utilitarianism, Kantian ethics, duty, biomedical ethics.


## Internal Assessment

Students choose a non-philosophical stimulus e.g. a piece of art, a music video, a scene from a film, and write a 2000-word essay on a philosophical issue inspired by this stimulus. For example, an essay on existentialism and authenticity inspired by Jessie J, or an essay on Schopenhauer and nihilism inspired by Fight Club. 25\%.

## External Assessment

Paper 1, 1hr 45min, 50\%
Students write two essays: one on the Core Theme, and one on their Optional Theme.

Paper 2, 1hr, 25\%
Students answer a two-part question on their set text

## Entry Requirements

A minimum of a B in GCSE English Literature. The subject requires rigorous analysis and the ability to structure coherent essays; as such, an A in GCSE English Literature and an A in GCSE Mathematics are an advantage.

## IB Philosophy (HL and SL)

## Course Specific Objectives

Within Group 3, Individuals and Societies, the aims of the World Religions course are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognise that the content and methodologies of the subject are contestable and that their study requires the toleration of uncertainty
- Develop an inquiring and intellectually curious way of thinking
- Formulate arguments in a sound and purposeful way
- Examine critically their own experiences and their ideological and cultural perspectives
- Appreciate the diversity of approaches within philosophical thinking
- Apply their philosophical knowledge and skills to the world around them.


## How the course is taught

The IB Philosophy course is taught by one or two subject teachers. A heavy emphasis is placed on student participation, presentation, discussion, research and independent learning. Students are encouraged to think for themselves and "do Philosophy", rather than passively repeating the ideas of dead thinkers. The classroom fosters intellectual inquiry and debate. Students are supervised through the process of completing their Internal
Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up-to-date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Extended Essays in Philosophy provide students with an opportunity to undertake a philosophical investigation into a topic of special interest. The student is encouraged to engage in serious, personal thought, to develop and explore in a disciplined and imaginative way a specific philosophical question appropriate to the subject, and to arrive at a clear conclusion. The chosen topic may be stimulated, for example, by work done in class, by current events, by issues of contemporary debate, by discussion, by private reading and/or reflection, or by conceptual features of belief systems not previously encountered by the student. Previous students have chosen to write about topics as diverse as philosophy of science, freedom, medical ethics, logic, consciousness, language, anarchism.
The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the main themes before they embark on the course. Interested students can find reading suggestions here: http://www.pinterest.com/mrjbarfield/philosophyreading/


Brentwood School


## What is Physics?

As a Physicist you are an observer of the whole universe. It is the study of everything from the beginning of time (the Big Bang) to the end of time (the never-ending universe or the Big Crunch) and from the smallest (subatomic particles) to the largest (the Universe itself).

Physicists try to make sense of the world around us through experiment and investigation.

The following questions relate to sixth form courses:

- Why is the sky blue? As the sky is really violet why does it appear blue?
- How does the sun shine? As the sun is really green why does it appear to be yellow?
- Why do stars twinkle?
- What could we do when we run out of fossil fuels?
- Why does a balloon floating in a car move left when the car turns right?
- What is Dark Matter and Dark Energy?
- What is the relevance of $\mathrm{E}=\mathrm{mC}^{2}$ ?
- Why do we discuss weightlessness when it does not exist?

Physics is not just about mathematical theories, it is behind nearly every manmade object or device: from computers to lemonade bottles; robots to the Shard; sewer systems to rocket ships - even computer games often brag of their realistic Physics engines.

Nearly everything designed and made by man requires someone with a Physics background. Did you know that even sci-fi writers often use physicists to ensure that what they produce seems plausible?

## Skills you will develop

## Observation Skills

Physics requires you to notice the details of the world around in order to understand how it works.

## Research and Presentation Skills

In A Level you will research a material of your choice and a use; for instance non Newtonian liquids as body armour.

In IB you could do an extended essay researching a topic of interest to you; for instance the effect of changing the pitch of a hovercraft motor or investigating asteroid impacts.

## Investigation Skills

All our courses have a laboratory component and an extending investigation for which you will have a range of subjects to choose from. In particular, the IB and A2 investigations are very open and lend themselves well to investigating out of school interests (such as sailing, or aspects of sport).

Data Analysis and Mathematical skills
You will analyse your lab findings to extract as much useful data as possible to enable you to draw sensible conclusions.

## Opportunities for trips and further study

There are several popular Sixth Form trips run by the Physics Department - to Greenwich, Sizewell B (a nuclear reactor).

The Mathematics \& Physics Society run by the Sixth Form students, where each can give a talk to the other members on a subject of their choice - some of the subjects have included the power output of Yoda, magnetic liquids, physics of films, and the Northern Lights.

We also run a club for students to investigate problem solving in Physics such as 'what is the smallest amount of energy required for you to hear a sound?' Many of these students take on the challenge of the Physics Olympiad with great success.


## Higher Education opportunities

Physics is normally required, along with Mathematics, for the following degree courses:

- Physics
- Astronomy
- Engineering (such as Mechanical, Electrical, Chemical, Aeronautic, Automobile, Civil, Manufacturing)
- Geophysics
- Material Science
- Bio-Mechanics

With some universities it is a definite requirement:

- Meteorological degrees
- Climate Science degrees
- Some Physical Oceanography based degrees.

Physics is a highly-regarded subject and will be useful for nearly all university courses e.g.

