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You are approaching an exciting stage in your education; when your GCSEs are completed you will be free to focus on the subjects that particularly interest you. However, the subjects that you select can have a significant bearing on the direction of your future education and potential career.

Sixth Form study is very different from GCSE, both in terms of the quantity of material studied and the depth of that study. Gaining the best grades possible is likely to be most beneficial to you in the long term and the essential advice is to choose subjects that reflect your interests and strengths. Use the following points as a guide:

**Good reasons for choosing a subject:**
- You like it or you find it interesting
- You like the method of assessment and teaching
- You are good at it or you would like to become good at it
- You need it or it might be useful for a possible future career
- It will provide breadth to your studies and keep your options open
- You can develop new skills by doing it
- It will give you satisfaction
- Your tutors think that it is a suitable choice for you

**Poor reasons to choose a subject:**
- Your friends are doing it
- You think that you should do it, even if you do not want to
- Your parents think that it is a good idea, but you do not
- You know someone who has done it and they say that it is great
- It is thought of as a ‘cool’ subject by most people
- You cannot think of anything else to choose
- You think that it will be easy
- You really like the tutor
- You think that it will impress people
All of the courses available in the Lower Sixth at Millfield from September 2017 are listed in this booklet. The Sixth Form curriculum has been designed to provide you with a broad and flexible choice of subjects and courses which include: AS/A-levels (or equivalent); BTEC courses (or equivalent); GCSEs. Each course has its own entry requirements.

AS/A-level
From September 2015, two types of A-level course have been running in parallel, reformed and unreformed. The first AS exams for the reformed courses, introduced in September 2015, took place in summer 2016 and the first A-level examinations in these reformed courses will follow in summer 2017. Further subjects were reformed for first teaching from September 2016 and reformed specifications in all remaining A-level subjects will be introduced from September 2017. Hence, for new Lower Sixth pupils starting AS/A-level courses in September 2017, only reformed courses will be available.

Reformed A-levels are fully linear courses. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS. All of the reformed A-level courses on offer at Millfield from September 2017 are set out in this brochure.

Cambridge International AS and A-level courses are available in some subjects and these are similar in assessment to unreformed A-level courses. These courses typically consist of two modules, which can be taken in the Lower Sixth to form an AS, and then a further two modules taken in the Upper Sixth; all modules are combined to form an A-level.

In addition, Cambridge Pre-U courses are available in some subjects. Pre-U exams are taken at the end of the two-year course. There is no intermediate qualification available at the end of the Lower Sixth.

Most pupils will study three AS/A-level courses (or the equivalent curriculum loading) in the Lower Sixth and continue with all of these courses into the Upper Sixth. With the school’s agreement, and depending on prior attainment, aspirations, subject choices (i.e. the overall programme) and co-curricular load, there are options to study more or less courses than this.

Advice is available on the number of courses that would suit you. To follow the ‘standard’ three AS/A-level programme in the Lower and Upper Sixth at Millfield you will typically have achieved at least four GCSEs at grade B and two at grade C (or the equivalent); there are also specific requirements for individual courses and these are set out in the following subject entries and summarised at the end of this brochure. Information on the alignment of the A* – G and 1 – 9 GCSE grade scales can also be found at the end of this brochure.

University entry requirements are based on achievements at A-level (or BTEC or Pre-U) in most cases. The majority of Millfield pupils take three subjects to A-level in the Upper Sixth, which is the standard university entry requirement; two being the usual minimum requirement for degree level study. Entry onto Higher National Diploma/Foundation degree courses requires at least one A-level or a BTEC qualification with appropriate GCSEs. The option of continuing four subjects to A-level is also available.

Please note that it is currently school policy that we will enter all Lower Sixth pupils for all of their AS levels (reformed and Cambridge International specifications) in the summer examination session at the end of their Lower Sixth year. We will enter Lower Sixth pupils for AS certification in all of their Cambridge International specifications. For reformed specifications, the certification process is an automatic one, i.e. if a pupil completes all the relevant exams for AS or A-level they will be awarded a certificated grade. All certificated AS grades must be entered on university applications made through the UCAS process. The school reserves the right to review this policy on an annual basis.
Introduction

**BTEC**

There are four (multiple A-level equivalent) courses available:

- BTEC Level 3 Extended Diploma in Art & Design *(three A-level equivalent)*
- BTEC Level 3 Diploma in Business *(two A-level equivalent)*
- BTEC Level 3 Diploma in Enterprise and Entrepreneurship *(two A-level equivalent)*
- BTEC Level 3 Diploma in Sport (Performance & Excellence) *(two A-level equivalent)*

These courses can stand alone (and take up the curriculum time equivalent to three AS/A-level subjects) or be combined with one AS/A-level.

Our recommendation for entry onto one of these courses is five or more GCSEs at grade C or higher (please refer to GCSE requirements summary for individual course details). More importantly, pupils should have the personal qualities appropriate to this style of study: well-motivated, resourceful and considering a career in the chosen BTEC area.

In addition, a BTEC Level 3 National Extended Certificate in Music *(one A-level equivalent)* and a BTEC Level 3 National Extended Certificate in Information Technology are available; these BTEC courses can be completed in the curriculum time equivalent to a single AS/A-level and can therefore be combined with up to three other courses in the Lower Sixth.

Typically, these courses are attractive to Sixth Formers who are capable of working at an advanced level, but who feel better placed to show their potential through coursework assignments, rather than in the traditional examination room setting of most A-level assessments. On these courses pupils are largely continuously assessed as they progress through unit assignments and each assessment counts towards their overall grade. Pupils who are interested in a multiple A-level equivalent BTEC place are strongly encouraged to contact the relevant Head of Department as soon as possible to discuss their suitability.

The WJEC Level 3 Certificate in Food Science and Nutrition course is also available, which is similar in approach and assessment to single A-level equivalent BTEC courses.

**Extended Project Qualification (EPQ)**

The EPQ is an additional qualification available to all Sixth Form pupils. This involves independent research on a topic of the pupil’s own choice. The EPQ carries the same number of UCAS points as an AS level.

*For further information, please contact:*

Mr David Trevis: (djt@millfieldschool.com)

**Other Courses**

A number of GCSE and specialist courses are also available, including the Leiths Basic Certificate in Food and Wine and the British Horse Society (BHS) Preliminary Instructor Certificate. All pupils have access to preparation English and Mathematics lessons for the US university entrance tests (SATs).

**THE SIXTH FORM OPTIONS SCHEME**

The teaching of Sixth Form courses has to fit into the school’s timetable. The Sixth Form curriculum consists of four timetable blocks; you will be allowed to choose no more than one subject in each block. The options available in each block are set out on the ‘Sixth Form Curriculum (2017 – 2019)’ sheet, a copy of which should be available with this booklet.

The subject combinations that we are able to offer are based upon our own research and our experience of the sorts of subject combinations which Millfield pupils traditionally choose. Although flexibility is a priority, it is important to note that not all combinations of subjects are possible, just as some are undesirable.

