



Downe House



Sixth Form Options Booklet

**For teaching in the period of
September 2018 – June 2020**

CONTENTS

Frequently asked questions	2,3,4,5, and 6
Art & Design – Fine Art	7 and 8
Art & Design – Photography	9
Art & Design –Textiles Design	10 and 11
History of Art	12
Biology	13 and 14
Business	15 and 16
Chemistry	17
Classical Greek	18
Classical Civilisation	19
Design and Technology	20
Drama and Theatre Studies	21 and 22
Economics	23 and 24
English Literature	25
Extended Project Qualification (EPQ)	26
Geography	27 and 28
History	29
Latin	30
Leiths Academy	31
Mathematics	32
Further Mathematics	33
AS Mathematics	34
Modern Languages	35
French	36 and 37
German	38 and 39
Italian	40 and 41
Mandarin Chinese	42 and 43
Spanish	44 and 45
Music	46 and 47
Philosophy and Theology	48 and 59
Physics	50 and 51
Physical Education	52
Politics	53 and 54
Young Enterprise	55
Notes Page	56

Introduction from the Headmistress: Mrs Emma McKendrick. B.A.

Dear Parents,

Downe House is committed to offering and preparing girls to the very highest standard for university and the world beyond. To that end we take a great deal of time to review the courses which we offer in the Sixth Form to make sure that for each one, it will prepare girls well, if they were to choose to pursue it at university and, more generally, that it will play to the girls' strengths.

This approach is particularly important with the introduction of new A Levels in 2015, 2016 and 2017. These A Levels are linear with examinations only taking place at the end of the UVI. They very much mirror the structure of the Cambridge Pre-U which we follow in a small number of subjects. Downe House is very positive about these national changes.

I hope that the information to be found in the following pages will be helpful to you in explaining the national background and also how the Cambridge Pre-U works.

I am acutely aware that these changes are complex, so please do get in touch if you have any queries.

Every good wish,



WHAT ARE THE CHANGES THE GOVERNMENT IS MAKING TO A LEVELS?

National Changes to A Levels

New A Levels were introduced on a phased basis between 2015 and 2017. These are linear courses and there are therefore no examinations sat at the end of the LVI. AS Levels have remained but as stand-alone qualifications that do not form part of the A Level. Students will continue to sit three, perhaps four, A Levels.

Why are these changes taking place?

The reasons behind the national change are explained in the following quotation from Ofqual:

'Some aspects of the current AS and A Level qualifications do not work as well as they should. We want to improve them so teachers and students have the opportunity to make the best use of classroom time, that students gain a broad understanding of subjects and that they finish their studies better prepared for the next steps in education and employment.' (Ofqual: An Update on the Reforms Being Made to AS Qualifications and A Levels)

The key areas of dissatisfaction with the A Levels were identified as the number of resits taken, the number of assessments taken during the course which disrupts teaching, the modular system which isn't seen as giving students the broad range of knowledge that they need for higher education.

How have these changes been phased?

The phasing of subjects occurred as follows:- *= subjects taught as Pre-U at Downe House.

2015 (examined 2017)

English Literature, Biology, Chemistry*, Physics, Art and Design, Business, Economics and History*.

2016 (examined 2018)

Mathematics and Further Mathematics, Modern Languages, Geography, Drama, Religious Studies (Philosophy and Theology)*, Classical Greek, Latin, Music and Physical Education.

2017 (examined 2019)

All other subjects

Why does Downe House offer the Pre-U in certain subjects?

In our view the Pre U, in certain subjects, meets the needs of our girls and prepares them well for both university and the world of work beyond. The qualification came into being after a number of schools expressed their desire to CIE for a flexible but rigorous alternative to A Level. The Pre-U is CIE's response and many colleagues at Downe have been involved in designing the syllabuses and continue to play a part in developing the system.

The Pre-U, like the new A Level, is a two year course with no formal external assessment at the end of the LVI. The courses are appropriately challenging with a grading system which differentiates more keenly at the highest level.

Are there any shorter one year courses available?

Yes we have AS levels available. This allows students to broaden their programme beyond their major specialisms and recognises the importance of breadth in the curriculum. However, AS courses are not easy and require a great deal of independent study. The majority of universities do not require AS levels so careful consideration needs to be taken if you decide on this option.

How many subjects can my daughter do?

The minimum number of subjects is three. This is required for University Entrance. It would be possible to do four subjects or three and an AS Level and for a minority of university courses it may be required. However, great care would need to be taken to ensure that the quality of a student's work was not compromised by taking a fourth subject at AS or A Level.

What is Higher Education and Research Skills (H.E.R.S)?

During the first half of the Michaelmas Term we deliver an intensive study skills course to all of our LVI students. Our aim is that the girls begin to develop as independent learners, capable of carrying out academic research. They are introduced to a variety of essential skills including: time management and organisation, research skills, referencing and bibliographies, critical thinking and analysis of arguments and evidence, presentation skills and report writing.

What is the Extended Project Qualification (E.P.Q)?

The EPQ is an AS qualification that allows a pupil to pursue an independent research project in addition to their main subjects. The framework for this qualification places emphasis on a pupil's ability to design, and conduct, their own project in an area that interests them. Pupils need to "drive" the project and a great deal of self-motivation is required. For more information see page 26.

How will my daughter be assessed, and when, if she follows a Pre-U subject?

Pre-U Principal Subjects, like the new A Levels, are linear and therefore assessed at the end of the course in the UVI. There will be end of LVI examinations and mock examinations of course, so that students are able to judge how well they are doing and have practice at responding to an extensive written paper. AS Levels will be assessed at the end of the first year i.e. the LVI with internal assessment of progress occurring early in the LVI year. In this sense the distinctive feature of the Pre-U and new A Level is linearity i.e. final examinations are sat at the end of the course in the Summer term of the UVI.

Will it not be confusing for a university to see a mixture of A Level and Pre U?

Universities are now quite skilled at interpreting a range of qualifications from students within the UK and of course also across the world. UCAS (University Central Admissions Service) has published widely the tariff (points) which will be attributable to the Pre-U qualification and they compare very favourably with the A Level tariff points.

How do the Pre U grades equate with A Levels?

The grading structure is very different to the A Level grades. The Distinction Band is designed to differentiate more finely amongst students who would achieve an A grade at A Level. However, a pass at A Level is equivalent to a pass in the Pre-U and the Pre-U is designed to be accessible to the same range of ability.

What will typical university offers be?

As is currently the case, this is really dependent on the course and the institution. However, Cambridge has suggested that it would ask for 1 x D2 and 2 x D3 and Oxford either 1 x D2 and 2 x D3 or 3 x D3. This reflects the fact that Cambridge uses the A* grade in A Level offers. If it were a mixed offer it would be A*, D3, A, for example, for Cambridge.

What subjects and qualifications are available in the Sixth Form from September 2017?

Cambridge Pre-U	AS/A Level
Chemistry	Art & Design - Fine Art
Chinese	Art & Design - Photography
History	Art & Design: Textiles
History of Art	Biology
Philosophy and Theology	Business
	Chinese
	Classical Civilisation
	Classical Greek
	Design and Technology: Product Design (3D-Design)
	Drama and Theatre Studies
	Economics
	Extended Project Qualification (EPQ)
	English Literature
	French
	Geography
	German
	Italian
	Latin
	Mathematics
	Mathematics - Further Mathematics
	Music
	Physics
	Physical Education
	Politics
	Spanish

Chinese may be taught as a Pre U Principal/Short Course or A/AS Level depending on the linguistic ability of the student. The AS Level is a standalone qualification, taken at the end of Lower Sixth, in these subject areas and **does not** contribute to the A Level. Results from the new standalone AS Level **must**, due to UCAS regulations, be declared on the UCAS form for UK University application purposes.

How many subjects do I have to take?

The Sixth Form curriculum recognises and rewards depth in student learning. The vast majority of students will study three subjects in the Lower Sixth.

Some girls may wish to study 4 subjects and it may be advisable for some to do so if they are considering particular professional courses e.g. medicine at certain universities. The possibility and need can be discussed when subject choices are being made. Please consult the Higher Education Department for this.

How many lessons will I have for each subject?

Each subject will be taught via eight forty minute lessons.

How is the Pre-U graded?

A Level	PreU (Principal + GPR)	UCAS Tariff		PreU (Short Course)	UCAS Tariff
A*	D1/D2	56		D1	22
-				D2	20
A	D3	52		D3	20
B	M1	44		M1	18
-	M2	40		M2	14
C	M3	36		M3	12
D	P1	28		P1	10
-	P2	24		P2	8
E	P3	20		P3	6

MISCELLANEOUS

What if I wish to study Mathematics and Further Mathematics?

The A Levels in Mathematics and Further Mathematics are very different from I/GCSE Mathematics. Mathematics and Further Mathematics are very demanding and aim to stretch and develop mathematical skill.

Those who will need to study Further Mathematics in order to study Engineering or some Economics courses should discuss the matter with the Higher Education Department and the Head of Mathematics, Mr Robert Barnes.

Art & Design – Fine Art

Examination board	Edexcel
Specification	Fine Art A9FA0
Website	www.edexcel.org.uk

Fine Art may be defined as work which is produced as an outcome of the pupils' personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this specification will demonstrate the use of formal elements and creative skills, give visual form to individual thoughts, feelings, observations and ideas. Pupils will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

Disciplines will include painting and drawing, printmaking and alternative media.

AS Level – Lower Sixth Year

Component 1 Fine Art Personal Investigation 8FA0/01

Internally set, assessed by the teacher and externally moderated.

50% of the total qualification

Overview of content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Overview of assessment

- Incorporates two major elements: supporting studies and practical work.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

Component 2 Fine Art Externally Set Assignment 8FA0/02

Externally set, assessed by the teacher and externally moderated.

50% of the total qualification.

Overview of content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

Overview of assessment

- Incorporates two major elements: preparatory studies and the 10-hour period of sustained focus.
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- During the 10-hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.

A Level – Two Year Linear Course

Component 1 Fine Art Personal Investigation 9FA0/01

Internally set, assessed by the teacher and externally moderated.

60% of the total qualification

Overview of content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Overview of assessment

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2 Fine Art Externally Set Assignment 9FA0/02

Externally set, assessed by the teacher and externally moderated.

40% of the total qualification

Overview of content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

Overview of assessment

- Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- During the 15-hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.

Mrs Sally Scott

Head of Art

Art & Design - Photography

Examination board	OCR
Specification	Art & Design: Photography H603
Website	www.ocr.org.uk

Photography offers Sixth Form girls the opportunity to express their artistic talent and discover new ways of expressing themselves through a very modern media. The course is not just about taking photographs but is about exploring a new medium of expression, which in turn aids self-discovery. Students will have access to a Photography Darkroom where they can discover and learn the traditional aspects of this medium and produce chemical prints. The Digital Suite also provides students with the opportunity to work in a contemporary format and Adobe Photoshop offers pupils the chance to experiment with digital manipulation. The course offers a good foundation in image making for anyone considering a career in the Arts or Media.