- Medicine
- Economics
- Chemistry
- Geography

Many of our students go on to study engineering in some form, where the knowledge gained from the Physics A Level is then applied to the working environment.

The Physics teachers have a wide background of experience and amongst them have studied, or taught, at degree or post graduate level: physics, astronomy, space systems, civil engineering, mechanical engineering, bio-medical engineering, material science and product design.


## Careers for Physics or Engineering graduates

Physics and Engineering graduates are currently working in fields as diverse as the space program (all the astronauts on the International Space Station studied Physics or Engineering), acting, oil refining, climate science, and the stock markets. There are a huge range of opportunities on offer for both Physics and Engineering Graduates. In a survey by the university guide on graduate starting salaries, Physics or Engineering graduates provided 7 of the top 13 starting salaries. Engineering is also a sector that has one of the highest rates of employment in the UK.

## Physics

- Physics is a very diverse field of study, some of the specialisms are: Astrophysicist, Particle Physicist, Solar Energy Physicist
- A much more comprehensive list can be found at: http://www.physics.org/careersector.asp?SectorId=6


## Engineering

engineers go on to design and build just about everything: rockets, planes, F1 cars, prosthetics for athletics, artificial hips, offshore wind farms, warships, computers, power plants, bridges, batteries, toasters...

- They also manage factories, asphalt plants, repair satellites, nuclear power plants, oil refineries...


## Science

- Either can be used in other scientific fields, such as research
- Material Science, Environmental Science (e.g. polar ice scientist), Meteorology.


## Non Science

A significant number of Engineering and Physics graduates are sought after for their high level of numeracy and problem-solving skills. For instance:

- Finance
- Management
- Accountancy
- IT
- Think tanks



## IB Physics (Higher Level)

## Content

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production
- Wave Phenomena
- Fields
- Electromagnetic Induction
- Quantum and Nuclear Physics
- Astrophysics


## Internal Assessment

There is an assessed investigation worth $20 \%$ of the overall mark. The piece of work constitutes 10 hours of independent time and comprises of both research and practical elements

## External Assessment

There are 3 terminal examinations.
Paper 1 (1 hour), worth 20\% of the overall mark, consists of 40 multiple choice questions.
Paper 2 ( $2 \frac{1}{4}$ hours), worth $36 \%$ of the overall mark, consists of short and long answer questions.
Paper 3 (11/4 hours), worth 24\% of the overall mark, consists of a data analysis question and questions on your option.

## Entry Requirements

A minimum of an A grade at GCSE in Physics or an AA grade in Double Science Award, with an A grade in the Physics paper. Due to the mathematical nature of the course only students doing standard or higher level Mathematics may do higher level Physics.

## IB Physics (Standard Level)

## Content

- Measurements and uncertainties
- Mechanics
- Thermal Physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle Physics
- Energy production
- Astrophysics


## Internal Assessment

There is an assessed investigation worth $20 \%$ of the overall mark. The piece of work constitutes 10 hours of independent time and comprises of both research and practical elements

## External Assessment

There are 3 terminal examinations.
Paper 1 (1 hour), worth 20\% of the overall mark, consists of 40 multiple choice questions.
Paper 2 (2 $1 / 4$ hours), worth $36 \%$ of the overall mark, consists of short and long answer questions.

Paper 3 (11/4 hours), worth 24\% of the overall mark, consists of a Practical based question and questions on your option.

## Entry Requirements

A minimum of a B grade at GCSE in Physics or a BB grade in Double Science Award, with a B grade in the Physics paper. Due to the mathematical nature of the course only students doing standard or higher level Mathematics may do standard level Physics.

## IB Physics (HL and SL)

## Course Specific Objectives

Within Group 4, the aims of both Physics courses are to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.


## How the course is taught

The Higher Level and Standard Level Physics courses are both taught by two subject teachers. The teaching methodology is mixture of theoretical (75\%) and experimental (25\%).

## Expectations/Homework

Subject teachers set homework tasks which are predominately problem solving (both mathematical and explanation questions). Students are expected to engage in lessons, review the material studied and read further around the topic.

## The Extended Essay

If a student is considering applying for a Physics or Engineering course then a Physics extended essay should be considered. The extended essay requires a clear experimental focus as students need to analyse raw data as part of the work. Although the data can be obtained from another source, the student will need to understand the methods used to obtain it.

## Preparatory Work

Summer work for IB Physics comprises in the first year of the course of a shortened version of a classical mechanics text book where students are taken through in the form of examples and videos the key aspects of mechanics. In the second year summer work is based upon individual needs and tailored to each student.

## A Level Physics

The information below is for the draft new specification of Advancing Physics B

## Content

## Physics in Action

- Imaging and signalling
- Sensing
- Mechanical properties of materials.


## Understanding Processes

- Waves and Quantum Behaviour
- Space, Time and Motion.
- Creating models
- Out into space
- Our place in the universe
- Matter very simple
- Matter very hot and very cold.


## Field and Particle Pictures

- Electromagnetism
- Charge and Field
- Probing Deep into Matter
- Ionising Radiation and Risk.


## Internal Assessment

Pupils complete a number of practical investigations during the course. Assessment of practical work is carried out internally as there is now no longer a requirement for students to be assessment externally in this area.