Please note that pupils requiring more than two periods per timetable cycle of English as an Additional Language (EAL) will normally choose no more than the equivalent of three AS/A-level subjects in the Lower Sixth. GCSE English and/or GCSE Mathematics must be selected by pupils yet to achieve grade C (or equivalent) in these subjects.
Though every attempt will be made to offer the courses shown, the school reserves the right to limit places if demand is too high or close courses if numbers are too low.

TIMETABLE FOR CHOOSING

Provisional choices will be requested at spring half term (or as soon as possible thereafter for new registrations). Adjustments to these choices will be possible (for example, following the release of GCSE results) with the school’s agreement.

On the Sunday before the start of the autumn term, key staff will be available to answer any queries at the Lower Sixth Advice meeting for pupils and parents. Formal registration for Lower Sixth courses will take place on the first day of the autumn term 2017.

HIGHER EDUCATION

The A-level, Pre-U and BTEC subjects that you choose will ultimately impact on the university courses that are available to you; the table which follows gives details of this.

If you are thinking of applying to universities in North America you should aim to keep your options as broad as possible and you may need to take a Scholastic Aptitude Test (SAT) in addition to A-levels. Most universities in the USA do not recognise BTEC qualifications, and the more competitive universities prefer to see the more traditional A-level subjects; you will also need to have suitable qualifications in mathematics, English and a social science at GCSE level if not at A-level. The Careers & Higher Education department is available to give expert advice on these areas.

FURTHER ADVICE

If you have any queries which are not answered in this booklet and you are a current Millfield pupil, please approach your group tutor for initial help and advice.

Specific subject information can be obtained by contacting the relevant Head of Department; contact email addresses are included at the end of each subject entry.

If you would like guidance on more complex questions concerning subject combinations, further/higher education or careers then contact the Careers Office Manager, Mrs Louise Fairbrother, or one of the tutors in the Careers & Higher Education team:

Mr J Brittain,
Further/Higher Education
jjb@millfieldschool.com

Mr S Briston,
Careers, subject choice and gap years
sab@millfieldschool.com

Dr D Burton,
Oxbridge applications
dwb@millfieldschool.com

Mrs L Fairbrother,
Careers Office Manager
careers@millfieldschool.com

Mr J Hope,
SAT coordinator
jah@millfieldschool.com

Mr G Shayler,
North American Universities
gts@millfieldschool.com
The table below gives you some broad guidance on subjects that suit common degree courses. Please note, there are often exceptions to this guidance; you are strongly advised to look at [www.ucas.com/students/coursesearch](http://www.ucas.com/students/coursesearch) to see which subjects are recommended in the areas that you are potentially interested in.

<table>
<thead>
<tr>
<th>Degree Course</th>
<th>Essential/desirable A-levels</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>Accounting, Mathematics and Economics are useful.</td>
</tr>
<tr>
<td>Architecture</td>
<td>Mathematics and Physics may be required, plus an art-based subject.</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>Art or Product Design; a portfolio is usually required. A foundation art diploma is often expected.</td>
</tr>
<tr>
<td>Biosciences</td>
<td>Two sciences; Chemistry and Biology, sometimes Mathematics.</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>Some have a Mathematics requirement (grade A/B) at GCSE or at AS/A-level.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry and another science or Mathematics.</td>
</tr>
<tr>
<td>Classics</td>
<td>Latin and/or Greek; useful to have History, English or languages.</td>
</tr>
<tr>
<td>Computer Science &amp; IT</td>
<td>Mathematics may be required; Computing is useful.</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Chemistry and Biology. Some like Mathematics or Physics in addition.</td>
</tr>
<tr>
<td>Drama</td>
<td>English Literature or Drama.</td>
</tr>
<tr>
<td>Economics</td>
<td>Mathematics required; Economics desirable.</td>
</tr>
<tr>
<td>English</td>
<td>English Literature. Other essay-based subjects useful.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Mathematics essential plus a second science (usually Physics or Chemistry, depending on area of specialism).</td>
</tr>
<tr>
<td>Geography &amp; Environmental Science</td>
<td>Geography. Some require one or more science subjects.</td>
</tr>
<tr>
<td>History</td>
<td>History is usually required. Other essay-based subjects useful.</td>
</tr>
<tr>
<td>International Relations</td>
<td>Generally no specific requirements. Politics, Economics and History are useful.</td>
</tr>
<tr>
<td>Law</td>
<td>No essential requirements, but a preference for traditional subjects which require logic and the ability to write well.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics and sometimes Further Mathematics. Physics is useful.</td>
</tr>
<tr>
<td>Media Studies</td>
<td>English or Media Studies preferred. Relevant work experience often considered. Psychology can be useful.</td>
</tr>
<tr>
<td>Medicine</td>
<td>Chemistry plus Biology. Physics and Mathematics are useful.</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Target language almost always required. A second language is desirable.</td>
</tr>
<tr>
<td>Music</td>
<td>Music required, and Grade 7 or 8 in the main instrument.</td>
</tr>
<tr>
<td>Pharmacology &amp; Pharmacy</td>
<td>Chemistry and Biology. Another science or Mathematics is useful.</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics, Mathematics, sometimes Further Mathematics.</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Biology or other science subject. Physical Education is useful.</td>
</tr>
<tr>
<td>Politics</td>
<td>History, Politics, Modern Language. English or Economics often useful.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Biology, Psychology or Mathematics often required. In addition there can be a GCSE Mathematics requirement (grade A or B).</td>
</tr>
<tr>
<td>Sports Science</td>
<td>Biology or another science subject; Physical Education can be useful.</td>
</tr>
<tr>
<td>Teaching (primary)</td>
<td>Traditional subjects preferred. GCSE Science grade B can be a requirement.</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>Chemistry, plus one from Biology (which is preferred), Physics or Mathematics.</td>
</tr>
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</table>
Expectations of Sixth Form Pupils

Moving into the Sixth Form is a big step. Sixth Formers are given more independence and must therefore show themselves capable of greater self-regulation.

The Sixth Form offers a chance to continue to develop the study skills and personal qualities that will be essential in later life. It also provides opportunities to further co-curricular, cultural and sporting interests and to develop new ones. Sixth Form pupils need to be willing and able to accept individual responsibility, learn how to manage their own time and play a leading role as considerate members of a happy and thriving school community.

Time in the Sixth Form will pass very quickly, and it is important that pupils adjust to the demands of advanced level learning as soon as possible. All Sixth Formers are strongly encouraged to seek assistance whenever they need it, and subject tutors, group tutors, senior tutors and houseparents will always be pleased to provide advice and guidance.

Sixth Form pupils should not expect to just turn up at lessons and hope that their teachers will do all the work for them. In the Sixth Form, pupils have chosen their subjects; teachers will expect this to be reflected in a positive, organised and ambitious approach to their work. Sixth Form pupils will be expected to carry out more independent study than at GCSE, especially reading around the subject and completing extra exercises. In class, teachers will expect Sixth Formers to be prepared and willing to participate in all aspects of their courses.

Above all we want our Sixth Formers to be successful and to realise their potential in whatever avenues this may lie, whether this is with regard to university entrance, on the sports field, or in the arts.