AS LEVEL SPECIFICATION

Students are encouraged to find and develop their creative voice by learning and experimenting both traditionally and digitally with this relatively modern medium. Pupils begin the course by learning all traditional aspects; shooting and processing 35mm film, developing their own prints in the darkroom and honing their skills before pursuing a more modern approach. Students are exposed to the work of artists and photographers and develop their contextual and theoretical skills through regular critiques and discussion. The course is constructed to aid students on their individual journey of discovery before the Externally Set Task is released in January; be this a conservative approach to the subject or a more experimental proposal involving mixed media, installation or moving image.

The Externally Set Task counts for 100% of the total AS Level and students are provided with a choice of themes from which to complete their final pieces.

A LEVEL SPECIFICATION

Students wishing to complete the full A Level have the opportunity to further develop their work and create an extensive personal project on a subject or theme of their choice. In their first year, students are encouraged to embrace the subject experimentally and to develop their practical skill and contextual knowledge through set briefs, challenges and through the discussion of historic and contemporary image-makers.

This Personal Investigation is worth 60% of the final grade with students thoroughly exploring their unique theme through the development of sketchbooks and a supporting essay before the final presentation of work which may include the production of a standard portfolio or book, video piece or installation with final pieces.

The Externally Set Task, issued in February, counts for 40% of the total A Level and students are provided with a choice of themes from which to complete their final pieces.

Miss Natalie Bloor
i/c Photography

Art and Design - Textiles Design

Examination Board
Specification
Website

AQA
Art & Design: Textile Design (AS:7244/A LEVEL: 7204)
www.aqa.org.uk

Why choose Art & Design: Textiles Design?

This subject directly supports progression to further and higher education, providing students with a rich platform to inspire a lifelong interest in Fashion and Textiles. The flexible specification means the AS and A Levels are co-teachable, enabling progression from AS to the full A Level.

Imaginative practical work is at the heart of the subject, you will develop intellectual curiosity about the design and manufacture of fashion and textile products. You will work as both artists and designers to explore, design, create and evaluate innovative ideas for new products. The subject enables students to decide upon a product to design and make themselves, for example, a student may want to design and make a range of printed and dyed fabrics, or a denim jacket that has been customised with stitch, paint, spray and studs, or a catwalk fashion creation. A large focus remains on fashion and current trends to peak the students interest, this makes the subject appealing and relevant for higher education and a career in fashion. Students will research the work of current designers, textile artists and printmakers. Core technical, designing and making principles for fashion and textiles will be delivered within projects, for example a student will be taught about fibre properties so she is able to select suitable fabrics to the design and manufacture of products, or how to weave and knit to create new fabrics.

Art & Design: Textiles Design

Students will be introduced to a variety of experiences that explore a range of textile media, processes and techniques. They should be made aware of both traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. For example, a student may select a theme 'Baroque' and the investigate the theme by creating paintings, collage, pencil and ink sketches. These investigative methods are then used to inspired the development of techniques to include: Quilting, embroidery, print methods, dyeing methods, pleating, laser cutting and so on.

Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Once techniques have been explored a textile outcome is to be created, outcomes to include fashion clothing, fabric design, soft furnishings, artwork and more.

Areas of study

Students are required to work in **one or more** area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- Fashion design
- Fashion textiles
- Costume design
- Digital textiles
- Printed and/or dyed fabric and materials
- Domestic textiles and wallpaper
- Interior design
- Constructed textiles
- Art textiles
- Installed textiles.

Course Content:

The AS course will be a separate qualification.

Most AS content matches the first year of A Level content and will be taught together with the A Level students.

AS Level:

Component 1/Portfolio: Assessed. No time limit. 96 marks. 60% of AS Level.

Component 2/Externally Set Assignment: Preparatory period + 10 hours supervised time. 96 marks. 40% of AS Level.

A Level:

Component 1/Personal Investigation: Assessed. No time limit. 96 marks. 60% of A Level.

Component 2/Externally Set Assignment: Preparatory period + 10 hours supervised time. 96 marks. 40% Of A Level.

AS Level:

Component 1 - Portfolio

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course. Two or more projects will be completed during the year to create the portfolio of work.

Component 2 Externally set assignment:

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

A Level:

Component 1/Personal Investigation: Assessed. No time limit. 96 marks. 60% of A Level.

Component 2/Externally Set Assignment: Preparatory period + 10 hours supervised time. 96 marks. 40% Of A Level.

Component 1 - Personal investigation

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. At A Level the student can decide upon projects, briefs and themes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

Component 2 - Externally set assignment

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Benefits of choosing Art & Design: Textiles Design?

- The course is a 100% practical based course and students can work as designers and artists
- A portfolio of a wide range of varied work will be created over the course of 1 or 2 years that demonstrates skills in many areas of fashion and textiles – Print, garment manufacture, fabric manufacture
- This portfolio will enable students to have a competitive collection of work to show at interview should they wish to pursue a higher education course in Fashion and Textiles
- There is no written examination and the practical strengths and expertise of students is able to show through
- Students can guide their work in relation to their interests, for example a student may wish to tailor a project around pattern cutting/drafting as she wishes to complete a degree in Pattern Cutting and work as a Pattern Cutter in industry.

Beyond A Level, students can study for a Foundation Course in Art & Design and/or a degree in Fashion Design, Pattern Cutting, Fashion Marketing, Fashion Journalism, Media and Communications, Fashion Buying, Visual Merchandising and more.

Miss Amy Majerski
Head of Textiles

History of Art

Examination board	CIE
Specification	9799
Website	www.cie.org.uk

Aims

A course of study in Art History should actively seek to develop the following abilities and qualities:

- a high standard of visual and/or other forms of awareness
- a critical understanding of works of art from a range of familiar and unfamiliar cultures
- the skills of research and critical analysis
- the ability to effectively communicate understanding and knowledge of art history including an awareness of art historical terms, concepts and issues

Paper 1: Analytical Studies **25% of total marks** **Examination: 1Hr 30 minutes**

Four sections, each with two compulsory questions on each named artwork. Candidates answer questions from three sections. Questions address both skills of formal/visual analysis and knowledge of the context of the chosen work of art. Candidates will study from the 40 works specified by the syllabus. The works are split into the following sections: Painting; Sculpture; Architecture; Drawing, printing, photography, collage and film.

Paper 2: Historical Topics **25% of total marks** **Examination: 2 Hrs 15 minutes**

Five questions are set on each topic. Candidates answer three questions from at least two different topics. Candidates should demonstrate the skills of formal/visual analysis in a contextualised way, with emphasis on breadth of scope. Candidates will study the following topics: The Art and Architecture of Classical Antiquity; Man the Measure of All things: the early Italian Renaissance 1400-1500 and The Shock of the New: Art & Architecture in Europe and the United States in the 20th and 21st centuries.

Paper 3: Thematic Topics **25% of total marks** **Examination: 2 Hrs 15 minutes**

Eight questions will be set on each topic. Candidates must answer three questions. Candidates should develop a sophisticated level of argument and analysis and be familiar with a wide range of historical texts. Candidates will study The Nude. Topic areas include: Classical nude: Greece and its inheritance; Religion and the nude; Women and the nude: model and artist; Photography and the nude and the Nude in 20th & 21st centuries.

Paper 4: Personal Investigation **25% of total marks** **Externally marked, with viva**

Candidates choose one area of research on any art historical topic both from within and beyond the Western tradition. They conduct this investigation entirely independently and write an essay of about 3,000 words. The investigation is marked externally and candidates subsequently engage with the Examiner in a discussion of their work in a viva.

Candidates may not answer questions on Papers 2 and 3 that relate in any way to their personal investigation, and are therefore advised to choose their area of research outside the scope of the topics they are studying for those papers.

Candidates are required to submit a proposal of not more than 500 words describing the proposed area of study, title and list of source materials to be consulted before the candidate starts working on her investigation. The Principal Examiner will consider the scope of the Investigation and either approve the proposal, suggest adjustments or request a re-submission.

Ms Diane Slocombe
History of Art

Biology

Examination Board	Edexcel
Specification	Advanced GCE in Biology B (9BIO)
Website	www.edexcel.org.uk

The Edexcel Biology AS and A Level courses build on the knowledge and understanding of IGCSE Biology. Biology is traditionally a very popular subject, however it is important to realise that the course is more challenging than at IGCSE level. Biology at this level contains elements of both Mathematics and Chemistry and a candidate who hopes to achieve a good grade and to enjoy the subject at AS or A Level will be expecting to gain the highest grades in IGCSE Chemistry and Mathematics, in addition to IGCSE Biology.

The Advanced GCE in Biology B is divided into ten different topics. Advanced Subsidiary GCE in Biology B covers topics 1 to 4 inclusive.

- Topic 1: Biological Molecules
- Topic 2: Cells, Viruses and Reproduction of Living Things
- Topic 3: Classification and Biodiversity
- Topic 4: Exchange and Transport
- Topic 5: Energy for Biological Processes
- Topic 6: Microbiology and Pathogens
- Topic 7: Modern Genetics
- Topic 8: Origins of Genetic Variation
- Topic 9: Control Systems
- Topic 10: Ecosystems

Both the AS and A Level courses will equip you with a coherent theoretical and practical base of transferable skills, such as those of analysis and synthesis, useful in all university courses; and if taking the A Level, key knowledge suitable for future study and employment in Biology and related fields (e.g. medicine, biochemistry, applied sciences, biomedical sciences, veterinary science) whilst providing thought-provoking material to appeal to those who do not wish to pursue a scientific career.

Assessment

Advanced GCE in Biology B consists of three externally examined papers and the Science Practical Endorsement. Since this is a linear assessment, each component will be based on the whole of the syllabus content.

Advanced Subsidiary GCE in Biology B consists of two externally examined papers.

In the written examinations you will need to be able to express yourself very clearly in writing, as many of the questions require detailed consideration of experimental results and biological concepts. Synoptic questions in these examinations will require you to demonstrate your accumulated knowledge and understanding of a topic or subject area and demonstrate your ability to combine your skills, knowledge and understanding with breadth and depth of the subject. Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics.

Science Practical Endorsement

During the course you will have opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills are assessed through a minimum of 12 identified practical activities, if you are doing the full A Level. The assessment outcomes will be reported separately on your certificate as either 'pass' or 'fail'. To achieve a pass, you must demonstrate that you are competent in all of the practical skills listed in the subject content requirements for biology.

Is this the right AS/ A Level choice for me?

Your Biology teacher will be able to help you decide whether A Level or AS Biology would be a good choice of subject for you and it is important to take careful note of this advice, due to the leap in difficulty from Biology at IGCSE to Biology at A Level and AS Level. You would be expected to have an A* at IGCSE/ GCSE level.

Miss Christina Pugsley

Head of Science and Head of Biology

Business

Examination Board	AQA
Specification	7131/7132
Qualification	GCE A Level
Website	www.aqa.org.uk

No matter what course you follow at university your future will undoubtedly involve working in a business of some form. Studying A Level Business will help you understand business organisations, the markets they serve and the process of adding value. You will consider business behaviour from a variety of perspectives, incorporating the interests of all stakeholders, using an analytical and evaluative approach. Knowledge and skills relevant to businesses in the twenty-first century are emphasised.

To study A Level Business requires students to feel comfortable with both

Business at University and Beyond

Virtually every university in the UK offers at least one Business or Management degree and most offer several. Some courses offer 'sandwich' arrangements, where you undertake a work placement to develop practical experience of management. A key benefit of studying business or management at university is that you can combine it with most subjects in joint or mixed degrees (e.g. with languages or technology), so you do not have to give up subjects that fascinate you just to pursue a degree with better job prospects.