## External Assessment

- Foundations of Physics $\quad \rightarrow$ written exam (41\%)
- Physics in depth $\quad \rightarrow$ written exam (37\%)
- Scientific literacy in Physics $\rightarrow$ written exam (22\%).


## Entry Requirements

A minimum of an A grade at GCSE in Physics or an AA grade in Double Science Award, with an A grade in the Physics paper.
Also due to the mathematical nature of the course, students must either be taking A Level Mathematics or have an A grade in GCSE Mathematics.

## Course Specific Objectives

The aims of the Physics course are to:

- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works
- Develop students' knowledge and understanding of physics and an appreciation of the link between theory and experiment
- Appreciate how Physics has developed and is used in present day society, acknowledging the importance of physics as a human endeavour which has historical, social, philosophical, economic and technological connections
- Sustain and develop students' enjoyment of, and interest in, Physics
- Recognise the quantitative nature of Physics and understand how mathematical expressions relate to physical principles. In the Advanced GCE course students should appreciate how scientific models are developed and the power they can have to help understanding
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Bring together knowledge to illustrate ways in which different areas of physics relate to each other.


## How the course is taught

This course is taught by two subject teachers through a mixture of theoretical and experimental study. Pupils are expected to commit their time to independent study of topics outside lessons and read around the subject to obtain a fuller understanding of the subject.

## Expectations/Homework

Subject teachers set homework tasks which are predominately problem-solving (both mathematical and explanation questions). Great emphasis on problem solving and applying knowledge is now placed on homework.

## Preparatory Work

Students are provided with a mathematical booklet to complete during the summer before the course. They will be tested on the material in their second or third lesson.

## IB Astronomy - New 2016

IB Astronomy is a recent addition to group 4 subjects within schools. At Brentwood we are delighted to be able to offer this subject, initially as an option to pupils and will be taught outside of normal lesson time.

## Content

- Stars
- The Planets
- Galaxies
- Cosmology


## Internal Assessment

There is an assessed investigation worth $20 \%$ of the overall mark. The piece of work constitutes 10 hours of independent time and comprises of both research and practical elements

## External Assessment

There are 3 terminal examinations.
Paper 1 (1 hour), worth 20\% of the overall mark, consists of 40 multiple choice questions.
Paper 2 ( $21 / 4$ hours), worth $36 \%$ of the overall mark, consists of short and long answer questions.

## How the course is taught

The course will be taught outside of normal lessons and will be based on a mixture of theoretical and practical aspects.

## Expectations/Homework

Subject teachers set homework tasks which are predominately problem solving (both mathematical and explanation questions). Students are expected to engage in lessons, review the material studied and read further around the topic.

Brentwood School
SIXTH FORM

POLITICS


## What is Politics?

Politics is about how people are governed and how they can take part in government. This means it is about the different organisations, like Parliament and the Cabinet in the UK, which make laws and run the country on a day-to-day basis. Whereas historians study past events for their own sake, Politics students try to understand how government works in general. They focus on present-day systems, using the past to understand them and using theories to explain them. In a way, History is about the past and Politics is about the present.


The Right Honourable Jack Straw (MP) OB addressing members of the Sir Antony Browne Society

## Skills you will develop

To study Politics you need an interest in what is happening in the news. If you are interested in changes in government, arguments about what government does and should be doing and in the way elections are fought then Politics is for you. You need to follow the news, although you can do so in many different ways - most obviously through newspapers and magazines, the internet and TV - but you must be interested in learning the facts and reasons for what happens, not just the personalities and insults.

When learning Politics you must:

- Study on your own from a variety of sources books, magazines, newspapers and websites. Be prepared to do the reading, write notes and produce written answers to questions
- Be critical of what you read and understand how many sources of information are prejudiced and one-sided
- Argue, not just by putting forward your own opinions, but by reasoning and backing up your arguments with fact
- Argue in writing as well as speaking. Be able to convince people by using reasoning they can accept and understand and facts they can see to be soundly based.

Politics complements many other Sixth Form subjects and it uses many of the same skills, such as assessing and arguing from evidence, as History. Although very different in content it also fits well with Economics as government decisions are important in Economics and economic changes exert a large impact on Politics.

## Opportunities for trips and further study

We invite many prominent politicians into School, and in the past academic year alone, we have been visited by The Rt Hon Jack Straw (MP), The Rt Hon Vince Cable, and Professor Vicky Pryce. We also make visits to hear leading politicians in London and in Parliament. You should be prepared to question and debate with speakers who visit. You may also choose to become involved with the Model United Nations organisations which school groups attend.

Mainly, though, you need to write good Politics answers for your written examinations. You need to reason, see both sides of an argument and always use facts to support your views. Remember that in the end you will be assessed by exams in Politics, as you will in other subjects.

## Higher Education opportunities

You can use Politics as a qualification to study many subjects at university as it involves key skills in reasoning, connecting and presenting material.

Many students taking Politics progress to read Politics and Law at university, and International Relations courses have been a very popular option for many of our Politics students in recent years.


Reasoning, connecting and presenting skills

## Careers for Politics graduates

Politics, like many other humanities subjects, involves understanding and connecting complex factual material, so it helps develop the skills necessary for all kinds of business, management and administration. You also gain directly relevant knowledge for many careers including ones in law, journalism and the civil service.