To enable our Sixth Form pupils to succeed, Millfield provides:

- A safe, secure and structured Sixth Form learning environment which includes the facilities and resources for study and the opportunity to acquire sound learning skills and study habits
- Comprehensive pastoral support throughout the Sixth Form to ensure the welfare and encourage the development of all our pupils
- Frequent contact with a group tutor (and/or senior tutor as appropriate) to discuss academic progress and to review wider pastoral and co-curricular matters
- Initial and continuing guidance about Sixth Form courses
- High quality teaching and learning opportunities
- Suitably challenging academic work which will be marked appropriately and returned promptly
- Academic monitoring, feedback and target setting to assist pupils in realising their full potential
- Formal and informal reporting to review progress at appropriate points in the academic year
- Opportunities for parents and pupils to meet with subject tutors at published meetings and when an appointment is requested
- A wide range of co-curricular opportunities
- Advice and support for pupils applying for higher education, gap year placements or employment

What follows are the principal expectations of Sixth Form pupils at Millfield. Whilst we try to keep these to a minimum it is essential that all Sixth Form pupils are clear about both the school’s expectations and their responsibilities in the creation of an effective and positive learning environment for all.

The acceptance of a place in the Sixth Form at Millfield implies acceptance of these expectations by both pupils and parents. Many of our expectations are simply a matter of common sense and/or good manners. In addition to these expectations (of which the spirit is typically more important than the letter) please be reminded that the school rules apply equally to all pupils, including Sixth Formers and school prefects.
Expectations of Sixth Form Pupils

As a Sixth Form pupil at Millfield you are expected:

**General**
1. To be responsible for your actions and realise that you are a role model to the rest of the school community. As such, the highest standards of behaviour are expected.
2. To follow school rules on uniform and appearance.
3. To recognise that the school has first claim on your time and interest during term-time, including sporting commitments on Saturdays. In particular, social events and/or part-time employment should not be allowed to interfere with your academic studies or co-curricular commitments.
4. To avoid arranging routine medical and dental appointments and similar engagements which conflict with academic lessons and other school activities.
5. To arrive at and depart from school in keeping with the published term dates. Terms are short and you will not normally be excused for family holidays.
6. To arrive punctually for academic lessons and all other school commitments such as assemblies, duties, rehearsals, sports events/games, clinics and appointments with staff. Lateness is disrespectful and disruptive to both the tutor concerned and fellow pupils.

**Academic Work**
1. To recognise that, during term-time (including Sunday), academic work is your main priority and ensure an appropriate balance between school work, co-curricular activities, part-time employment and socialising.
2. To recognise that some academic work will be expected of you outside term-time and to arrange holiday activities with this in mind, particularly in advance of public examinations and coursework deadlines.
3. To strive to attain your best standard of work and to meet the requirements of your courses. The determination to succeed through a positive attitude to learning and hard work is essential.
4. To arrive for every lesson punctually and fully prepared with the appropriate resources and with the required work completed. Prep is more than assignments – it implies preparation for lessons (i.e. reading and researching). It also means organising and reviewing material and notes from lessons, and following up tutors’ notes and guidance. No tutor should have their lesson plans undermined by lateness or your failure to carry out the required preparation. Always keep your file well-organised and up to date ready for the next lesson.
5. To take increasing responsibility for your own learning by:
   • Organising your time effectively and using your private study time, evenings and weekends in a purposeful way to follow up and consolidate the work covered in class.
   • Reading around your subjects (i.e. extending your understanding and knowledge through increased reading and research encompassing a wide range of sources – e.g. books, news media, the internet etc.). This is a basic requirement of Sixth Form study in many subjects that will enhance performance.
• Spending at least the same amount of time on each of your subjects outside the classroom as you do inside the classroom (e.g. in addition to lessons, a minimum of 4 hours 30 minutes work per week for each AS subject and 5 hours 30 minutes work per week for each A2 subject). You should never think that you have no work to do.

• Actively seeking help when there is something you don’t understand – do your own research using reference texts and/or the internet; ask other pupils; attend workshops; ask your tutor; learn from the feedback given.

• Developing the habit of taking detailed and structured notes for yourself.

• Contributing to classroom discussions – expect to think for yourself in lessons and formulate and express your ideas.

• Regularly revising and revisiting work (without being told to do so) and understanding that revision should not be left until just before an exam.

• Preparing to the best of your ability for all internal assessments.

6. To respect the working environment in the classroom, the library, the house during prep time and any other designated study areas. Any pupil action which compromises the learning of others will not be tolerated.

7. To take advantage of enrichment and extension opportunities.

8. To inform the relevant subject tutor(s) in advance and request their permission if, for any reason, you are required to miss a lesson. It is your responsibility to catch up with any missed work as soon as possible.

9. To plan your work carefully and never leave assignments until the last minute. **No piece of work should be handed in late or incomplete** unless there is an absolutely pressing reason such as illness. Late assignments and/or a lack of lesson preparation can be excused only if the agreement of the subject tutor has been obtained in advance. It is your responsibility to catch up on missed or late work as soon as possible. Absence on the date that work is set will not normally be an acceptable excuse for failure to meet a later deadline – you must find out what you have missed. Similarly, co-curricular activities and social engagements are not normally acceptable as an excuse. You may not to be allowed to take part in other activities if your work remains outstanding.
OVERVIEW

“I have no use for bodyguards, but I have very specific use for two highly trained accountants”

Elvis Presley

Finance is at the forefront of all our lives – recent developments such as Brexit and the US presidential election have brought this into sharp focus. People who understand finance have a huge advantage. Why not join them? Study Accounting and be able to talk knowledgeably about how businesses assess their profits and assets through the profit and loss account and the balance sheet, rather than being embarrassed by your ignorance of these financial statements.

Most degrees in business or management include an Accounting module. Having an A-level in Accounting would give you a big head start over your fellow pupils. Furthermore, having a mastery of Accounting will be a massive bonus in any future career.

AS Accounting introduces pupils to the ideas at the centre of accounting theory and practice. It applies these ideas to a number of different business structures, such as sole traders and partnerships, and shows how they record the profit earned in the year and the items owned and owed at the year-end.

A2 Accounting develops a greater depth of knowledge across a wider range of business situations.

For example, it shows how companies present their financial information to give a true and fair view to their shareholders and how they make decisions regarding products and future investments.

Overall, the A-level course will significantly increase your understanding of business finance and enhance your management decision-making skills.

APPROACH

Studying accounting will develop:

• Numeracy, communication, presentation, analysis and evaluation skills.

• Appreciation of other influences on accounting decisions e.g. the impact of economic, legal, social, environmental and technological factors.

• Ability to think methodically. Each topic is taught in a similar manner. Tutor input, applied to an example of a business, is followed by you practising past paper questions. This way, you experience first hand the format of the exam and understand the examiner’s requirements. There is also extensive opportunity for review, class discussion and individual assistance.

Assessment is by examination only.
There is no coursework.
Accounting

COURSE OUTLINE

The AS level consists of two exams covering:
• Financial Accounting
• Cost and Management Accounting

The A-level consists of one exam covering the same two topic areas, but in more depth.

All are tested using compulsory questions requiring both numerical responses and continuous prose answers.