Business Curriculum

Students will study business in a variety of contexts (e.g. large/small, UK focused/ global, service/manufacturing) and consider:

In the first year students will cover;

- What is business?
- Managers, Leaders and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

In the Upper Sixth the students will study;

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods; how to pursue strategies
- Managing strategic change

The specification and assessment will encourage girls to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, girls will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding. It is essential that students feel comfortable with the small mathematical element that is required for the new A Level specification.

Is this the right AS/ A Level choice for me?

The new Business A Level requires a variety of skill sets, a considerable amount of time is spent calculating financial ratio so it is important to be comfortable with ratios, percentages and manipulating formula. Each paper requires students to write an analytical essay based on a business case study

Assessment

Paper 1 All of the above content 2 hours	Multiple Choice Questions Short Answer Questions Two essay Questions	100 marks 33.3% of A Level
Paper Two All the above content 2 hours	Data Response Questions Extended Question	100 marks 33.3% of A Level
Paper 3 All the above content 2 hours	Case Study with six Questions Extended Question	100 marks 33.3% of A Level

Mrs Orla Cahill
Head of Business and Economics

Chemistry

Examination board	Cambridge Pre-U
Specification code	9791
Website	www.cie.org.uk

The Pre-U Chemistry course is designed to further the student's knowledge of the subject, to promote a critical approach to information and ideas and to improve experimental technique.

Chemistry is too often seen as a large body of facts that defies straightforward rationalisation. Such ideas can be reinforced by modular examination questions that concentrate on the particular without relation to the wider subject. This course, which is written with progression to university Chemistry in mind, highlights the principles that unify the subject and seeks to examine them through their application to chemical situations. By introducing the student to the big ideas of Chemistry and some modern applications, the framework allows the interested and independent pupil to take the subject further with confidence. The subject content has also been chosen to facilitate the setting of substantial chemical problems to solve.

The Pre-U specification is divided into the three branches of the subject: Physical, Inorganic and Organic.

Physical Chemistry forms the major theoretical and quantitative basis of the subject, embracing topics such as atomic structure, chemical bonding, energetic, equilibrium and reaction rates.

In Inorganic Chemistry, these principles are applied to the systematic study of some sets of elements from the Periodic Table.

Organic Chemistry is the chemistry of carbon compounds, and is the branch of the subject most directly relevant to biological and medical matters. The study endeavours to rationalise the mass of information concerning carbon compounds and to explain their behaviour in terms of fundamental principles.

Assessment

For the Principal Cambridge Pre-U qualification in Chemistry, candidates take four components in the same session.

Component	Component title	Duration	Weighting (%)	Type of assessment
1	Part A Multiple choice paper	1 hour	15	Externally set and marked
2	Part A Written paper	2 hours 15 minutes	35	Externally set and marked
3	Part B Written paper	2 hours 15 minutes	35	Externally set and marked
4	Practical assessment	2 hours	15	Practical exam, externally set and marked

The course will equip candidates with a coherent theoretical and practical base of transferable skills and key knowledge suitable for future study and employment in Chemistry and related fields (e.g. medicine, engineering, applied sciences) whilst providing thought-provoking material that may appeal to those who do not wish to pursue a scientific career.

A Pre-U pass in Chemistry is an essential requirement for entry to degree courses in medical, pharmaceutical or agricultural subjects.

Mr Alastair Reynolds
Head of Chemistry

Classical Greek

Examination Board	OCR
Specification	H444
Website	www.ocr.org.uk

Aims

A Level Classical Greek is a qualification which is designed to inspire, challenge and reward students. It aims to help pupils develop an interest in, and enthusiasm for, the classical world; acquire, through studying a range of appropriate sources, 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 at an appropriate level; make an informed, personal response to the material studied.

Specific Skills

The A Level aims to help students develop an appropriate level of competence in the language studied and a sensitive and analytical approach to language generally.

Candidates should develop:

- demonstrate knowledge, an understanding and an appreciation of Classical Greek texts within their literary, social and historical contexts as appropriate. This includes translation of the Classical Greek text into English;
- demonstrate an understanding of Classical Greek literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Classical Greek literature showing an understanding of the Classical Greek text.
- be familiar with the language of the 5th and 4th centuries BC;

Previous Knowledge

A GCSE in Classical Greek or equivalent is necessary.

Structure

AS (in the LVI)

1 Literature (50%)

2 Language (50%)

A Level (in the UVI)

1 Unseen Translation (33%)

2 Prose composition or comprehension (17%)

3 Prose Literature (25%)

4 Verse Literature (25%)

Mrs Lydia Dakin

Head of Classics

Classical Civilisation

Examination Board	OCR
Specification	H008, H408
Website	www.ocr.org.uk

The OCR A Level in Classical Civilisation is an exciting course which offers candidates the opportunity to take a broad view of Greek and Roman culture, predominately through each society's literature. It is an ideal choice of study for those who enjoyed the background sections of the Cambridge Latin Course and the mythology project undertaken at the end of the UIV but who do not wish to continue language study. It is a perfect companion as a subject to study alongside English literature, History, Art History, Modern languages and Drama or can form a balance to an A Level choice of Sciences, Mathematics or practical subjects.

Pupils have the option to study Classical civilisation for the LVI only if they wish to complete the AS, during which time they will study the following:

Unit 1: The World of the Hero

Pupils will read selected books of Homer's *Odyssey*, learning to analyse the literature in its own right, looking at characterisation, narrative techniques and themes, but also thinking about the implied social and political values of the time. The tradition of oral poetry will be studied, encouraging a deeper understanding of the roots of Western literature.

Unit 2: Culture and the Arts

This will include the critical study of Sophocles' *Oedipus the King*, Euripides' *Bacchae* and Aristophanes' *Frogs*. These will be considered in their theatrical, religious, social and political context. Not only does this topic aid in development an appreciation and understanding of Greek literature in translation, it also allows pupils to delve into the world of ancient stage productions, the roles of men and women in Greek society, and the morals they considered important.

If candidates wish to continue in the UVI, they will complete the following additional unit, as well as reading Virgil's *Aeneid* to complete the 'World of the Hero' module:

Unit 3: Beliefs and Ideas

Within this topic, one of the following courses will be studied:

- Greek religion
- Love and relationships
- Politics of the Late Republic
- Democracy and the Athenians

Mrs Lydia Dakin
Head of Classics

Design and Technology

The Design and Technology courses offered at A Level suit pupil who have an enquiring and experimental approach to learning. Potential students should be creative, enjoy problem solving and the practical application of knowledge. The courses are designed to allow pupils their own direction of learning through coursework whilst at the same time the opportunity to gain a full understanding of material properties, manufacturing techniques and the commercial role of a designer.

Design Technology: Product Design (3-D Design)

Examination board	AQA
Specification	AS: 7551 A Level: 7552
Website	www.aqa.org.uk/7551 or www.aqa.org.uk/7552

A Level Product Design is a flexible specification which encourages the development of independent learning, creativity and innovation. It is an excellent progression from GCSE Design and Technology and extends the skills and knowledge established at this level.

Pupils who wish to undertake the course will have the opportunity to choose the direction of their studies through coursework, allowing individual creativity whilst at the same time being supported with the necessary theoretical knowledge.

It provides an excellent foundation for future study in design related courses, engineering or architecture at higher education and for employment. Following recent changes the AS and A Level are now separate qualifications and do not contribute marks towards each other. Students studying A Level can also opt to take the AS Level at the end of year one.

AS Level: One-year course

Paper 1 50% of AS Level – Written exam – 2 hours.

Non-exam assessment 50% of AS Level – A single design and make project with the context set by AQA e.g. 'Products inspired by a designer or design movement'.

A Level: Two-year course

Paper 1 25% of A Level – Written exam – 2 hours.

Paper 2 25% of A Level – Written exam – 2 hours.

Non-exam assessment 50% of A Level – A single design and make project with the context decided by the student.

Career/Further Education Possibilities:

Product Design, Interior Design, Graphics, Engineering, Architecture. Further Information:
<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/artscraftsdesign.aspx>
(Information and advice on careers in the field of Design.)

Mr I Kent
2IC/Resistant Materials

Drama and Theatre Studies

Examination board	AQA
Specification	A Level 7262
Qualification	GCE AS/A Level
Website	www.aqa.org.uk

If you are considering taking Drama it is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances and prepared for the rigorous demands of a written paper. The course demands practical and theoretical skills in almost equal measure. You will be required to write analytically about drama and to develop your powers of analysis to become an informed critic. The concise writing technique you will be trained to use is an excellent acquisition in itself. The course will involve taking part in drama productions, as well as studying plays, playwrights and theatre practitioners. You can complete a one year AS level and/or continue and complete the second year for the full A Level.

This course can lead to further study in Drama, Theatre Studies and Arts related courses at degree level. It is a fully recognised and valued subject by all universities. It complements a wide variety of subjects and is useful in building confidence and improving presentation, communication and team work skills.

AS LEVEL

Candidates will gain a knowledge and understanding of theatre practice through their own engagement with the medium as both participant and informed audience member. Candidates will develop performance and/or production skills appropriate to the creation and realisation of drama and theatre.

The AS specification has 2 units:

Component 1: Interpreting Drama – 40 % of AS – 80 Marks

- **Section A:** Candidates' personal response to live theatre seen during the course, analysing both design and acting in a two part question. *50 marks.*
- **Section B:** Interpretation of a set play choosing two of the following perspectives: director, performer or designer. *30 marks.*

2 hour written paper

Component 2: Process and Performance – 60% of AS – 60 marks

- Working in groups (between 2-6) to develop and present two extracts from two published plays, using the theory of a practitioner to enhance the second. *30 marks.*
- Creation of a 300 word 'portfolio', analysing evidence of the interpretive process. *30 marks.*

Assessment: Visiting External Examiner

A LEVEL

At A Level, the specification provides candidates with the opportunity to develop skills and extend knowledge across two years. Candidates will demonstrate a more advanced level of performance and/or production skills alongside the ability to think independently, make judgements and refine their work in the light of research. They will also demonstrate the ability to analyse the ways in which different performance and production elements are brought together to create theatre.

Component 1: Understanding Drama and Theatre – 40% of A level – 80 marks

- **Section A:** Interpretation of a set play choosing two of the following perspectives: director, performer or designer. *25 marks.*
- **Section B:** interpretation of a second and contrasting set play focusing in a given extract with the exam asking for the perspective of director, performing and designer. *30 marks.*
- **Section C:** Live Theatre evaluation, one question from a choice on a single live theatre production – combination of theatrical elements. The focus can be on acting. *25 marks.*

Assessment: 3 hour written paper

Component 2: Creating Original Drama – 30% of A Level – 60 marks

- In groups (between 2-6), creating an original piece of drama using the methodologies of one practitioner. *20 marks.*
- Creating a 'Working Notebook' of 3000 words creating a rationale using research, and reflecting on the rehearsal process and how the piece was defined. *40 marks.*

Assessment: Internally marked by Downe House teachers, externally moderated

Component 3: Making Theatre – 30% of A Level – 60 marks

- In groups (between 1-6), across the two years three extracts from three contrasting published texts will be performed, the final extract is performed to a visiting examiner.
- Creating 'Reflective Report' of 2500 words analysing the practical approach to the performance. *20 marks.*

Assessment: Visiting Examiner

Miss Kyia Grandi
Acting Director of Performing Arts

Economics

Examination Board	Edexcel
Specification	9ECO
Qualification	A Level
Website	www.edexcel.com

Economics is the study of everyday life.