Politics


Journalism

## IB Global Politics (Higher Level)

## Content

The IB Global Politics course looks at Politics in a broad sense, viewing a political issue as any that deals with how power is distributed and how it operates within social organisation. The course looks at political issues at the international, regional, national and community level and is concerned with concepts such as power, legitimacy, interdependence, human rights, development, inequality and liberty. Politics is a live subject and conflicts such as those ongoing in Syria will be examined as will other key issues facing the world such as poverty and human rights violations.

Students study the following core units set around the theme of people, power and politics:

- Power, Sovereignty and International Relations
- Human Rights
- Development
- Peace and Conflict

Students will also undertake an engagement activity. The engagement activity provides students an opportunity to explore the central unifying theme of the course-people, power and politics-in practice and outside of the classroom. This section of the course gives students a chance to actively engage with the local manifestations of a global issue, work with primary sources and experience the effect of decision making on individuals and communities.

## Optional Topics

At Higher Level students will explore important issues using a case studies approach. HL students must study two of the following six topics:

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

For each of the two topics chosen students must undertake a detailed case study, culminating in a
10 -minute video recorded oral presentation. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations.

## External Assessment

60\%
Paper 1: Duration: $1 \frac{1}{4}$ hours Weighting: 20\% Stimulus-based paper on a topic from one of the four core units. Four compulsory short-answer/structured questions

Paper 2: Duration: $2^{3 / 4}$ hours Weighting: $40 \%$ Extended response paper based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit.

## Internal Assessment 40\%

These components are internally assessed by the teacher and externally moderated by the IB at the end of the course.

Engagement activity
20\%
A written report (2,000-word maximum) on a political issue explored through engagement and research

HL extension: Global Political Challenges 20\%
Two video recorded oral presentations ( 10 -minute maximum each) of two case studies chosen from two different HL extension topics.

## Entry Requirements

To study IB Politics a minimum of a grade B at GCSE History is required, or, if you are not taking GCSE History, a grade A at English Literature.

## IB Global Politics (Standard Level)

## Content

The IB Global Politics course looks at Politics in a broad sense, viewing a political issue as any that deals with how power is distributed and how it operates within social organisation. The course looks at political issues at the international, regional, national and community level and is concerned with concepts such as power, legitimacy, interdependence, human rights, development, inequality and liberty. Politics is a live subject and conflicts such as those ongoing in Syria will be examined as will other key issues facing the world such as poverty and human rights violations.

Students study the following core units set around the theme of people, power and politics:

- Power, Sovereignty and International Relations
- Human Rights
- Development
- Peace and Conflict

Students will also undertake an engagement activity. The engagement activity provides students an opportunity to explore the central unifying theme of the course-people, power and politics-in practice and outside of the classroom. This section of the course gives students a chance to actively engage with the local manifestations of a global issue, work with primary sources and experience the effect of decision making on individuals and communities.

## Internal Assessment

This component is intemally assessed by the teacher and externally moderated by the IB at the end of the course.

## Engagement activity

A written report (2,000-word maximum) on a political issue explored through engagement and research. 25\%

## External Assessment

Paper 1: Duration: $1^{1 / 4}$ hours Weighting: $30 \%$ Stimulusbased paper based on a topic from one of the four core units. Four compulsory short-answer/structured questions

Paper 2: Duration: $13 / 4$ hours Weighting: 45\% Extended response paper based on the four core units. Students must write two essays from a choice of eight, each selected from a different core unit

## Entry Requirements

To study IB Politics a minimum of a grade B at GCSE History is required, or, if you are not taking GCSE History, a grade A at English Literature.

## IB Global Politics (HL and SL)

Course Specific Objectives
Within Group 3, Individuals and Societies, the aims of the Global Politics course are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty
- Understand key political concepts and contemporary political issues in a range of contexts
- Develop an understanding of the local, national, international and global dimensions of political activity
- Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues


## How the course is taught

The IB Global Politics course is taught by one or two subject teachers. Lessons will involve both teacher-led sessions and independent learning with students applying the material they have been taught both in written questions and through participation in class discussions in order to develop their understanding and analytical abilities.

The course is delivered in such a way as to develop students' knowledge, intellectual skills and passion for the subject. Students will be expected to complete reading on relevant topics both outside and inside the classroom and a heavy emphasis is placed on engagement with current affairs and ongoing global issues. During completion of their Internal Assessment students are supervised.

## Expectations/Homework

Expectations of students are high and all students are expected to engage fully in lessons, keep up-to-date and to read widely in order to engage with the subject beyond the syllabus and to develop independence. Homework is set regularly and is designed both to ensure understanding of key concepts and to stretch and challenge students. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

An Extended Essay in Global Politics provides students with an opportunity to undertake an in-depth analysis of a significant, contemporary global political issue. Given the complexity of contemporary political issues, extended essays in Global Politics are likely to draw on the knowledge and methodologies of a range of social science subjects. Students must use relevant secondary sources to substantiate their arguments and may supplement this with appropriate primary sources. Various approaches to the research are possible (such as case studies, comparative studies, analyses of discourse), with relevant techniques chosen for gathering and interpreting evidence (such as interviews, literature or media reviews, quantitative data analysis). The essay is an excellent opportunity for students to pursue not only an issue of particular interest to them but also to use methods and approaches that appeal to them. For example, students interested in a more theoretical approach to political issues will find the extended essay an excellent opportunity to examine the key concepts of global politics in a way that is more anchored in academic debates. Students with an interest in how quantitative data is used to underpin decisionmaking or shape perceptions in Global Politics can undertake comprehensive data analysis for their extended essay. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with one or other of the key themes before they embark on the course. Interested students should speak to Mr Prest who will be able to recommend a suitable text based on their interests and prior knowledge.