FURTHER INFORMATION

This is a Cambridge International A-level course and is assessed in a similar way to unreformed A-level courses. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be retaken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

You must be at ease working with numbers. You therefore have to be numerate and feel comfortable handling percentages and manipulating numbers. You should also enjoy logical problem-solving.

At least grade B at GCSE Mathematics is essential; experience shows that those with grade C in GCSE Mathematics struggle with Accounting. The ability to express ideas fluently and concisely on paper is important, so at least grade C in GCSE English Language is essential.

Many pupils combine Accounting with Mathematics and Economics. The key skills required in these subjects lend themselves to Accounting, which offers a practical application of these skills. It is also commonly combined with Business Studies, with which there is beneficial overlap. However, it can easily be justified alongside, for example, History and English, or any of the sciences.

Our pupils go on to a wide range of courses at university. The range of possibilities nowadays is endless. There are few institutions that do not offer a degree course in which accounting features prominently.

Many institutions offer subject courses, for example - ‘Accounting and Finance’, ‘Accounting and Business Administration’ or ‘Accounting and Management Studies’. The admission requirements of these courses cater for a wide range of A-level grades.

Success in any of these university courses opens up career options not just in accounting, but in banking, finance, commerce and management generally, or even in running your own business. It is difficult to think of any job that would not benefit from a grounding in accounting, so it really keeps your options open.

The specification number is: 9706

Full course details can be found at: www.cie.org.uk

For further information, please contact:
Mr S Briston
sab@millfieldschool.com

Mr P Reed
pnr@millfieldschool.com
Art & Design
(BTEC Level 3 Extended Diploma)

OVERVIEW

Are you looking for an artistic challenge?
Is a career in art and design for you?

If you enjoyed GCSE Art & Design and have definitely identified your future career as an artistic one, you will find the higher level of study on the BTEC Art & Design course very fulfilling.

This is a demanding and rigorous course which is tailored to suit those of a self-motivated nature and which will provide an excellent all-round experience of art, design, photography, sculpture, fashion, product design etc. This is the comprehensive art and design package which will give you an excellent grounding in self-expression and an insight into what you might wish to pursue at degree level. It provides a rich and personal experience where you are encouraged to become an independent learner and to express your individuality.

A wide range of media is available for you to embrace, such as drawing, painting, silversmithing and photography; whilst at the same time intensifying your research and analysis of artists and their work. This will provide you with a wonderful insight into the techniques and processes of professional artists and inspire you to respond in your own way.

APPROACH

The subject is practically based with a vocational focus. The range of subject matter followed is extensive and where a thematic response is the preferred option, you can draw on your own interests, whether it be social, moral, political or simply portraits or landscapes.

You will be provided with the necessary materials to foster a multimedia approach to your work.

The skills developed allow you to explore your own interest in areas such as advertising, animation, architecture, CGI (computer-generated imagery), fine art (including painting, photography and sculpture), fashion, graphics, illustration, interior design, multimedia, jewellery making, textiles and many other areas of what is a multimillion pound industry with many employment possibilities.

COURSE OUTLINE

The course, which is equivalent to three A-levels, consists of 13 units covering a wide range of art and design activities.

You will learn through teaching and learning phases before embarking on Independent Assignments that are designed to help you express yourself skilfully and creatively.

Your timetable will be totally art and design, although for specially talented and organised pupils there is the opportunity to take an A-level alongside the BTEC course.

Over the two years, you will produce 13 units of work. Six of these units are focused solely on specific subject areas like product design, photography, drawing and painting.

However, there are also seven specialist units that look at key vocational areas like Managing a Client Brief and Developing a Portfolio.

One unit, Critical and Contextual Studies in Art & Design, is a written exam. The preparation time for
Art & Design
(BTEC Level 3 Extended Diploma)

this work is extensive and key to developing your skills and ideas in this subject.

The combination of all of the grades for all of the different units will give you a final triple grade which will be equivalent to three A-levels.

Assessment of your work takes place every six weeks with written and verbal feedback. You will be given the opportunity to exhibit the best of your work at the end of the course.

During the course you will participate in a study week taking in the very best practice in art and design in the galleries and design houses of a European city. Moreover, all pupils are encouraged to take advantage of work experience in areas of art and design they are interested in during holiday periods.

FURTHER INFORMATION

Pupils wishing to progress into Higher Education would normally have to follow a one year foundation course before proceeding to a degree course, but BTEC pupils are frequently able to make successful applications directly onto a degree course.

At least five GCSEs at grades C or higher are essential for BTEC Art & Design, together with a portfolio of art/design work.

Full course details can be found at: www.edexcel.com

For further information, please contact:
Head of Art, Design & Technology
Mr P Maxfield
plm@millfieldschool.com
OVERVIEW

If you enjoyed GCSE Art & Design then you are undoubtedly going to find A-level an absolute delight. It provides a much richer and more personal experience where you are encouraged to become an independent learner and express yourself in your own unique way. You will acquire a wonderful insight into the techniques and processes of professional artists and be inspired to respond in your own way. You will embark on a journey of discovery of art and culture, often globally inspired. Your personal responses will be well-documented in sketchbooks, giving your own views of the art and artists you have seen and discovered, and evaluating your work as it evolves.

APPROACH

The subject is practically based and a wide range of media are available for you to embrace; such as drawing, printing, printmaking and photography, as well as a more in-depth research and analysis of artists and their work. However, there is an increasing written element which becomes much more significant during the second year of the course, when a journal or essay is required.

The range of subject matter you will follow is extensive and where a thematic response is the preferred option, you can draw from your own interests, whether they be social, moral, political or simply portraits or landscapes.

There is a strong tradition of drawing at Millfield and there will be an opportunity to attend life drawing classes during the course. These involve drawing from the figure, mark-making, painting and printmaking activities.

You will be provided with all the necessary materials such as paints, acrylic, watercolour, inks, oil pastels, charcoal etc. to foster an interdisciplinary approach to your work.

Studying Art is not simply for people who want to paint portraits or landscapes. The skills developed will allow you to develop your own personal interests in many areas, such as advertising, animation, architecture, CGI (computer-generated imagery), fine art (including painting, printmaking, photography and sculpture), fashion, graphics, illustration, interior design, new media, set design, theatre design, textiles and many other areas of what is a multimillion pound industry with many employment possibilities.

COURSE OUTLINE

This course offers the opportunity to explore and experiment with a wide range of drawing, painting and printmaking materials, techniques and practical skills. Much developmental work is produced in personal sketchbooks exploring meanings, messages and ideas. This includes the study of, and annotated analysis of other artists’ work and art movements, against which you will set your own ideas in context. Your imagination and enthusiasm for visual language is paramount, and your final outcomes should demonstrate your individual strengths and interests.
Art & Design (Fine Art)

AS (Year 1)

Component 1: a practical exploratory Portfolio Coursework project with supporting sketchbooks is developed over two terms.

Component 2: a 10 hour Externally Set Assignment is undertaken in the spring or summer term, and is based on one of five themes set by the Exam Board.

A2 (Year 2)

Component 1: At A2, a Personal Investigation Coursework project is developed, which will require greater breadth and depth of study. A substantial written element will need to be incorporated to support your practical study – this can be from 1,000 - 3,000 words long.