‘The purpose of studying Economics is not to arrive at a set of answers to a given set of questions, rather it is to learn how to avoid being deceived by economists.’ (Joan Robinson (1903-1983))

Economics studies the way in which societies can make the best use of their scarce resources. It is the science of choice and as the specification summary on the next page shows, its subject matter covers virtually every aspect of human life. Economics is a dynamic and broad ranging subject that requires students to combine an interest of current affairs with analytical skills. Economics will develop a student’s ability to evaluate and analyse data and also to present structured well balanced written essays. It is an exciting time to study Economics and the new A Level specification allows students to explore and evaluate on recent macroeconomic issues such as the Global Economic Recession, The Euro Crisis and Global Inequality.

A Level Subject Combinations

A Level Economics can be studied with a wide range of subjects and is often combined with Mathematics, Geography, History, and Comparative Government and Politics. Students combining Economics with Mathematics or Physics usually do very well because the logical approach comes easily to them, although it must be emphasised that a high degree of mathematical ability is not essential. Essential Economics can be studied in combination with any other A Level subject.

Economics at University and Beyond

Economics, either on its own or in combination with another Social Science or other subjects, is a popular choice at universities including LSE, Warwick and Bristol. It is studied at Oxford in combination with other subjects (usually as PPE or Economics and Management) and at Cambridge on its own or in combination. An Economics degree is a very useful qualification in the competition for jobs. Many Economics graduates become professional economists, employing their skills as analysts, or researchers, or advisors to government. Others pursue careers in management or professions such as accountancy, banking and other financial services.

A Level Economics Scheme of Assessment

The new Edexcel A Level in Economics is assessed through three compulsory components at the end of the two year course.

Paper 1 Microeconomics 2 hours	Multiple Short Questions Data Response Question A choice of Open Response Questions	100 marks
Paper 2 Macroeconomics 2 hours	Multiple Choice Questions Data Response Questions A choice of Open Response Questions	100 marks
Paper 3 Micro and Macroeconomics 2 hours	Data Response Question A Choice of Extended Open-Response Questions	100 marks

Students study a variety of topics across the four modules in Microeconomics and Macroeconomics, some of which are listed below;

Theme 1; Introduction to Markets and Market Failure

- Nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2; The UK Economy – performance and policies

- Measures of economic performance
- Aggregate Demand
- Aggregate Supply
- National Income
- Economic Growth
- Macroeconomic objectives and policies

Theme 3; Business Behaviour and the Labour Market

- Business Growth
- Business objectives
- Revenue, Costs and profits
- Market structures
- Labour market
- Government Intervention

Theme 4; A Global Perspective

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- The role of the state in the economy

Is this the right AS/ A Level choice for me?

It vital that students have an interest in current affairs and during their two years it is imperative that they keep up to date and engage in wider reading. It is important to note that to study Economics at university students must have an A Level in Mathematics.

Mrs Orla Cahill
Head of Business and Economics

English Literature

Examination Board AQA
Specification 7712
Website www.aqa.org.uk

At the heart of the study of English literature is reading; the new A Level is ideal for those who take pleasure in reading both widely and critically. Experts at AQA have worked closely with teachers and universities to develop a relevant, engaging and up-to-date specification that approaches the study of literature through the lens of historicism, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study. This unifying approach also facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature.

The variety of assessment styles used – such as passage-based questions, unseen material, single text questions, multiple-text questions, open and closed-book approaches – allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

~~A significant advantage is that some students may wish to take English Literature as a stand alone AS qualification. This would, for example, enable someone wishing to pursue a career such as medicine, which usually requires specialisation in sciences, to also study an arts subject.~~

The A Level comprises three components:

Paper 1: Love through the Ages

Three texts are studied closely: one Shakespeare play, one anthology of verse and one prose text, of which one must be written pre-1900. Students also prepare for an unseen comparison of two poems. In addition to an anthology of love poetry, some of the texts that might be studied include Shakespeare's 'Othello,' Emily Bronte's *Wuthering Heights* or F Scott Fitzgerald's *The Great Gatsby*. The component is assessed by a three hour examination; it is worth 40% of the A Level.

Paper 2: Texts in Shared Context

Three texts – one prose, one poetry and one drama – are studied, of which one must have been written post-2000. Students answer a question on an unseen extract, then one that invites a comparison between two texts and, finally, one in which they debate a critical viewpoint on a set text. At Downe, we prepare students for Paper 2B: 'Modern times: Literature from 1945 to the present day'. Typical texts studied for the second option include Tennessee Williams's, *A Streetcar Named Desire*, Margaret Atwood's *The Handmaid's Tale* and Duffy's *Feminine Gospels*. The component is assessed by a two and a half hour examination; it is worth 40% of the A Level.

Non-exam Assessment: Independent Critical Study – Texts across Time

Texts across time provides a challenging and wide-ranging opportunity for independent study. Students formulate an individual question and make a comparative study of two texts, one of which must have been written before 1900; they produce a scholarly essay of 2500 words, which includes the application and evaluation of critical views. Topics which might be chosen include the Gothic, representations of women and representations of social class and culture. The essay is worth 20% of the A Level.

Mrs Johanne Harrington
Head of English

Extended Project Qualification Level 3

Examination Board	AQA
Specification	7993
Website	http://www.aqa.org.uk

The Extended Project Qualification which is examined by AQA is a standalone qualification designed to extend and develop students' skills in independent research and project management.

The EPQ is awarded UCAS points worth half an A Level and is recognised by universities as a worthwhile qualification, with some top universities making alternative offers to students undertaking an EPQ. The skills acquired not only help students to make the transition from school to university but enable them to carry out wider reading and develop a deeper interest in their subject which will support and strengthen their university applications.

Students are required to carry out research on a topic that they have chosen and which is not covered by their other qualifications. They then use this research to produce a written report and, in some cases, produce some kind of product, artefact or performance. Students may choose a topic related to the subject they intend to study at University or take inspiration from something outside their curriculum subjects. They will be allocated a supervisor who will meet with them at regular intervals and mentor them through the process.

Mrs Victoria Ryan
Head of Sixth Form General Education

Geography

Examination Board OCR
Specification Geography H481
Website <http://www.ocr.org.uk/qualifications/as-a-level-gce-geography-h081-h481-from-2016/>

The A Level Geography course aims to equip candidates with the skills required to make a success of their subsequent studies at university, involving not only a solid grounding in specialist subject knowledge at an appropriate level, but also the ability to undertake independent and self-directed learning and to think laterally, critically and creatively. Although designed for candidates intending to continue their studies in Higher Education, the skills fostered also provide solid grounding for candidates intending to progress directly into employment or professional training.

Studying Geography involves:

- investigating the interaction of people with their environment
- understanding the processes and factors that shape that environment
- understanding how both the physical environment influences people and how people influence the physical environment
- recognising that these interactions create opportunities and problems, which require careful management
- understanding that management needs to be sustainable to maintain the environment for future generations developing the enquiry skills necessary to understand and explain these geographical issues.

There are four parts to the examination assessment of A Level Geography, with a newly revised syllabus.

Paper 1 : Physical Systems 22% 1 hour 30 minutes . This focuses on different types of physical environment, with an emphasis on the interrelationships between physical and human components of these environments.

Candidates must answer questions in two sections.

Section A: Landscape Systems (Coasts)

Section B: Earth's Life Support Systems (Ecosystems)

Question types will include : short answer, levels of response and extended prose.

Paper 2: Human Interactions 22% 1 hour 30 minutes This focuses on selected aspects of human activity from a geographical viewpoint.

Candidates must answer questions in two sections.

Section A Changing Spaces, Making Places

Section B Global Connections (Human Rights and Global Migration)

Paper 3: Geographical Debates 36% 2 hour 30 minutes.

Candidates must answer questions in two sections.

Section A Hazardous Earth

Section B Disease Dilemmas

Question types will include : short answer, levels of response and essay style questions.

Paper 4 Investigative Geography 20%

Students will complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed independently by the student relating to any part of the specification content. The investigation will be between 3,000–4,000 words and will be marked by Geography A Level staff, these will then be moderated by the AQA.

Subject Combinations and Careers : Geography complements many other aspects of Sixth form studies, and the subject fits very well into a wide range of subject combinations, from the Humanities, Sciences, Social Sciences and Arts. Recent data show that career prospects for geographers are very good and very broad indeed. We will be very happy to offer further advice on the diverse career opportunities and university courses which have a substantial geographical content.

It has been suggested that there are three main reasons why studying Geography has “never been more valuable and important - and it has never been a more appropriate topic for young people to study”. These include firstly its study of the environment - things like resource pressures, climate change, megacity management, aid, health and development issues; secondly, the need to prepare people for a world that is increasingly global and in need of sustainable futures; and thirdly, the fact that geographers are particularly employable: “they acquire a massive range of transferable skills, in communication, leadership, presentation and IT.....this means that geographers are very adaptable to a wide variety of roles”.

So the skills you acquire and practise during your years of studying geography will mean that you have much to offer any employer: communication skills, written and spoken; numerical, graphical, GIS and ICT skills; problem-solving and decision-making skills; teamwork and thinking skills. You will also appreciate much more fully the lifelong encounters we hope you will make with physical landscapes, human systems and environmental issues. We hope to share some of our passion for the subject with you.

Miss Kathryn Rawlinson
Head of Geography

History

Examination Board	CIE
Specification	9769
Website	www.cie.org.uk

History has traditionally been popular in the Sixth Form at Downe House. It is a subject which has something for everyone: we hope that all pupils who follow the course will derive enjoyment from it, and gain knowledge and skills which will be useful for their chosen career paths.

The syllabus consists of four components, each worth 25% of the final qualification:

1. British History outlines
2. Non-British History outlines
3. Special Subject
4. Personal Investigation

The first two components will be taught in the first year. They will both involve the study of a substantial period of History (approximately 100 years) and will be examined by papers, each requiring the candidate to write three essays in 2 ¼ hours, at the end of the second year.

The third component, taught in the second year, is the study of a topic in depth, based on original documents. It will be examined in a two-hour paper. The first section of this paper is a document commentary exercise, the second an essay written with reference to original documents.

The fourth component will be an essay of 3,500 – 4,000 words on a topic of the candidate's choice, chosen from any period of history, supervised by the History Department and written during the second year.

The Department offers a course in the early modern period. Pupils will take the following course:

Early Modern History

1. Britain under the Tudors and early Stuarts, 1485-1625
2. Reformation Europe, c. 1500-c.1650
3. The reign of Charles 1, 1625-1649
4. Personal Investigation

History is one of the most versatile departure points for pupils considering university courses. Many of our pupils go on to study History at undergraduate level, but some will opt for related disciplines such as Law or PPE. Even those moving into unrelated areas will find that the intellectual skills fostered by the study of History – the ability to analyse, explore and communicate in a clear and interesting way – will be profoundly useful.