## A Level Government and Politics

## Content

OCR A Level Government and Politics consists of four units of study:

- Unit 1 Politics of the UK, $25 \%$ of A Level
- Unit 2 Government of the UK, $25 \%$ of A Level
- Unit 3 Contemporary Government of the US, $25 \%$ of A Level
- Unit 4 US Politics Synoptic Paper, $25 \%$ of A Level.


## Unit 1 Politics of the UK

This is about how people participate in Politics. You must answer compulsory questions on political parties and pressure groups (associations which try to influence government like trade unions and also campaigning organisations such as Greenpeace and various protest groups). Then you can choose between questions on different electoral systems used in the UK or the way recent elections have been fought.

Unit 2 Government of the UK
This is about how the UK is governed. You must answer compulsory questions about Parliament and the Executive (what we generally just call the government consisting of the prime minister, cabinet, more junior ministers and civil servants). Then you can choose between questions on the constitution (overall arrangements for government) or the EU.

## Unit 3 Contemporary US Government

This involves similar aspects of American government to those in the UK-executive, Congress, elections, political parties and pressure groups. You must be prepared to write exam essays on any of these.

Unit 4 Synoptic Paper linked to US Government This is where you bring all your political knowledge together, drawing on material from both the UK and the USA. Ideally you also make comparisons between the UK, USA and other countries; we also make a study of France and Germany. For this you write hour long essays comparing different political systems and using the political ideas and ways of argument you have developed over the two years of study.

## Entry Requirements

A minimum of grade B in History or a B in English Literature if you do not take History at GCSE.

## How the course is taught

You will have two subject teachers during both the Lower and Upper Sixth years. Lessons involve explanation, questioning and discussion on topics with occasional role plays, debates and tests.

## Expectations/Homework

You need to read and research topics throughout the course using textbooks, academic articles and newspaper items which you will be given. You must also keep up-todate with current political news and be able to use information when you write.

## Preparatory Work

Students investigate some key political terms and political party policies and should look at major news developments during the summer before they start the A Level course.


General Election candidates, Eric Pickles (Conservative), David Kendall (Liberal Democrats), Liam Preston (Labour) and Mick McGough (UKIP), pictured with Headmaster Ian Davies outside the Sixth Form Centre in 2015.

## PSYCHOLOGY



Psychologists observe human behaviour, create theories to explain the behaviour, and then carry out research to test these theories. It is a broad subject, with many different areas and a number of different approaches towards explaining behaviour. Not all psychologists agree with each other!

Psychology is a challenging subject, requiring commitment and hard work. However, hard work is rewarded with a deeper understanding of people and society, and perhaps even yourself! But how can we study something as complex and mysterious as the mind? Even if we were to split open the skull of a willing volunteer and have a look inside, we would only see the gloopy grey matter of the brain. We cannot see someone thinking. Nor can we observe their emotions, or memories, or perceptions and dreams. So how do psychologists go about studying the mind?

In fact, psychologists adopt a similar approach to scientists in other fields. Nuclear physicists interested in the structure of atoms cannot observe protons, electrons and neutrons directly. Instead, they predict how these elements should behave and devise experiments to confirm or refute their expectations.

In a similar way, psychologists use human behaviour as a clue to the workings of the mind. Although we cannot observe the mind directly, everything we do, think, feel and say is determined by the functioning of the mind. So psychologists take human behaviour as the raw data for testing their theories about how the mind works.

Since the German psychologist Wilhelm Wundt (18321920) opened the first experimental psychology lab in Leipzig in 1879, we have learned an enormous amount about the relationship between brain, mind and behaviour.

Psychology has never been more important and is used in a variety of areas to improve (usually) and manipulate our lives. Knowledge of this can help in our everyday lives but also students who want to find out more go on to study the subject at University. Psychology is a very popular Sixth Form option at Brentwood School, both at A Level and as part of the International Baccalaureate Diploma Programme.

## Skills you will develop

Psychology is a rigorous, academic subject, requiring good skills in English, Maths and Science. For every theory in Psychology, there are about 10 opposing theories! Therefore it is a subject which requires good critical thinking and evaluative skills.

The skills learned by doing Psychology are transferable skills which are highly valued in many occupations, and for entry to many degrees, even if you do not pursue a career in psychology. Skills developed are: literacy, numeracy, research and communication skills, computer literacy, group work, critical thinking among others. The subject is suitable for beginners and it is not necessary for you to have studied GCSE level Psychology previously.

## Opportunities for trips and further study

Students undertake practical activities and the department is well equipped for these. There are also extensive reference facilities such as books, DVDs and CDs. There are trips available such as student conferences and trips to relevant organisations such as The Old Bailey Courtrooms or the Clink Restaurant in a prison.

Visiting speakers regularly visit the school, for example, we have recently had a "Brain Day" with the Biology department which included a dissection of a sheep's brain as well as other interesting activities.

Students are encouraged to subscribe to psychology magazines, enter essay competitions and engage in Psychology workshops. The Learning Resource Centre contains an extensive collection of psychology books and access to online journals.