Component 2: The A2 Externally Set Assignment is 15 hours long and provides the opportunity for you to respond in your own way to one of a number of themes set by the Exam Board.

Coursework carries 60% of the total mark, and the Externally Set Assignment the other 40%.

Assessment by course tutors of ongoing work takes place every six weeks.

Final work is marked internally at the end of each summer term, and a sample is moderated by the Exam Board.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Fine Art can be matched with a range of other A-level subjects. If you wish to study Art A-level then you should normally have achieved at least four GCSEs at grade C or higher.

If you plan to pursue Art into Higher Education, you would normally have to follow a one-year foundation course before proceeding to a degree course.

Those who wish to continue their artistic development beyond A-level and into university have a wealth of material to look at and explore in the Careers department and Art department. Members of staff will be available to discuss colleges and courses. Our pupils have successfully gained places at all the leading universities, with some achieving international fame.

The specification numbers are:

7242 (AS) 7202 (A2)

Full course details can be found at:

www.aqa.org.uk

For further information, please contact:

Head of Art, Design & Technology

Mr P Maxfield

plm@millfieldschool.com
Art & Design (Photography)

OVERVIEW
This A-level is designed for those who wish to build on their interest in photography and who have some experience of using photographic equipment. It offers the opportunity to explore and experiment creatively with a wide range of conventional and digital processes, techniques and materials such as black and white darkroom processing and Photoshop software. You will use cameras, enlargers and computers, and be able to create project work that draws on your own experiences and enthusiasms. You will learn about the history and development of photography, and discover how and why photographs play such an important role in modern life.

APPROACH
Much developmental work is done in personal sketchbooks in which you will explore meanings, messages and ideas. This includes the study and critical analysis of other photographers’ work and art movements, against which you will evaluate and contextualise your own ideas. In the second year a more substantial piece of critical writing is required.

Your own imagination and enthusiasm for visual language are paramount in building a portfolio of photographic imagery. Your final pieces of work will demonstrate your individual strengths and interests. The subject matter can range from documentary images shot on location, through to studio portraiture, to experimental and abstract compositions. Those who have studied GCSE Art will find the sketchbook approach familiar.

Ongoing work is assessed by course tutors every six weeks. Coursework carries 50% of the total mark, and the Externally Set Assignment the other 50%. Final work is marked internally during the summer term, and a sample is moderated by the Exam Board.

The maximum group size is typically twelve pupils.
Art & Design (Photography)

COURSE OUTLINE

A5 (Year 1)
Component 1: A practical exploratory Portfolio Coursework project with supporting sketchbooks is developed over two terms.

Component 2: A 10 hour Externally Set Assignment is undertaken in the spring or summer term, and is based on one of five themes set by the Exam Board.

A2 (Year 2)
Component 1: At A2, a two-term Personal Investigation Coursework project is developed, which will require greater breadth and depth of study. A substantial written element will need to be incorporated to support your practical study – this can be from 1,000 - 3,000 words long.

Component 2: The A2 Externally Set Assignment is 15 hours long and provides the opportunity for you to respond in your own way to one of a number of themes set by the Exam Board.

Coursework carries 60% of the total mark, and the Externally Set Assignment the other 40%.

Assessment by course tutors of ongoing work takes place every six weeks.

Final work is marked internally at the end of each summer term, and a sample is moderated by the Exam Board.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Photography can be matched with a range of other A-level subjects. If you wish to study Photography A-level, then you should normally have achieved at least four GCSEs at grade C, with grade B being desirable. Pupils who have not studied Photography before should ideally be conversant with a SLR camera and would benefit from having access to one.

If a pupil wishes to pursue Photography into Higher Education, they would normally follow a one-year Foundation course before going on to a degree course, although this is not always the case with certain universities. A broad range of degree courses are available together with many related subjects such as television and video.

The specification numbers are:
7246 (AS) 7206 (A2)

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Head of Art, Design & Technology,
Mr P Maxfield
plm@millfieldschool.com
OVERVIEW

Studying biology gives you the opportunity to find out more about living things, how your body works and enables you to have a better understanding of all the new developments in medicine and biotechnology that are having a real impact on our lives. Biology gives you the opportunity to study a science, but with a background of additional science at GCSE there is no need to do either Physics or Chemistry as well. Pupils wishing to go on to study biological sciences, medicine, dentistry or veterinary science at university must usually take Chemistry as well. An A-level in Biology will place you in a good position when applying for university. Courses such as physiology, physiotherapy, sport science, zoology, natural sciences, biochemistry and ecology are all available to pupils who have studied biology.

APPROACH

We place a great deal of emphasis on practical work. The 'Working Scientifically' approach from GCSE is carried on and extended at A-level. You will need to understand how investigations are planned and what to do with the data that is collected. You will need to be able to make observations and record these accurately. There is a lot of application required and analysis and evaluation of data. This will give you practice in these skills which can then be transferred and used in a huge variety of courses and employment situations in the future.

Pupils who do well on this course will have developed the ability to think critically, use data presented in a variety of different ways and apply their knowledge to novel situations; all excellent skills for the work place. Where practical work is not possible because the process cannot be seen (such as the replication of DNA), computer-based modelling is used. Assessment of the A-level takes place at the end of Upper Sixth, and takes the form of three written papers. These are mainly in the form of short answer questions; in the final paper, one essay is required.

The mathematical skills required are at least the same as Higher Tier Mathematics at GCSE. You should be happy with performing calculations (percentages, rates, ratios etc.) and using graphs.

To help you monitor your progress, topic tests are carried out across the whole year group at regular intervals and these results are relayed to parents in the reports. There is quite a lot of factual information that needs to be learnt and you must be prepared to review your notes outside of lesson time.

The Biology department is very well resourced and well supported by three technicians.

COURSE OUTLINE

The A-level is divided into eight sections. The first four are studies in the Lower Sixth and the second four in the Upper Sixth.

Section 1
In this section you will learn about the structure and function of biological molecules, and why the shape of molecules is so important in determining how they work.

Section 2
This block of work is all about cells. You will learn how we use microscopes and centrifuges to study cells as well as the ultrastructure of cells and the process of mitosis. You will then move on to study the importance of the cell membrane in cellular

Biology
transport, before finishing by studying cells in the immune system.

**Section 3**
This section is concerned with how organisms exchange material with their environment and then how these materials are transported around the body.

**Section 4**
Here you will learn about the importance of DNA and its relationship to protein synthesis. You will find out about how mutation leads to genetic diversity before finally investigating the biodiversity of a local habitat.

The final four sections are studied in the Upper Sixth:

**Section 5**
You will learn about the relationship between photosynthesis, respiration and food chains before looking at ecological cycles.

**Section 6**
Here you will study the nervous and muscular systems of humans, and then move on to find out about homeostasis.

**Section 7**
This section is all about genetics. You will learn about the different patterns of inheritance before linking this to evolution by natural selection. You will finish the section by looking at populations with ecosystems.

**Section 8**
The final section helps you understand how the body controls which genes are ‘switched on’ in certain cells. Finally, you will study some of the ways in which DNA is used in genetic engineering and diagnosing disease.