Mr William Lane
Head of History and Politics

Latin

Examination Board	OCR
Specification	H443
Website	www.cie.org.uk

The Latin A Level syllabus allows students to develop linguistic skills and the ability to translate with accuracy and fluency. In addition, an extract of Latin verse and one of Latin prose will be studied in detail in each year.

LVI

In the lower sixth, language study will focus on the consolidation of grammar, development of vocabulary and the practice of translation skills. There is a set vocabulary list for girls to learn and the skills of literary analysis which have been developed at GCSE will be further improved. There are two examinations: a language paper and a literature paper. This is essentially the same structure that the pupils have seen at GCSE.

UVI

Pupils have to translate a verse unseen and a prose unseen, but they are also required to answer comprehension and grammatical questions on a the prose passage in the prose comprehension paper, identifying particular cases of noun for instance and accounting for these endings. The set texts increase in difficulty in this year and pupils are expected to write longer and more detailed analyses of passages in the examination.

Structure

AS (in the LVI)

- 1 Literature (50%)
- 2 Language (50%)

A Level (in the UVI)

- 1 Unseen Translation (33%)
- 2 Prose composition or comprehension (17%)
- 3 Prose Literature (25%)
- 4 Verse Literature (25%)

This course would suit any candidate who has studied Latin to GCSE Level and who derives pleasure and an intellectual satisfaction from translation from one language into another and from critical analysis of literary texts.

As well as being a valuable subject in its own right, Classics graduates are sought by a wide variety of employers. It is a natural subject to study alongside English, History or a modern Language and, although no longer required by schools of law or medicine, a grounding in Latin will be most valuable to anyone in preparation for these careers. The skills developed during the close study of language and literature are those which will stand one in good stead for any University course: analysis, organisation of material, language development, an enquiring mind and a knowledge and understanding of a culture which has been such a strong influence on our own.

Mrs Lydia Dakin
Head of Classics

Leiths Academy

Introductory Certificate in Food and Wine

This course is offered to Lower VI girls and is completed over five terms. Numbers are restricted to eight girls in each group to allow sufficient space and attention for each student.

The course is designed to teach all skills needed to be confident, capable and efficient cooks. The qualification can be used to obtain jobs, or to allow you to take a more advanced cookery certificate when you leave school. Girls with the basic certificate can join “Leith’s List”, which is their own employment agency for students seeking work.

As part of the course you will be entered for the Level 2 Award in Food Safety in Catering. This is a nationally recognised qualification.

The LEITHS course covers a wide range of dishes and talks will also be given on produce buying, the storage and freezing of food and menu planning. There will also be talks on wine with food plus tasting sessions.

LEITHS ACADEMY plan and monitor the certificate.

One of the senior staff from LEITHS introduces the course and other staff from LEITHS make several visits over the five terms, to take classes and assess students’ progress. On the final visit the girls are assessed through a practical cookery examination.

Girls have a triple practical lesson each week and they are expected to produce written time plans before each session. There will also be written tests, as well as continuous assessment of all practical work. The marks from all this work will go towards the final mark. Girls considering taking this course should first think carefully about their total workload.

There is a charge, which parents pay over each of the five terms. This will include the following equipment, which will then belong to the student:

LEITHS apron and hat;

A set of knives, engraved with the student’s initials and stored in a canvas wallet.

If you enjoy cooking this could be an ideal course. It will provide you with a practical qualification and be a welcome contrast to the academic studies.

Please note that this course is often oversubscribed and therefore girls are asked to enter their name into a ballot and are ‘selected’ on this basis.

Miss Seema Singh
Head of Design Technology

Mathematics

Examination Board : Edexcel

Specification : Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)

Website : <http://qualifications.pearson.com>

The A Level Mathematics syllabus is a two year course designed to prepare candidates for further study in Mathematics or numerate disciplines. Candidates study Pure Mathematics in depth together with applications in both Statistics and Mechanics. The applications have been chosen in order to give candidates the opportunity to apply their knowledge of pure mathematical techniques in a practical context, and much of the statistics is taught through the interrogation of a large data base. It is hoped that candidates following the A Level Mathematics course will develop an appreciation for how topics interlink.

Assessment takes place at the end of the course and comprises three 2 hour papers, each equally weighted, taken in the same examination session (there is no coursework) – Paper 1: Pure Mathematics 1, Paper 2: Pure Mathematics 2 and Paper 3: Statistics and Mechanics.

This A Level qualification will be graded and certificated on a six-grade scale from A* to E, using the total combined marks (out of 300) for the three compulsory papers. Individual papers are not graded. Students whose level of achievement is below the minimum judged to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Likely Candidates

Mathematics is a fascinating subject in its own right, but it is also a vital tool for use in a wide range of other subject areas. It is expected that you will have a secure grounding in the basic principles of mathematics consistent with the material covered in GCSE, IGCSE or International O Level specifications. In particular, you should be familiar with the solution of linear equations and inequalities, pairs of linear simultaneous equations and trigonometry in the context of right angled triangles: it is likely that you will have gained an A or A*/ level 7 or above at this level, and find algebra fairly straightforward.

If you intend to study Economics, Geography or Sciences, you will find the Mathematics course helpful during your time in the Sixth Form. You may also find that Mathematics is a required subject in order to pursue Science or Economics based courses at University. If you intend to pursue Mathematics, Science or Engineering, and possibly Economics, particularly at Oxbridge, you are also advised to study A Level Further Mathematics.

Mr Robert Barnes

Head of Mathematics

Further Mathematics

Examination Board : Edexcel

Specification : Pearson Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)

Website : <http://qualifications.pearson.com>

Girls opting for A Level Further Mathematics must also have opted for A level Mathematics, and must select Mathematics and Further Mathematics on their option form.

The A Level Further Mathematics course complements and builds on the material in the Mathematics course, giving candidates the opportunity to learn more advanced mathematical techniques. Candidates study Pure Mathematics in depth together with a range of applications. The applications have again been chosen in order to give candidates the opportunity to apply their knowledge of pure mathematical techniques in a practical context.

Assessment takes place at the end of the course and comprises four 1½ hour papers, each equally weighted, taken in the same examination session: Paper 1 – Core Pure Mathematics 1, Paper 2 – Core Pure Mathematics 2, Paper 3 - Applications, Paper 4 - Applications. Calculators are allowed in all papers.

This A Level qualification will be graded and certificated on a six-grade scale from A* to E using the total combined marks (out of 300) for the two compulsory papers and the two optional papers chosen. Students whose level of achievement is below the minimum judged to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Girls taking A Level Mathematics and Further Mathematics will normally sit examinations for both subjects at the end of the Upper Sixth.

Further Mathematics is a highly recommended, and often compulsory, subject if you intend to pursue Mathematics, Economics, Science or Engineering, particularly at Oxbridge. However, it would generally not be a good choice for girls intending to apply for Medicine, as it might not be allowed in addition to Mathematics as part of any offer.

Likely Candidates

You will almost certainly have an A*/ level 8 or above at GCSE, IGCSE or International O Level, and may well have followed the Additional Mathematics course. You will enjoy Mathematics and problem solving.

Mr Robert Barnes
Head of Mathematics

AS Mathematics

Examination Board: Edexcel

Specification: Pearson Edexcel Level 3 Advanced Subsidiary GCE in Mathematics (8MA0)

Website: <http://qualifications.pearson.com>

The AS Mathematics course is offered as a one year course for those who wish to further their mathematical knowledge in order to help support their other Sixth Form courses, or who simply want a further qualification in Mathematics, but do not wish to take a full A Level. However, anyone opting for this course should realise that AS Mathematics is not an easy option; girls will effectively be covering the work for $\frac{1}{2}$ an A Level in two terms, so must be committed. If a full qualification in Mathematics is required, then you should opt for the two year A Level Mathematics course; an AS level qualification will not count towards an A Level.

Candidates study Pure Mathematics together with applications in both Statistics and Mechanics. The applications have been chosen in order to give candidates the opportunity to apply their knowledge of pure mathematical techniques in a practical context.

Assessment takes place at the end of the course and comprises two papers taken in the same examination session (there is no coursework) – Paper 1: Pure Mathematics (2 hours/62.5% of the marks) and Paper 2: Statistics and Mechanics (1 hour 15 minutes/37.5% of the marks). Calculators are allowed in both papers.

This AS Level qualification will be graded and certificated on a five-grade scale from A to E using the total combined marks (out of 160) for the two compulsory papers. Individual papers are not graded. Students whose level of achievement is below the minimum judged to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The study of mathematics encourages the development of logical thought and problem-solving skills. However, whilst it is a satisfying subject in its own right, mathematics is also a useful support for further study in a range of subjects.

Likely Candidates

It is expected that you will have a secure grounding in the basic principles of mathematics consistent with the material covered in GCSE, IGCSE or International O Level specifications; it is likely that you will have gained at least a grade A (or A*) / level 7 (or above) at this level.

Mr Robert Barnes
Head of Mathematics

Modern Languages

Examination Board	AQA/Edexcel/CIE
Specification AS	French, German & Spanish (AQA), Italian (Edexcel), Chinese (Pre-U), Russian (privately, Edexcel)
Specification A Level	French, German & Spanish (AQA), Italian (Edexcel), Chinese (Pre-U), Russian (privately, Pre-U)
Website	www.aqa.org.uk/ http://qualifications.pearson.com/ www.cie.org.uk

French, German, Italian and Spanish are all offered at AS and A Level. Russian is offered at Pre-U level on a private basis. Chinese is offered at Pre-U Level. An AS, A Level or Pre-U in languages is highly valued by employers in all sorts of fields and not just in the world of interpreting, journalism or teaching. Thus, this course is not uniquely for those who see themselves specialising in languages at University. The aims of the course can be outlined as follows:

- Speak the language with a good measure of fluency
- Understand native speakers
- Write accurately and idiomatically in the language
- Take an active interest in the culture and society of the countries where the language is spoken
- To develop an understanding of the literature of the countries where the language is spoken.

Whenever possible, those studying a language in the Sixth Form **are expected to spend time during their holidays in a country where their language is spoken** (either through staying with a family or through organised language courses). The department can often assist with this and indeed organises study courses for our linguists.

In the Sixth Form, the onus is very much on the pupil to take ownership of their study and to engage with the culture by means of authentic press, radio and television. The following is expected of pupils studying a foreign language:

- Pupils attend an oral practice session with the Assistant
- Watching the news on the internet on a daily basis
- Reading articles from the press in the target language
- Listening to CDs
- Researching a chosen topic for oral assessment.

Should you wish to register an interest in studying Russian please contact Mrs Jane Basnett (Email: basnettj@downhouse.net. Direct Tel: 01635 204 769).

Mrs Jane Basnett
Head of Modern Languages

French

Examination Board	AQA
Specification AS	French 7651
Specification A Level	French 7652
Website	AS: aqa.org.uk/7651 ALevel: aqa.org.uk/7652

The course is divided up in the following way.

AS Level

Paper 1: Listening, Reading & Writing (45% of AS, 1 hour 45 minutes)

In the listening section of this exam pupils will have individual control of the recording. Pupils will need to respond to spoken passages from a variety of authentic sources. Questions will target main points, gist and detailed responses. Questions will be posed in French and will be answered with non-verbal responses or in French. The reading paper will require pupils to respond to a variety of texts drawn from a range of authentic sources. Questions will be set in French and will be answered with non-verbal responses or answers in French. The final element of this paper is a translation of a short passage into English.