## Higher Education opportunities

Students who study Psychology in the Sixth Form can follow degree courses in Psychology, Law, Medicine, Sport Science, Advertising, Social Sciences, Nursing, Town Planning and many other subjects. UCAS booklets give further guidance. The skills developed in Psychology are of value in both Arts and Science-based courses.

## Careers for Psychology graduates

Psychology careers are wide ranging, and include clinical work in hospitals, educational work in schools; occupational selection or personnel management in organisations, health care in private practices or in organisations.

Many psychology careers are very competitive and depend on achieving a top-class degree in Psychology. Some Psychology careers require further study at postgraduate level, with many requiring studying to PhD level. For example, to become a Clinical Psychologist you need some work experience in the field after graduating (typically a minimum of 1 year), and then complete a Doctorate in Clinical Psychology (3 years). To become a Forensic Psychologist you need complete an MSc in Forensic Psychology (1 year full-time) and then complete Stage 2 of the BPS Society's Diploma in Forensic Psychology. Other specific careers in Psychology such as education, sport, health and research require further academic study and/or training.

Psychology degrees leave open many careers pathways including teaching, human resources, the care sector, hotel management, retail management, journalism, business, politics, banking, marketing, advertising, accountancy and the commercial sector. Employers continue to value the literary, numerical, scientific and analytical skills with which strong Psychology undergraduates are endowed.

## IB Psychology (Higher Level)

## Content

Three papers are studied during the course of two years:

1. The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course.
2. The topics studied in this paper are abnormal psychology and health psychology. Abnormal psychology focuses on diagnosing, explaining and treating individuals suffering from psychological disorders. Health psychology is concerned with how different factors, such as lifestyle and social context, may influence health and illness. The health psychology option focuses on stress, substance abuse, addiction, obesity and health promotion.
3. Qualitative research takes place in the real world, as opposed to the laboratory, and deals with how people give meaning to their own experiences. It involves research of behaviour in a natural setting, and is followed by an attempt to interpret the behaviour and the meanings that people have given to their experiences.

## Internal Assessment

All students get to complete an Internal Assessment - a
2000 word report of their experimental study (20\%).

## External Assessment

Paper 1; The Core-2 hours
3 short answer questions and one essay (35\%)

Paper 2: The Options - 2hours
An essay paper with a choice of questions, one chosen for each option (25\%)

Paper 3 Qualitative Research - 1 hour
Three questions on a passage of stimulus material (20\%)

## Entry Requirements

A minimum of a grade B at GCSE Biology or Double Science is advised.

## IB Psychology (Standard Level)

## Content

Two papers are studied during the course of two years

1. The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course.
2. The topic studied in this paper is abnormal psychology. Abnormal psychology focuses on diagnosing, explaining and treating individuals suffering from psychological disorders.

## Internal Assessment

All students get to complete an Internal Assessment - a 1500 word report of their experimental study (25\%).

## External Assessment

Paper 1; The Core - 2 hours
3 short answer questions and one essay (50\%)

Paper 2: The Options - 2 hours
An essay paper with a choice of questions, one chosen for each option (25\%)

## Entry Requirements

A minimum of a grade B at GCSE Biology or Double Science is advised.

## IB Psychology (HL and SL)

## Course Specific Objectives

Psychology is a Group 3 subject within the IB Diploma Programme. The aims of all subjects in Group 3, Individuals and Societies, are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the psychology and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Within Group 3, the aims of the Psychology course at both HL and SL are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry.

The pursuit of Psychology at Higher Level is important for those wishing to study Psychology at university - but it may also be a very useful support to those wishing to study a closely related humanities subject or undertaken purely because of a student's enthusiasm for the subject.

## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Psychology Department Virtual Learning Environment. Students are
supervised through the process of completing their Internal Assessment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Higher Level pupils may wish to consider Psychology as the focus for their Extended Essay, particularly if they intend to study Psychology or a closely related discipline at university. Students should select a topic that lends itself to an enquiry focus, requires assessment of conflicting evidence. They should select a topic which uses skills that they have developed in the first year of study if they have not studied psychology before. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark on the course.

## A Level Psychology

The course of study will be AQA A Level Psychology.
The course will be linear (run over 2 years), and examined at the end of the two years. There will be no retakes available. Questions are in the form of multiple choice, short answer and extended writing.

## Content

AQA A Level Psychology consists of three units of study:
Paper 1: Introductory topics in Psychology
Social influence, Memory, Attachment and
Psychopathology are studied.
External exam: 96 marks, 2 hours, $33.3 \%$ of the A Level

## Paper 2: Psychology in Context

Approaches in Psychology, Biopsychology, and Research Methods are studied.
External exam: 96 marks, 2 hours, $33.3 \%$ of the A Level

Paper 3: Issues and options in Psychology
Gender, Schizophrenia, Forensic Psychology and Issues and Debates are studied.
External exam: 96 marks, 2 hours, $33.3 \%$ of the A Level

## External Assessment

Three external examinations all taken at the end of two years (see above).

## Entry Requirements

A minimum of a grade B at GCSE Biology or Double Science is advised.

## Course Specific Objectives

This specification aims to:

- Develop students' interest in, and enthusiasm for, the subject, including developing an interest in progression to higher education and vocations in psychology
- Allow students to appreciate the scientific nature of psychology and to engage in contemporary debates through an understanding of research
- Allow students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of psychology
- Allow students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the Psychology Department Virtual Learning Environment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark upon the course. All students complete summer work before entering the Lower Sixth and this provides them with an excellent introduction to the topics that we study at A Level.