**FURTHER INFORMATION**
This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Pupils who have taken Science and Additional Science at GCSE should have achieved a minimum of grade A and grade B (the A can be in either GCSE). Pupils who have taken Biology as a separate GCSE should have achieved grade B. Grade C in English is essential, and grade B or higher in Mathematics is desirable.

*The specification number is: 7402*

*Full course details can be found at:*

www.aqa.org.uk

*For further information, please contact:*

Head of Biology

Mr S Whittle

stw@millfieldschool.com
British Horse Society Certificate

OVERVIEW

Millfield offers the first professional coaching qualification awarded within the equestrian industry by the BHS (British Horse Society). Pupils are trained in all aspects of horse care, riding and teaching, according to the BHS syllabus.

The subject is examined in separate Care and Riding sections in three stages; BHS Riding & Road Safety, plus the PTT (Preliminary Teaching Test) and is timetabled as a Sixth Form option. All examinations are practically based and assessed by a nationally recognised team of BHS/UKCC Assessors.

This course would be particularly attractive to pupils who would like a career in the equine industry or who would like to take their equine knowledge to new heights.

APPROACH

The examinations require a natural aptitude towards riding and an interest in teaching as well as considerable dedication. Pupils need to be 17 years of age to sit the BHS Stage 3, and 18 to sit the Preliminary Teaching Test. Courses are tailored to suit the individual pupil, but as a general guide they will need to attend lessons for five to six terms to have gained all the information and skills required.

Although the course does require good note-taking skills and some allocated reading material, the exams are all practically based with no written papers. Classroom lessons play a significant part.

Knowledge of the subject is helpful as it is a full curriculum with a lot of practical skills to be developed, but with enthusiasm and dedication it is possible to take this subject without previous experience. The Millfield Equestrian Centre is used as a base for all lectures, practical and riding sessions. The majority of the riding is done on Millfield horses and the whole course is taught by our own instructors.

Each pupil on the BHS course will receive five or six sessions per week; to include riding lessons, stable management and teaching practice, to cover all aspects of the syllabus. It is important that pupils allow for this time when considering their other A-level choices.

The groups working on the different stages are small, which gives excellent opportunity for in-depth coaching. We have an impressive range of instructors, all with a minimum BHSAI, BHSII’s, BHSI’s qualifications. Our Director of Equestrian Sports is a Fellow of the British Horse Society and Chief Assessor for the BHS. The facilities at Millfield are excellent and are all campus based.
British Horse Society Certificate

COURSE OUTLINE
Noted below are the sections covered in the BHS course:

• **British Horse Society Stage 1:**
  consisting of horse knowledge and care, riding a variety of horses on the flat.

• **British Horse Society Riding & Road Safety Certificate**

• **British Horse Society Stage 2:**
  consisting of horse knowledge, care, lungeing and riding a variety of horses on the flat and over fences.

• **British Horse Society Stage 3:**
  consisting of horse knowledge, care, lungeing and riding a variety of horses over fences, on the flat and cross country.

• **British Horse Society Preliminary Teaching Test:** consisting of theory, class, lunge and lead rein lessons.

• To gain the BHSAI Certificate, pupils will complete a teaching portfolio after passing all of these certificates, attended a safeguarding course and passed a First Aid course.

FURTHER INFORMATION
Pupils who already hold the Pony Club B Test and RRS are not required to pass the BHS Stage 1 and 2 examinations and can proceed straight to BHS Stage 3 at the age of 17.

The BHS course has the potential for 140 UCAS points, which are made up as follows:

Stage 3 Care = 45 points
BHS Stage 3 Riding = 60 points
BHS PTT = 35 points
Total: 140 UCAS points

*Full course details can be found at:* www.bhs.org.uk

*For further information, please contact:*  
Director of Equestrian Sports  
Mr D Anholt FBHS (HT)  
doa@millfieldschool.com
The brand new BTEC programme embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

OVERVIEW
Pupils will develop practical skills and theoretical understanding of the world of business and investigate a variety of business related topics.

The qualification is equivalent in size to two A-levels and has been designed as a full two-year programme. This qualification gives pupils experience of the breadth and depth of the sector that will prepare them for further study or training. This includes the opportunity for pupils to choose several topics from a selection of options reflecting the progression pathways in business.

The new diploma is demanding and pupils will require a positive attitude to learning, the ability to work independently whilst possessing a mature, conscientious approach to their work. The workload on this course consists of continual assessment deadlines that will need to be met so it is imperative that pupils understand this key feature of BTEC courses.

APPROACH
BTEC pupils are encouraged to develop their research skills, personal business interest and initiative. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

External Assessment: each assessment is taken under specified conditions, then marked by the exam board and a grade awarded. Pupils must achieve all external units at pass grade or above. Pupils are permitted one resit opportunity during their programme. There will be three externally assessed units; one being an examination and the other two will be controlled assessment tasks.

Internal Assessment: five units of the course are internally assessed whereby pupils will be asked to work on particular assignments which will then be marked and graded by their subject tutors. These units allow a flexible approach to learning with support given by tutors during the process.

Synoptic Assessment: synoptic assessment requires pupils to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

The two-year course incorporates at least two weeks of work experience. We will work with you to select placements which are relevant to your particular interests, give you the opportunity to gather information for your assignments and allow you to try out possible career options.

BTEC Level 3 Diploma in Business is equivalent to two A-levels and will be graded as follows:
D*D* (equivalent to A*A* at A-level) to PP (equivalent to EE at A-level). UCAS points are awarded accordingly.

COURSE OUTLINE
Pupils taking this qualification will study six mandatory units covering the following areas:

Exploring Business: in this introductory unit, pupils study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

International Business: pupils study how UK businesses develop strategies to trade globally. Pupils will also consider the factors that influence the implementation of these strategies.

Managing an Event: pupils will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.
Business
(BTEC Level 3 Diploma)

Develop a Marketing Campaign: marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service.

Personal and Business Finance: pupils study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

Principle of Management: this unit enables pupils to understand how the role of management and leadership in the workplace contributes towards business success.

Business Decision Making: pupils study skills relating to business concepts, processes and data developed in earlier mandatory units to enable the formulation of business decisions and solutions.

They will then study two optional units, enabling pupils to decide which complement their study programme best. They would potentially cover areas such as:

- Recruitment and Selection Process
- Team Building in Business
- Investigating Customer Service
- Digital Marketing
- Investigating Corporate Social Responsibility
- Work experience in Business

Today’s BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some external assessments that will be marked by the exam board, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

FURTHER INFORMATION
To follow the BTEC Business (two A-level equivalent) course you will typically have achieved at least five GCSEs at grade C. GCSE English and Mathematics are desirable as in order to achieve success in Level 3 BTEC Business pupils will be required to demonstrate English and Mathematics skills during the course consistent with at least a GCSE pass grade in these subjects. The Personal and Business external exam is a compulsory unit in which an appropriate competency in Mathematics will be required.