Paper 2: Writing (25% of AS, 1 hours 30 minutes)

The first element of this paper is a translation of a short passage into French. Pupils will then need to respond to one question in French on a set text or film from a choice of two questions. Pupils will need to demonstrate a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

Pupils will not be allowed access to the texts or films during the assessment.

Each essay must be approximately 250 words.

Paper 3: Speaking (30% of AS, 12-14 minutes)

The oral is a discussion of two sub-themes lasting 6 to 7 minutes each with the discussion based on a stimulus card for each sub-theme. Pupils study the cards for 15 minutes before the test begins.

As with all other elements of this examination, dictionaries are not allowed.

The sub-themes for AS all pertain to France and French-speaking countries. The areas studied are current trends such as the changing nature of the family, artistic culture such as contemporary francophone music. Grammar is also key and knowledge of GCSE grammar is assumed.

A Level

Paper 1: Listening, Reading & Writing (50% of A Level, 2 hours 30 minutes)

In the listening section of this exam pupils have individual control of the recording. All questions will be in French and will be answered with non-verbal responses or in French. The reading paper comprises short target-language and non-verbal responses to texts. For both reading and listening authentic source material will be used and questions will target main points, gist and detail. The written component of this examination requires pupils to translate into English and into French. Each passage for translation will be a minimum of 100 words.

In this paper, as well as grammar, aspects of French-speaking society, current issues and trends, political life and artistic culture in the French-speaking world are all assessed.

Paper 2: Writing (20% of A Level, 2 hours)

Pupils must answer one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions **or** two questions in French on set texts from a choice of two questions on each text.

Pupils will be required to demonstrate 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 (for example the effect of narrative voice in a prose text or camera work in a film).

Pupils will not be allowed access to the texts or films during the assessment.
Each essay must be approximately 300 words.

Paper 3: Speaking (30% of A Level, 21-23 minutes long, including 5 minutes preparation time)

This exam is split into two sections. Part 1 is a discussion based on a stimulus card (5–6 minutes). Pupils study the card for 5 minutes at the start of the test. This is followed by a 2 minute presentation and discussion lasting 9-10 minutes of individual research project on a topic of the pupil's choosing. Pupils should identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken.

As with all other elements of this examination, dictionaries are not allowed.

As with the sub-themes at AS, sub-themes at A Level all pertain to France and French-speaking countries. In addition to the themes studied at AS, other areas are current issues such as positive features of a diverse society and an aspect of political life such as teenagers and their right to vote and their political commitment. A Level students will be expected to have studied all grammar and structures that appear in the lists for both AS and A Level.

Literary texts include works such as *Le Tartuffe* by Molière, *Candide* by Voltaire, *L'étranger* by Camus, *Un sac de billes* by Joseph Joffo as well as the more recent *No et moi* by Delphine de Vigan.

Films include *Au revoir les enfants*, *La Haine*, *L'auberge espagnole*, *Un long dimanche de fiançailles*, *Entre les murs* and *Les 400 coups*.

Mrs Jane Basnett
Head of Modern Languages

German

Examination Board	AQA
Specification AS	German 7661
Specification A Level	German 7662
Website	www.aqa.org.uk

The course is divided up in the following way.

AS Level

Paper 1: Listening, Reading & Writing (40% of AS, 1 hour 45 minutes)

In the listening section of this exam pupils will have individual control of the recording. Pupils will need to respond to spoken passages from a variety of authentic sources. Questions will target main points, gist and detailed responses. Questions will be posed in German and will be answered with non-verbal responses or in German. The reading paper will require pupils to respond to a variety of texts drawn from a range of authentic sources. Questions will be set in German and will be answered with non-verbal responses or answers in German. The final element of this paper is a translation of a short passage into English.

Paper 2: Writing (30% of AS, 1 hours 15 minutes)

The first element of this paper is a translation of a short passage into German. Pupils will then need to respond to one question in German on a set text or film from a choice of two questions. Pupils will need to demonstrate a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

Pupils will not be allowed access to the texts or films during the assessment.

Each essay must be approximately 250 words.

Paper 3: Speaking (30% of AS, 12-14 minutes)

The oral is a discussion of two sub-themes lasting 6 to 7 minutes each with the discussion based on a stimulus card for each sub-theme. Pupils study the cards for 15 minutes before the test begins.

As with all other elements of this examination, dictionaries are not allowed.

The sub-themes for AS all pertain to Germany and German-speaking countries. The areas studied are current trends such as the changing nature of the family, artistic culture such as contemporary German music and the digital world. Grammar is also key and knowledge of GCSE grammar is assumed.

A Level

Paper 1: Listening, Reading & Writing (40% of A Level, 2 hours 30 minutes)

In the listening section of this exam pupils have individual control of the recording. All questions will be in German and will be answered with non-verbal responses or in German. The reading paper comprises short target-language and non-verbal responses to texts. For both reading and listening authentic source material will be used and questions will target main points, gist and detail. The written component of this examination requires pupils to translate into English and into German. Each passage for translation will be a minimum of 100 words.

In this paper, as well as grammar, aspects of German-speaking society, current issues and trends, political life and artistic culture in the German-speaking world are all assessed.

Paper 2: Writing (30% of A Level, 2 hours)

Pupils must answer one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions **or** two questions in German on set texts from a choice of two questions on each text.

Pupils will be required to demonstrate 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 (for example the effect of narrative voice in a prose text or camera work in a film).

Pupils will not be allowed access to the texts or films during the assessment.
Each essay must be approximately 300 words.

Paper 3: Speaking (30% of A Level, 21-23 minutes long, including 5 minutes preparation time)

This exam is split into two sections. Part 1 is a discussion based on a stimulus card (5–6 minutes). Pupils study the card for 5 minutes at the start of the test. This is followed by a 2 minute presentation and discussion lasting 9-10 minutes of an individual research project on a topic of the pupil's choosing but based on one of the four sub-themes studied during the course. Pupils should identify a subject or a key question which is of interest to them and which relates to a country or countries where German is spoken.

As with all other elements of this examination, dictionaries are not allowed.

As with the sub-themes at AS, sub-themes at A Level all pertain to Germany and German-speaking countries. In addition to the themes studied at AS, other areas are current issues such as German reunification and its consequences, festival and traditions and cultural life in Berlin. A Level students will be expected to have studied all grammar and structures that appear in the lists for both AS and A Level. Literary texts include works such as *Die verlorene Ehre der Katharina Blum* by Heinrich Böll, *Andorra* by Max Frisch, *Gedichte – Buch der Lieder* by Heinrich Heine and *Der Vorleser* by Bernhard Schlink. Films include *Good bye, Lenin!*, *Sophie Scholl – Die letzten Tage*, *Die fetten Jahre sind vorbei* and *Lola rennt*.

Mrs Jane Basnett
Head of Modern Languages

Italian

Examination Board	Edexcel
Specification AS	Italian 8INO
Specification A Level	Italian 9INO
Website	http://qualifications.pearson.com

The course is divided up in the following way.

AS Level

Paper 1: Listening, Reading & Translation (40% of AS, 1 hour 45 minutes)

In the listening section of this exam pupils will have individual control of the recording. Pupils will need to respond to spoken passages from a variety of authentic sources. Questions will target main points, gist and detailed responses. All questions apart from the final one will be posed in Italian and will be answered with non-verbal responses or in Italian. The final question is set in English and must be answered in English. The reading paper will require pupils to respond to a variety of texts drawn from a range of authentic sources. Questions will be set in Italian and will be answered with non-verbal responses or answers in Italian. The final element of this paper is a translation of a short unseen passage into English. The content of the translation will be taken from one of the two themes studied.

Paper 2: Written response to works and translation (30% of AS, 1 hours 40 minutes)

The first element of this paper is a translation of a short passage into Italian. Pupils will then need to respond to one question in Italian on a set text or film from a choice of two questions. The essay should be 275 – 300 words and pupils will need to justify points of view, arguments and conclusions with evidence from the work studied. Students must demonstrate a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

Pupils will not be allowed access to the texts or films during the assessment.

Work will be assessed for content, accuracy and range of grammatical structures and vocabulary.

Paper 3: Speaking (30% of AS, 12-15 minutes + 15 minutes preparation time)

The oral is a discussion of content from the two themes studied over the year. The first discussion, based on Theme 1 will last 7 to 9 minutes and will be based on a stimulus card which is prepared in the 15 minute preparation period before the exam. The second discussion, lasting 5 to 6 minutes is based on content from Theme 2. The discussion begins with questions based on the stimulus card studied in the preparation time and then explores other sub-themes relating to the over-arching theme of the card.

As with all other elements of this examination, dictionaries are not allowed.

The themes for AS all pertain to aspects of Italian and Italian-speaking society and history. Theme 1 is set in the context of Italy only and studies current trends such as the changing nature of family, education and the world of work. Theme two is set in the context of any Italian-speaking country or community and focuses on music, media and cultural heritage.

Grammar is also key and knowledge of GCSE grammar is assumed.

A Level

Paper 1: Listening, Reading & Translation (40% of A Level, 2 hours)

In the listening section of this exam pupils have individual control of the recording. All questions will be in Italian and will be answered with non-verbal responses or in Italian. The reading paper comprises short target-language and non-verbal responses to texts. For both reading and listening authentic source material will be used and questions will target main points, gist and detail. The final element of this examination requires pupils to translate into English.

Paper 2: Written response to works and translation (30% of A Level, 2 hours and 40 minutes)

In Section A of this paper pupils must translate one unseen text into Italian. For Section B pupils must write two essays. Pupils must answer one question in Italian on a set text from a choice of two questions and one question in Italian on a set film from a choice of two questions **or** two questions in Italian on set texts from a choice of two questions on each text.

Pupils will be required to demonstrate 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 (for example the effect of narrative voice in a prose text or camera work in a film).

Pupils will not be allowed access to the texts or films during the assessment.
Each essay must be approximately 300 – 350 words.

Paper 3: Speaking (30% of A Level, 21-23 minutes long, including 5 minutes' preparation time)

This exam is split into two sections. Task 1 is a discussion based on a stimulus card (6-7 minutes). Pupils study the card for 5 minutes in the preparation period. During this part of the exam, a 2 minute discussion is based on the questions from the stimulus card and a broader discussion of the overarching theme then ensues.

This is followed by a 2-minute presentation and discussion lasting 10 – 11 minutes of an individual research project on a topic of the pupil's choosing but based on one of the four sub-themes studied during the course. Pupils should identify a subject or a key question which is of interest to them and which relates to a country or countries where Italian is spoken. Pupils will be expected to pose questions that elicit opinions that then demonstrate their own understanding of the topic.

As with all other elements of this examination, dictionaries are not allowed.

As with the sub-themes at AS, sub-themes at A Level all pertain to Italian and Italian-speaking countries. In addition to the themes studied at AS, other areas are current issues such as changing face of family life, music, cultural heritage, the positive and negative impact of immigration in Italy, the birth of the Fascist party, Fascism during the Second World War and the change from dictatorship to democracy. A Level students will be expected to have studied all grammar and structures that appear in the lists for both AS and A Level.

Literary texts include works such as *Il giorno della civetta* by Leonardo Sciascia, *Senza sangue* by Alessandro Baricco, *Marcovaldo* by Italo Calvino and a play *Sei personaggi in cerca d'autore* by Luigi Pirandello.