Brentwood School
SIXTH FORM

## RELIGIOUS EDUCATION



## What is Religious Education?

Religion has always been with us. Throughout history, it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilisations and cultures. As we think all the way back to the dawn of human consciousness, we find religion everywhere we turn.

This may be true of the past, but what about the present and the future? In recent times, critics have suggested that religion is on the way out. Technology and science have changed our view of the world radically, leading some to say that we've entered a new stage of human existence, without religion. Soon, they argue, it will truly be a thing of the past.

In our day and age, rumours of religion's demise seem very premature - and perhaps there's no grain of truth in them at all. Religion persists and is often on the rise, even as scientific and non-religious perspectives have become prominent. We still find religion everywhere, on television, in film, in popular music, in our towns and neighbourhoods.
"On the Origin of Species, uh, with... oh God," as Richard Dawkins said last week on BBC Radio Four's Today programme when challenged by the Rev Giles Fraser to give the full title of Charles Darwin's famous book

That the unofficial pope of Western atheism should expostulate about God in moments when life is a struggle does not of course mean that deep down atheists believe in God after all. But it does illustrate how deeply ingrained religion is in the UK's culture.

BBC Magazine 22 February 2012

We discover religion at the centre of global issues and cultural conflict. We see religion in the lives of the people we know and love, and in ourselves, as we live out and wrestle with our own religious faith. Why does religion
continue to thrive? There are many reasons, but one thing is certain: religious traditions are adaptable in important ways. For many, contemporary religion even has room for scepticism, science, and the secular, which allows it to keep going strong in our rapidly changing world.


Overall, religion is powerful and persistent, and it shows no signs of disappearing. It provokes heartfelt commitment, eloquent expression, forthright action, and intense debate. For both practitioners and observers - for everyone who wants to be informed about the world around them - religion is an intensely curious phenomenon that calls out for better understanding.

With this in mind, the Religious Education department would like to welcome you to the study of religions in a genuine spirit of friendship and a desire to help you grasp the historic, artistic and spiritual significance of our global religious heritage. The history, culture and beliefs of religions have shaped the world's cultures and civilisations and have yielded wonderful masterpieces of architecture, sculpture and music. It is impossible to appreciate this cultural beauty without considering the

## RELIGIOUS EDUCATION

social and religious context in which they were produced, the liturgical, devotional and educational function they were intended to perform and the language and message that is used.

Above all else, it is necessary to be open and sensitive to the human yearning for the infinite, to the paths taken by the individual and the community to draw closer to God, to the mystery of Love, which is transcendent and at the same time revealed and at work in religious history.

For those who wish to hear it, the religions of the world speak a language full of sensibility, imagination, intelligence and feelings. They stir memories, open up horizons of hope and offer a glimpse of the splendour of Truth and of Good. Whether this is a reflection of God on earth, we leave that decision to you. The information, suggestions and guidelines contained in our studies are designed to help you listen to this language and to enable it to reverberate in your heart.

## Skills you will develop

Apart from developing an expert level of subject knowledge, RE helps you develop the general skills all humanities use such as independent study, critical enquiry and reflection, investigation and hypothesis testing and the analysis and evaluation of arguments and source materials: but far more than that we offer you the chance to try the view of different thinkers and
 believers.

We offer you the chance to develop empathy and imagination in an academic context and to help you adopt the view of others. This is a unique skill and one which can really offer you an advantage in any profession you choose.

Recently our students have praised the subject's ability to help them:

- Cut through waffle
- To spot errors in reasoning
- To make a point with clarity and precision
- To analyse complex issues and arguments
- To think independently and creatively (thinking outside the box)
- To build a strong and rigorous case
- Develop a strong, wide and accurate vocabulary.

One other area we feel is totally unique to RE is the need for you to work out what you think. The material we study does challenge each of us on a deep level both
intellectually and morally; and over our studies, you will find your voice and values changing developing. There is much more to this subject than the mastery of facts and skills - there is the opportunity for you to have the courage and confidence to develop your own voice.

## Opportunities for trips and further study

We have a very well stocked selection of resources, both books and electronic, in the department and an excellent section in the Learning Resource Centre. We also try to run a trip to an academic conference in London once a year to hear leading theologians present their ideas. The department is always seeking new ways to make learning more interesting and engaging!

Students are encouraged to subscribe to philosophy magazines, enter essay competitions and engage in relevant SABS presentations.

## Higher Education opportunities

Beyond the obvious courses such as Philosophy or Theology, RE is an excellent gateway into law, journalism and many social sciences. Recently Old Brentwoods have gone from our department to study subjects as diverse as Chinese, divinity, war studies, law and criminology at some of Britain's leading universities. We also often find that students who go on to excel at law at university find their success is due to the critical and analytical skills developed during their time studying RE.

## Careers for Religious Studies graduates

Degrees related to philosophy and theology degrees leave open many careers pathways including the law, the civil service, general management, banking, marketing, accountancy and the commercial sector. Employers continue to value the literary, analytical and linguistic skills which our students develop.