For further information, please contact:
Head of Business
Mrs C Glover
cag@millfieldschool.com
OVERVIEW

Business is a very popular subject both at Millfield and university. AS and A-level Business examines how business decisions are made in the context of accounting and finance, marketing, human resources, production and the economy at large. The objectives and strategies of businesses are studied and pupils are invited to develop and recommend courses of action for businesses facing a range of problems. Much reference is made to businesses in the news and the subject is lively and relevant either as a route to a business career or simply as a way of becoming more informed as a consumer.

What do people want? Will the product satisfy those wants? What are the issues to consider in starting a business? How can the efficiency of production be improved? What pricing strategy should the firm adopt? How should the business be financed? Why do mergers and takeovers occur and what are their consequences? How could a firm improve the motivation of its workforce? Which investment projects should go ahead? How does the government influence business decisions? Can firms manipulate demand as well as supply - is consumer sovereignty under threat? These are just a few of the questions examined on this course and in the real business world.

APPROACH

There is a wealth of business material reported in the media and the starting point for many lessons can be a discussion of a current business event, e.g. a takeover, product development or change in exchange rates. We can therefore use current examples to illustrate our teaching of the course specification and in that way keep the lessons lively, relevant and progressive. Skills of knowledge, application, analysis and evaluation will be developed.

Knowledge of business terms and concepts will be acquired and pupils will be shown how to apply that knowledge to particular businesses described in case studies and newspaper reports. In analysing business problems pupils will be shown how to examine the causes and effects of business actions, e.g. company mergers, diversification or flotation on the Stock Exchange. In evaluating business strategy, pupils will be shown how to consider the advantages and disadvantages of particular actions or recommendations and how to present their findings in business reports.

The course is assessed through written examinations. There is no coursework. Examination questions include multiple choice, short answer, data response and essay questions. Business case studies are used frequently to provide a context for questions.

COURSE OUTLINE

AS (Year 1)
The AS Business course is a stand-alone qualification and consists of six topics.

1. What is a business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

Assessment is by two 1 hour 30 minutes written examinations:

Paper 1: two compulsory sections, including multiple choice, short answer questions and data response questions.

Paper 2: one compulsory case study consisting of seven questions.
Business

A-level (Year 2)
The A-level incorporates the same six topics as AS, plus the following topics:
1. Analysing the strategic position of a business
2. Choosing strategic direction
3. Strategic methods: how to pursue strategies
4. Managing strategic change

A-level Business is assessed through three 2 hour written examinations:

**Paper 1:** multiple choice questions

**Paper 2:** three compulsory data response questions

**Paper 3:** one compulsory case study consisting of six questions

Extra-curricular activities are an important aspect of studying Business as these challenges will bring the subject to life. We try and incorporate a number of national competitions into our programme including Tycoons in Schools; Student Investor Challenge; BASE Competition alongside evenings with entrepreneurs, educational visits and a variety of guest speakers allowing pupils to put their classroom learning into action.

**FURTHER INFORMATION**

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Business is a broad and interesting subject which enhances career and university choices. It fits well in combination with both arts and science subjects and can open up new areas of interest. Business is very popular as a university subject. The essential entry requirement for A-level Business is grade C in GCSE English Language or Literature. Grade C in GCSE Mathematics is desirable.

*The specification numbers are:*

7131 (AS) 7132 (A-level)

*Full course details can be found at:*
www.aqa.org.uk

*For further information, please contact:*
Head of Business
Mrs C Glover
cag@millfieldschool.com
OVERVIEW

“What in the world isn’t Chemistry?”

Chemistry is central to an understanding of natural phenomena and the creation of useful products. Chemists are at the forefront of research in new technologies in medicine, materials, food and alternative energy production. It is because of this key role in emerging markets that employment prospects are good. However, it is important to remember that the skills acquired in Chemistry are applicable to many different and varied career choices; not all chemists wear white coats.

The AS level course at Millfield is designed specifically to ensure that learning the subject is, where possible, practically based. The modern syllabus builds on the ‘How Science Works’ topics started at GCSE, but not at the expense of a fundamental understanding of key principles. The knowledge gained and competencies acquired in Chemistry are transferable to many subjects. In short, the course offers a good preparation for life at university.

APPROACH

Many skills are developed throughout the course, such as mathematical problem solving, analysis and evaluation. There are frequent opportunities to develop practical skills. Group sizes are typically 10-12 at AS level, and each group has two tutors. The course is well supported by syllabus-specific text books and it is expected that you will spend time reading these to consolidate your own notes. The department is housed in a new state-of-the-art building that has its own computer suite and Sixth Form study room, in addition to teaching labs.

Weekly lunch-time workshops are also available to provide additional support. The course is assessed by a combination of exams at the end of the year and an externally marked practical completed during lesson time.

COURSE OUTLINE

You will already be familiar with some topics in this course since many are common to GCSE, but they are now studied in much more depth.

AS (Year 1)

Physical Chemistry: covers foundation subjects such as atomic structure, bonding, energetics, kinetics, equilibria, REDOX reactions.

Inorganic Chemistry: you will work up to topics like periodicity, Group 2 and Group 7.

Organic Chemistry: looking at subjects such as alkanes, haloalkanes, alkenes, alcohol and organic analysis.

Assessment

This will be over two written papers of 1 hour 30 minutes. The topics are evenly divided between these with relevant practical skills being assessed. Each paper accounts for 50% of the AS exam.

Pupils will also be assessed within the department on their practical skills; this will not be graded. If pupils pass this component this will be reported on their certificate.
Chemistry

A-level (Year 2)

**Physical Chemistry:** includes atomic structure, bonding, energetics, kinetics equilibria, REDOX reactions, thermodynamics, Kc, electrode potentials and Acids and Bases.

**Inorganic Chemistry:** includes periodicity, Group 2 and Group 7, period 3 and oxides, transition metals and aqueous ions.

**Organic Chemistry:** includes alkanes, haloalkanes, alkenes, alcohol, organic analysis, optical isomerism, aldehydes, ketone, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, DNA, organic synthesis and NMR.

**Assessment**

There will be three written papers of 2 hours each. The topics are evenly divided across all papers which also examine relevant practical skills. Papers 1 and 2 account for 35% each of the total A-level and paper 3 is 30%.

Paper 3 is more heavily weighted towards testing on practical skills and data analysis along with other appropriate content.

Pupils will also be assessed within the department on their practical skills; this does not contribute to the A-level grade. If pupils pass this component this will be reported on their results certificate.

**FURTHER INFORMATION**

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Pupils wishing to study Chemistry should have at least grade A in Additional Science or Chemistry and grade B in Mathematics at GCSE. Studying separate sciences at GCSE is not essential. Whilst it is possible to be successful at AS level with lower GCSE grades, such pupils need to be aware that Chemistry is a demanding subject at AS level, and must discuss their options with the Head of Department prior to registration. Chemistry is a popular subject and works well with a number of combinations, from the obvious sciences and mathematics, to languages and music.

Chemistry A-level is almost essential for entry into medicine, veterinary science, dentistry, chemical engineering as well as most medical and biological sciences. An AS or A-level qualification in Chemistry provides a sound training in scientific methodology and enquiry, which is highly regarded in higher education and in the wider world of employment.

As well as becoming scientists, engineers and doctors, pupils who have studied chemistry often move into areas of business management, law and finance, where a logical, enquiring mind are highly desirable assets.