Films include *I cento passi*, *Il Postino* and *La vita è bella*.

Mrs Jane Basnett

Head of Modern Languages

Mandarin Chinese

Pre-U Short Course - This course is made up of two Units:

Paper 1 - Speaking (12-15 minutes, 60 marks - 40%)

Internally assessed, externally moderated. Pupils prepare a presentation on a topic of their choice that links to the Chinese world. This is then followed with a conversation based on the topic presented. The final part of the oral is a conversation based on two of the three topic areas.

Paper 2 - Written paper – Chinese Culture (1 hours 15 minutes, 30 marks - 60%)

Candidates must choose and prepare **ONE** topic only from a selection of topics taken from Chinese culture or Chinese literature and film (these topics are listed in the Principal Course section). The literary texts are studied in English. Candidates are required to write an essay of 600-750 words in English, demonstrating their knowledge and understanding of their chosen cultural option.

Language accuracy and linguistic range are only taken into account in the speaking paper.

The three topic areas studied are Family, Young People and Education.

This course is examined at the end of the Lower Sixth. It does **not** count towards a Pre-U principal language course. It is an ideal accompaniment for a scientist and enables pupils to show Universities and employers that they have a greater breadth to their studies.

Pre-U Principal Course - This course is made up of four Units.

Paper 1 - Speaking (12 - 15 minutes, 60 marks - 20%)

This examination is externally conducted and assessed. As with the Short Course there is a presentation based discussion related to the history, current affairs or culture of the Chinese world. In addition there is a discussion based on the topics covered over the course.

Paper 2 - Listening (20 marks), Reading (18 marks), Chinese sayings (6 marks) and Translation (16 marks) (2 hours 30 minutes, 60 marks total, 30%)

In the listening section candidates have control of their own individual listening equipment. There are a variety of exercises with exercises ranging from dictation type activities requiring knowledge of pinyin romanisation and tones, comprehension questions with responses given in English and a gist summary in English.

In the reading section two passages of around 450 characters will be set requiring written answers in English. The texts will both be in the contemporary vernacular style.

In the Chinese sayings section candidates will be given three sayings from a prescribed list of 25. Candidates will need to provide a translation and an explanation in English.

Candidates will need to translate a short passage of no more than 200 characters into English. The focus will be on transfer of meaning as opposed to literal correctness.

Paper 3 - Writing & Usage (2 hours, 60 marks - 25%)

There are three sections to this paper as follows:

Radical and stroke order skills, use of grammar markers aspect markers and measure words tested with a cloze exercise.

Letter writing where candidates must write a letter of 80 – 100 characters responding to a stimulus in Chinese. In this section, communication, accuracy of characters and grammar and structures are all assessed.

The final section of this paper is an opinion essay where the question is given in English and Chinese. Candidates will need to write one essay in Chinese of 175 – 225 characters from a choice of six titles. Accuracy and linguistic range, and development and organisation of ideas are all assessed.

For Paper 2 and 3 candidates will be expected to have a Chinese/English dictionary.

Unit 4 - Topics & Texts (2 hours 30 minutes, 60 marks - 25%).

Candidates must choose and prepare one option from Section 1 and one option from Section 2. Their responses for both questions will be 600 – 750 words in English and candidates will have a choice of two questions per option. The literary texts will be studied in English.

This part of the examination assesses candidates' knowledge and understanding of their chosen cultural options.

Section 1 Topics in Chinese Culture

The founding of the People's Republic of China, Chinese economic trends since 1978 and Emerging China

Section 2 Chinese literature and film

Fiction – Love in a Fallen City by Eileen Chang,

Fiction - Boat to Redemption by Su Tong

Film – Balzac and the Little Chinese Seamstress.

Mrs Jane Basnett

Head of Modern Languages

Spanish

Examination Board	AQA
Specification AS	Spanish 7691
Specification A Level	Spanish 7692
Website	aqa.org.uk

The course is divided up in the following way.

AS Level

Paper 1: Listening, Reading & Writing (45% of AS, 1 hour 45 minutes)

In the listening section of this exam pupils will have individual control of the recording. Pupils will need to respond to spoken passages from a variety of authentic sources. Questions will target main points, gist and detailed responses. Questions will be posed in Spanish and will be answered with non-verbal responses or in Spanish. The reading paper will require pupils to respond to a variety of texts drawn from a range of authentic sources. Questions will be set in Spanish and will be answered with non-verbal responses or answers in Spanish. The final element of this paper is a translation of a short passage into English.

Paper 2: Writing (25% of AS, 1 hours 30 minutes)

The first element of this paper is a translation of a short passage into Spanish. Pupils will then need to respond to one question in Spanish on a set text or film from a choice of two questions. Pupils will need to demonstrate a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

Pupils will not be allowed access to the texts or films during the assessment.

Each essay must be approximately 250 words.

Paper 3: Speaking (30% of AS, 12-14 minutes)

The oral is a discussion of two sub-themes lasting 6 to 7 minutes each with the discussion based on a stimulus card for each sub-theme. Pupils study the cards for 15 minutes before the test begins.

As with all other elements of this examination, dictionaries are not allowed.

The sub-themes for AS all pertain to Spain and Spanish-speaking countries. The areas studied are current trends such as the changing nature of the family, artistic culture such as regional identity in Spain and cultural heritage including a focus on tourists' sites such as Machu Picchu. Grammar is also key and knowledge of GCSE grammar is assumed.

A Level

Paper 1: Listening, Reading & Writing (50% of A Level, 2 hours 30 minutes)

In the listening section of this exam pupils have individual control of the recording. All questions will be in Spanish and will be answered with non-verbal responses or in Spanish. The reading paper comprises short target-language and non-verbal responses to texts. For both reading and listening authentic source material will be used and questions will target main points, gist and detail. The written component of this examination requires pupils to translate into English and into Spanish. Each passage for translation will be a minimum of 100 words.

In this paper, as well as grammar, aspects of Spanish-speaking society, current issues and trends, political life and artistic culture in the Spanish-speaking world are all assessed.

Paper 2: Writing (20% of A Level, 2 hours)

Pupils must answer one question in Spanish on a set text from a choice of two questions and one question in Spanish a set film from a choice of two questions **or** two questions in Spanish on set texts from a choice of two questions on each text.

Pupils will be required to demonstrate 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 (for example the effect of narrative voice in a prose text or camera work in a film).

Pupils will not be allowed access to the texts or films during the assessment.
Each essay must be approximately 300 words.

Paper 3: Speaking (30% of A Level, 21-23 minutes long, including 5 minutes preparation time)

This exam is split into two sections. Part 1 is a discussion based on a stimulus card (5–6 minutes). Pupils study the card for 5 minutes at the start of the test. This is followed by a 2 minute presentation and discussion lasting 9-10 minutes of individual research project on a topic of the pupil's choosing. Pupils should identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken.

As with all other elements of this examination, dictionaries are not allowed.

As with the sub-themes at AS, sub-themes at A Level all pertain to Spain and Spanish-speaking countries. In addition to the themes studied at AS, other areas are current issues such as positive features of a diverse society and an aspect of political life such as teenagers and their right to vote and their political commitment. A Level students will be expected to have studied all grammar and structures that appear in the lists for both AS and A Level.

Literary texts include works such as *La casa de Bernarda Alba* by Federico Garcia Lorca, *Crónica de una muerte anunciada* by Gabriel Garcia Márquez, *El otro árbol de Guernica* by Luis de Castresana and *La sombra del viento* by Carlos Ruiz Zafón

Films include *El laberinto del fauno*, *Ocho apellidos vascos*, *Volver* and *Abel*

Mrs Jane Basnett

Head of Modern Languages

Music

Examination Board AQA
Specification 7271 + 7272
Website www.aqa.org.uk

The AQA Music A Level offers girls an exciting opportunity to develop advanced musical skills through musical appraisal, composition and performance. The course covers a broad range of material and also provides flexibility within each assessed area, allowing students to play to their strengths, specialities and musical preferences.

The course, which is assessed through a combination of coursework and written examination, divides into three areas. All components of the A Level course are examined at the end of Upper Sixth. The AS Level is a one year course, examined at the end of Lower Sixth.

Scheme of Assessment – A Level Qualification

Component	Name	Duration	Weighting	Assessment method
1	Appraising Music	2 hours and 30 minutes	40% of A Level marks (120 marks in total)	Written paper, externally set and marked
2	Performance	10-12 minutes of performance recorded between 1 March and 15 May	35% of A Level marks (50 marks in total)	Recorded coursework, externally assessed
3	Composition	A minimum of four and a half minutes of composition in total	25% of A Level marks (50 marks in total)	Externally assessed coursework

Scheme of Assessment – AS Level Qualification

Component	Name	Duration	Weighting	Assessment method
1	Appraising Music	2 hours	40% of AS Level marks (96 marks in total)	Written paper, externally set and marked
2	Performance	A minimum of minutes of performance recorded between 1 March and 31 May	30% of AS Level marks (50 marks in total)	Recorded coursework, externally assessed
3	Composition	Four and a half minutes of composition in total	30% of AS Level marks (50 marks in total)	Externally assessed coursework

Component 1: Appraising music

Three areas of study will be covered to prepare for this examination. The sole compulsory area is Western classical music and includes the study of Baroque concertos, a Mozart opera and Romantic Piano Works. The other two areas of study are chosen from the following seven options; Pop music, Music for media, Music for theatre, Jazz, Contemporary traditional music or Art music since 1910.

This written paper is divided into three sections. For the first section girls will develop listening skills in order to answer short questions based on unfamiliar works from the same genres as those studied during the course. The second section of the exam assesses analytical skills. A skeleton score of an extract from a

Western classical work will be provided and questions will be based on the musical features of this work. The third section of the exam requires a written essay response on the two optional areas of study.

MUSC 2: Performance

There are a range of performance options for this section of the course. Girls are able to choose from one of the following options to record and be assessed; instrumental/vocal solo performance, ensemble performance and music technology production. In total performances must last for at least ten minutes and recordings will take place between 1 March and 15 May of the A Level year.

MUSC3: Composition

During the A Level music course girls are required to compose two musical works. One is in response to an externally set brief and the other is an entirely free composition. The combined duration of both works is a minimum of four and a half minutes. Compositions will be completed using computer software and the musical score and recordings will be sent to the examiner, along with a programme note for each piece.

AS Music

The AS Music course follow a very similar format to the A Level course, however the number of listening topics is reduced. One fewer area of study is covered in preparation for the listening exam and the Western classical topic covers two, rather than three topics; Baroque Solo Concerto and The operas of Mozart. A minimum of six minutes is required for the performance component of the AS course in place of the ten minutes required for the A Level course.

After A Level

The A Level course is designed to suit both musicians wishing to pursue either a university music degree, or a conservatoire course, as well as students who have a natural interest in music, but perhaps do not want to continue with music as a career path. The course not only develops musical skills such as performance, composition and listening, but also personal attributes, including communication, creativity, analytical and evaluative skills, essay writing skills and self-confidence.

Should you wish to register an interest in studying Music Technology please contact Dr Charlotte Exon (Email: exonc@downhouse.net. Direct Tel: 01635 204 618).