Criminology and Law


## IB World Religions (Standard Level)

## Content

World Religions comprises a systematic, critical, yet sensitive study of the variety of beliefs, values and practices encountered in religions around the world. A rigorous attempt is made to maintain objectivity in the analysis and evaluation of religions. This requires, at the very least, an authentic attempt to understand the beliefs, values and practices of the religion being studied by using language and concepts drawn from that religious tradition. The concern is not just with what the followers of a faith believe and do, but also with an understanding of why they do so, through an appreciation of the form of life and world outlook that they constitute.

## Internal Assessment

An investigative study, $25 \%$ of final grade, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents. Any religion can be the focus of the study. 1500-1800 words' written analysis with structured format based on an investigative study.

## External Assessment

Paper 1, $1 \mathrm{hr} 15 \mathrm{~min}, 30 \%$ of final grade. An introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. We will be studying Christianity, Islam, Buddhism, Hinduism and Taoism.

Paper 2, $1 \mathrm{hr} 30 \mathrm{~min}, 45 \%$ of final grade. An in-depth study of two religions chosen from six world religions. This part of the syllabus is guided by themes, key concepts and key questions. We expect to be mainly working on Buddhism and Christianity.

## Entry Requirements

An A grade at GCSE (RE) is expected, but we take each candidate on their merits. You must be willing to approach lessons with an open, inquiring and critical mind.

## Course Specific Objectives

Within Group 3, Individuals and Societies, the aims of the World Religions course are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognize that the content and methodologies of the subject are contestable and that their study requires the toleration of uncertainty
- Promote an inquiring, analytical and empathetic approach to the study of religion
- Develop an informed understanding of the diversity of world religions
- Foster a respectful awareness of the significance of the beliefs and practices for the faith member
- Develop an understanding of how religion affects people's lives
- Encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today
- Promote responsible and informed international citizenship.


## How the course is taught

The World Religions course is normally taught by one subject teacher. A heavy emphasis is placed on student participation, presentation, research and independent learning. The Learning Resource Centre is well resourced for all courses. Further learning resources are available through the RE Department Virtual Learning Environment. Students are supervised through the process of completing their Internal Assessment.

As part of the course, World Religions students visit various religious places of worship, such as a Hindu mandir, an Orthodox church, a mosque, to give an insight into religion as lived.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning. IB students are expected to be resourceful and committed to intellectual enquiry.

## The Extended Essay

Extended Essays in World Religions provide students with the opportunity to undertake an in-depth investigation into a limited topic within the field of World Religions. The study should integrate disciplined research that is informed by scholarly methods with original and imaginative analysis, interpretation, and critical evaluation of the results of that research. Extended Essays must address the beliefs, values and practices of religious traditions and show a genuine understanding of the religion from the standpoint of its adherents. The result of writing an essay in World Religions should be, among other things, improved intercultural understanding. The essay must be completed within 4000 words. Up to five hours of staff supervision are available to assist with the planning, research and execution of the Extended Essay.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the main themes before they embark on the course.

## RELIGIOUS EDUCATION

## A Level Religious Studies

## Content

The department will be following the OCR Course in Religious Studies which has three modules:

- The Philosophy of Religion
- Religious ethics
- Buddhism

Students will sit all three modules simultaneously and will see how their learning in one influences their knowledge in the other two.

This gives you an excellent introduction to many challenging and complex theories in Philosophy of Religion, Theology and Ethics, which will stretch and test you. You will learn how to write concisely and succinctly, to argue intelligently and to evaluate evidence in building up a powerful case for or against a key topic. This course will really develop your ability to make connections and observe subtle but powerful shades of difference between thinkers.

All modules are exam assessed and there is no coursework. Each of the three modules is assessed in a 2-hour exam at the end of the Upper Sixth.

## Entry Requirements

An A grade at GCSE (RE) would be expected, but we take each candidate on their merits. You must be willing to approach lessons with an open, inquiring and critical mind.

## Course Specific Objectives

The aims of the OCR GCE in Religious Studies are to encourage students to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.


## How the course is taught

Each course is normally taught by two subject teachers. A heavy emphasis is placed on student participation, presentation, research and independent learning. The School Library is well resourced for all courses. Further learning resources are available through the RE Department Virtual Learning Environment.

## Expectations/Homework

Subject teachers set tasks according to an agreed work programme which helps students to manage their time. All students are expected to engage fully in lessons, keep up to date and to read and research widely in order to support their independent learning.

## Preparatory Work

It is recommended that all students read an introductory text to familiarise themselves with the periods of study before they embark upon the course. Further advice will be given about appropriate reading.


Professor Grayling's many books cover a huge range of philosophical topics, methods and personalities and his current interest is in identifying the roles religion plays in public life and questioning, whether it is a force for good or not. What do you think?


[^0]:    Letter from Jane Austen concerning her novel Sanditon

[^1]:     FIS: SAEPE. FECERVNT.VIVO ME LVDOS. AL CONSVLES. PRIVAFIM: ETIAM ET: MVNI INARIA PRO:VALETVDINE MEA.SVPPLIR SALIARE-CARMEN ET SACROSANCTVS. SET LEGE SANCTVM.EST • PONTIFEX M VM DEFERENTE MIHI QVOD PATER M IORTVO QVI.DD TVMVLTVS OCCASIONE TITVDINE QVANTA•ROMAE NVNQ CONSVLIBVS ARAM FORTVNAE TRO - REDITV MEO SENATVS CONSACR ICIVM FACERE IVSSIT EO DIE QVO

[^2]:    Copynitu valian Lembeak 200