Dr Charlotte Exon
Director of Music

Philosophy and Theology

Examination Board	CIE
Specification	9774
Website	www.cie.org.uk

The Philosophy and Theology course is intended to allow candidates to think rigorously about the fundamental questions of truth and human understanding. The Pre-U syllabus offers an exciting and wide ranging study of topics, from Ancient Greek Philosophy to Life after Death. Of particular interest are the new texts introduced that bring many of the current contemporary debates in Philosophy and Theology into the syllabus. The course is intended to introduce candidates to the academic study of Philosophy and Theology and it is excellent preparation for students wishing to go into areas such as Law and Medicine; and complements subject areas such as History, Art, Classics as well as many others. The course provides a rigorous base for students thinking of studying Philosophy and/or Theology at University. Past candidates have achieved success at Oxford and Cambridge, Edinburgh, Durham, St. Andrew's, Leeds, Newcastle and many other universities.

Assessment takes the form of three written examinations comprising of 2hrs 15, 2hrs and 2hrs duration respectively. For Paper 1, candidates select and answer three questions from a total of four. For Papers 2 and 3, candidates answer a compulsory question on a given text followed by a choice between two further essay questions.

Primarily this course is most enjoyed and hence most suitable for those candidates who enjoy ideas and investigating concepts such as right and wrong, and truth and meaning. It demands a lively and curious mind, and a candidate who is not fazed by examining their own truth and ethical claims. Given that all of the assessment is by written examination, candidates should be comfortable with writing in a structured and analytical style. The department are happy to answer any further questions you may have about this course and likewise to talk you through the demands of the course in more detail.

Course Structure

Paper 1: Introduction to Philosophy and Theology

This covers the compulsory content of the course and is designed as a foundation for Papers 2 and 3.

- Foundational debates in Philosophy
- Foundational debates in Epistemology
- Ethics
- Nature of Belief
- Conscience, Free will and Determinism

Paper 2: Topics and Key Texts in Philosophy and Theology 1

Philosophy of Religion

- Arguments for the Existence of God
- Religious Experience
- Religion, Science, Evil and Life after Death

Texts:

- **John Polkinghorne** *Science and Creation: The Search for Understanding*
- **John Hick** *Evil and the God of Love*

Paper 3: Topics and Key Texts in Philosophy and Theology 2

Ethics

- Christian Ethics
- Other ethical theories
- Applied Ethics

Texts:

- **John Stuart Mill** *Utilitarianism; Mill on Bentham*
- **Jean-Paul Sartre** *Existentialism and Humanism*

Mr Matthew Hall

Head of Religious Studies

Physics

Examination Board
Specification
Website

OCR A Level
Physics A H556
www.ocr.org.uk

Introduction

Physicists study the interplay of force, energy and matter. Physics attempts to unravel and explain the fundamental processes going on around and within us, from the behaviour of the smallest sub-atomic particles to the origins of our universe and in this way can be said to underpin the other experimental sciences. Physics appeals to students for a variety of reasons. For some it is the ideas that capture their imagination, such as the mind-bending ones from *Relativity*, *Cosmology* or *Quantum Mechanics*; others see Physics as the grounding for their aspirations in Engineering, a necessary basic skill set they will need to use to go on and change the world; some choose the subject at this level since it will help their university application for Health Sciences or Medicine but then often find it much more enjoyable than they had anticipated.

This A Level course will suit all these students. It is designed to balance the pure scientific ideas with practical applications such as *Astrophysics* and *Medical Imaging* and it covers the whole spectrum of the subject in sufficient depth to challenge and stimulate each student's intellect and imagination. The mathematical content of the subject is significant but should not be considered daunting to a keen student who is happy and confident with algebra and indices.

Course Content

OCR Advanced GCE in Physics A H556

Students have two teachers. With one, their first year will cover two short modules covering practical skills and foundations followed by a lengthy module on *Mechanics*, including *Motion* and *Newton's Laws*. This will continue into the second year with the study of *The Newtonian World and Astrophysics*. With the other teacher they will study *Electricity*, *Waves* and an introduction to *Quantum Physics* in the first year and, in the second year, *Particles and Medical Physics*.

OCR Advanced Subsidiary GCE in Physics A H156

There is the option of finishing after one year and taking the AS examination at that point. This may appeal to students who know they will want to develop their understanding and skills in Physics beyond GCSE but cannot fit in four full subjects their final year.

Terminal Assessment

The course is a linear one, with all three papers for the A Level being taken at the end of the UVI. There are two papers of 2 hours 15 minutes and one synoptic paper of 1 hour 30 minutes. For students electing only to take the one-year AS course, there are two papers of 1 hour 30 minutes.

Practical Endorsement

In this new system, each student is required to complete at least twelve specified practical activities covering a range of technical skills. Their performance is assessed by their teachers and satisfactory performance will lead to a pass on this component. The A Level may be achieved without this component but would not be respected in the same way unless there were compelling reasons for a student not to have done these experiments.

Entry Requirements

Strong GCSE passes in Physics and Mathematics are necessary, preferably at A*. It is not a requirement to study Mathematics in the sixth form, although it is advantageous and strongly recommended: no Physics-related degree at university will be possible without it, for example. Above all else, a genuine interest in the subject is essential.

Combining Physics with other subjects

Depending on the desired university course, Physics can be combined effectively with the following subjects: Chemistry, Biology, Mathematics, Geography, Economics, Latin, Music, Art or Computing.

Careers that make use of Physics

Architecture, Astronomy, Computing, Renewable Energy, Engineering (Civil, Mechanical, Acoustic, Electrical and Electronic), Geophysics (including the Oil & Gas industry), Medical Physics, Materials Science, Meteorology, Telecommunications, Radiography, Medicine, Veterinary Science, Dentistry, Physiotherapy, Film Animation & Special Effects, Management Consultancy, Broadcasting and Psychology amongst others.

Mr Matthew Rivers
Head of Physics

Physical Education

Examination Board	OCR
Specification	H155/H555
Website	www.ocr.org.uk

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. This course integrates academic study and practical performance, and is an exciting opportunity for those with a keen interest in sport. Topics are wide ranging, including sports nutrition, human anatomy, the principles of fitness training, drug use in sport, psychology of group dynamics, analysis of personality and aggression, modern technology in sport and the study of global sports events. Theory content is constantly linked to sporting performance, as we begin to understand and analyse success in sport.

To support your written work, the non-exam assessment component is comprised of your performance, or coaching ability, in one sport and an evaluation of performance, during which you apply the academic theory you have studied to the performance that you are observing.

Physical Education complements a variety of A Level combinations because of the breadth of study. Previous students have gone on to study a range of undergraduate degrees that build on the topics covered in this course. These include Sport Science at Durham, Medicine at Edinburgh, Physiotherapy at Nottingham, Psychology at Bristol, Combined Honours at Exeter and Business management at Newcastle.

How is the course structured?

Content overview	Assessment overview	Weighting of overall grade
Applied Anatomy and Physiology Exercise Physiology Biomechanics	Paper 1 Physiological factors affecting performance 90 marks 2 hour written paper	30% of total A Level
Skills Acquisition Sports Psychology	Paper 2 Psychological factors affecting performance 60 marks 1 hour written paper	20% of total A Level
Sport and Society Contemporary issues in physical activity and sport	Paper 3 Social Cultural issues in physical activity and sport 60 marks 1 hour written paper	20% of total A Level
Performance or Coaching Evaluation and Analysis of Performance for Improvement (EAPI)	Non-exam assessment Performance in Physical Education 60 marks Non-exam assessment (NEA)	30% of total A Level

Mrs Lydia Rayne
 Director of Sport

Politics

Examination Board

AQA

Specification

7152

Website

<http://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152>

“Man is by nature a political animal.” (Aristotle)

“It is the duty of every citizen according to his best capacities to give validity to his convictions in political affairs.” (Albert Einstein)

A Level Politics enables students to interpret, evaluate and comment on the nature of Politics and to develop their critical thinking skills.

Prior Knowledge

Although candidates will not have formally studied Politics before starting this course, it is assumed that most will have had an interest in political current affairs and have regularly read a good quality newspaper and watched news programmes and relevant documentaries on the television.

Subject Combinations

Politics goes well with History or Economics, where the subject matter reinforces Politics. Skills developed in English, Languages, Geography and similar subjects also complement those used in Politics. Your main interest might be scientific or mathematical, but studying Politics adds variety, provides balance, and keeps writing skills honed.

Politics is a new subject for everyone who chooses it in the Sixth Form. Curiosity and a willingness to learn, including out of class-time, are essential. The course keeps up to date with current events and so daily reading of a quality newspaper is expected and an annotated scrapbook of cuttings is kept. Whatever political views you have, or even if you have none, an open-minded approach is essential as different views and topics are debated.

Politics at University and Beyond

Politics is a well-respected subject with a strong academic track record, recognised by all university admissions tutors. It helps build the ability to research, communicate spoken and written arguments effectively, and analyse and weigh up conflicting arguments. All of these are useful in a wide range of degree courses and careers. Downe House students have gone on to read Politics single or joint honours degrees in recent years at many universities including Oxford, Edinburgh, Bristol and Durham.

Politics Scheme of Assessment

The A-level course will be examined at the end of two years. The format is the same for each of these two-hour papers:

Section A: Three short-answer questions

Section B: Analysis and evaluation of a piece of political writing

Section C: Essay

Paper 1: Government and Politics of the UK

Participation and Voting Behaviour

Electoral Systems

UK Political Parties

Pressure Groups

The European Union

The British Constitution
Parliament
The Prime Minister and Cabinet
The Judiciary
Devolution

Paper 2: Government and Politics of the USA and comparative politics

The Constitutional Framework of the US Government
The Legislative Branch of Government: US Congress
The Executive Branch of Government
The Judicial Branch of Government: The Supreme Court
US Political Parties
The Electoral process
US Pressure Groups
Civil Rights
Comparative politics

Paper 3: Political Ideas:

Conservatism
Liberalism
Socialism
One of Nationalism, Feminism, Multiculturalism, Anarchism, or Ecologism

The AS Level consists of the UK (Paper 1) component of the A Level, examined in one three-hour paper.

Mr William Lane
Head of History and Politics

Young Enterprise

The Young Enterprise Company Scheme is provided by an education charity which aims to forge links between schools and industry through learning about aspects of business through the first hand experience involved in forming and running a company. The scheme has been offered to Lower Sixth girls for over 10 years at Downe House. Our teams have been very successful in previous years and we hope Downe House's run of success will continue.

Young Enterprise meetings are normally held every Wednesday from 6.00pm-6.50pm with the support of external business advisors. Depending on the needs of their company and product or service girls will need to commit time in addition to attending weekly meetings.

Over the course of one academic year girls will work in a team to:

- raise real finance by selling shares
- open and use their own company bank account
- carry out market research
- work together to create their business plan
- develop their own product or service
- market and promote their product or service
- trade with the public as well as the school community
- manage the company finances
- take part in local Young Enterprise trade fairs
- compete with other schools and colleges in the company of the year competition
- wind up their company and if successful, distribute dividends to shareholders

Working in a team, effective communication, decision making skills, time management, marketing techniques, personnel management and basic business finance are some of the many skills practised in the scheme.

Involvement in Young Enterprise is valued by many employers and many girls refer to it on their UCAS personal statement and CV.

Mrs Orla Cahill
Young Enterprise Link Teacher



Notes



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