*The specification numbers are:*

7404 (AS) 7405 (A-level)

*Full course details can be found at:*

www.aqa.org.uk

*For further information, please contact:*

Head of Chemistry

Mr J Hope

jah@millfieldschool.com
Chinese Mandarin

OVERVIEW
Language learning is a very fulfilling and rewarding experience. If you are considering studying Chinese Mandarin in the Sixth Form you will not only enjoy perfecting your linguistic knowledge but you will also explore one of the most ancient cultures in greater depth, thus understanding Chinese lifestyle, tradition and ways of thinking. Having a couple of years’ experience already, you have risen to the challenge of mastering characters and the concepts hidden behind them, as well as the tones when communicating orally.

As China is rapidly becoming one of the most powerful world economies, one in four employers rate Chinese Mandarin as an essential skill for today’s young people, placing it fourth behind the three main European languages. Having knowledge of Chinese Mandarin will potentially be of great benefit in areas such as business, politics, finance and the law to name but a few. Becoming proficient in Chinese Mandarin will undoubtedly make you stand out from the crowd in the market place and it will complement a wide range of subjects read at university.

APPROACH
Over the two year course you will study the following six topic areas, looking at how they are reflected in modern Chinese and British society:

- Family
- Young People
- Education
- The Media
- The Environment
- Work and Leisure

In addition, you will study one Chinese culture topic and one literature/film, both of which are examined in English.

This course develops advanced linguistic skills, as well as fostering an awareness of Chinese culture and history. In addition, the course provides a stepping stone to university courses, by encouraging pupils to develop independent learning skills as part of the syllabus.

You will be using a wide range of resources from formal textbooks to authentic resources to enable you to develop both your comprehension and communicative skills. The use of modern technologies will also enhance your learning in and outside of the classroom as you will be able to access captivating materials and use a range of software to help you produce vibrant presentations and documents.

COURSE OUTLINE
The Cambridge Pre-U Chinese Mandarin course consists of four external examination papers:

- **Paper 1:** Speaking (20%)
- **Paper 2:** Listening, Reading and Translation (30%)
- **Paper 3:** Writing and Usage (25%)
- **Paper 4:** Chinese Culture (25%)

There are two sections in Paper 1. In section 1, pupils pre-learn and prepare a presentation on a chosen topic, then have a follow-up conversation; in section 2, pupils have a general conversation covering two or three of the listed topic areas.

All textual material used in Papers 2 and 3 will be drawn from the listed topic areas: family, young people, education, the media, work and leisure, and the environment. Each pupil will be expected to use a dictionary during the Paper 2 and 3 examinations.

In the Paper 4 examination, pupils answer two questions in English. One question is on Chinese culture, the other question is on Chinese literature and film.
Chinese Mandarin

**FURTHER INFORMATION**

This is a Pre-U course which is assessed in a similar way to reformed A-level courses. All examinations are taken at the end of the Upper Sixth. An important difference is that there is no intermediate qualification (or AS equivalent) available.

Opportunities to sample Chinese culture might include a visit to China Town in London for the Chinese New Year, and to the Chinese section of the British Museum. The department is looking to develop contacts with Chinese schools to organise a visit to China. These are exciting times for you to come and study Chinese Mandarin here at Millfield, where you will acquire a fascinating insight into the Chinese culture.

If you have studied Chinese Mandarin at (I)GCSE level, you will be well prepared for the demands of the Cambridge Pre-U course, which has been specifically designed to meet the needs of foreign pupils of the language.

All pupils opting to study Chinese Mandarin Pre-U must have achieved at least grade A in Chinese Mandarin at GCSE or IGCSE.

*The specification number is: 9778
Run by University of Cambridge International Examinations (CIE)*

*Full course details can be found at: www.cie.org.uk*

*For further information, please contact:*
Head of Languages
Ms C Coutand-Moore
ccm@millfieldschool.com
CLASSICAL LANGUAGES

OVERVIEW

The Latin and Classical Greek AS and A-level courses offer a rich blend of language and literature from the ancient world. You will develop your linguistic skills in order to understand and appreciate some of the finest literature mankind has produced. This will take you inside the minds of authors who were writing two thousand years ago. Alongside this, you will gain an understanding of the events, culture, and attitudes of Rome and/or Greece at significant periods in their history. The ways in which the ancient world has shaped western civilisation and the relationship between the classical and modern worlds will be explored.

AS and A-level qualifications in Latin and Greek are rightly regarded by universities and employers as indications of intellectual ability. They also demonstrate impressive breadth, as these courses offer the chance to develop skills which are at different times linguistic, analytical, empathetic, logical, creative, and critical. These are skills which will equip you for a very wide range of interesting careers, such as the Foreign Office, journalism, advertising, business, finance or law. In particular they will help you learn other languages quickly and effectively. When the head of recruitment at Shell was asked why he employed so many Classics graduates, he replied, “Because they sell more oil.”

APPROACH

The main areas of study are Latin or Greek language, and literature written by famous Roman or Classical Greek authors.

This is an ideal course for an intellectual all-rounder, as you will need:

- An analytical approach to language
- Good vocabulary-learning skills
- An enquiring mind
- An enjoyment of literature
- An appetite for the intellectual challenge that these languages offer

Our Classics tutors are passionate about their subject and very approachable. Class sizes are usually small, so the atmosphere is relaxed and pupils are able to receive lots of individual attention. The teaching focuses both on literary texts and a variety of methods to develop language skills, using ICT where appropriate. We have a well-stocked library of Classics-related books and articles which pupils are encouraged to use. The school library offers further classical material.

Both AS and A-level are assessed by exams at the end of the Lower Sixth and Upper Sixth years respectively. The types of tasks in the AS and A-level exams are developments of those in the GCSE exams: translations, comprehension, analysis of style, content and themes and contexts of literary texts, which increase in complexity from AS to A-level.

Whenever possible, we enrich the experience of learning Latin and Greek by organising trips to classical sites at home and abroad, and to plays, films and lectures.

COURSE OUTLINE

In language classes, you will concentrate on developing your knowledge of grammar and vocabulary, and will come to appreciate subtleties beyond the GCSE syllabus. Each week there will be grammatical work to complete and vocabulary to learn.

In literature lessons, we read and translate original classical works set by the exam board. One prose text and one verse text are studied during the Lower
Classical Languages

Sixth, and these texts are studied in further depth in the Upper Sixth. Across both language and literature components, pupils will study at least four authors in detail during the A-level course.

The verse text will be epic or elegiac poetry or drama (in Greek), and the prose text will be drawn from history, a legal speech or philosophy. You are encouraged to understand the content and context of the texts studied, and to appreciate their literary qualities. In the Sixth Form, prep is often to look ahead at the passage of Latin or Greek which will be studied in the next lesson, or to go back over material covered previously. This approach supports your language work, and helps you develop independent powers of analysis.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

The courses in Latin and Greek complement other subjects very well. In recent years pupils have combined them very successfully with Modern Languages, History, English, Mathematics, and even sciences. Whatever area you intend to specialise in, taking one classical language to AS or A2 level shows very impressive intellectual breadth and will strengthen your university application.

Pupils interested in studying Classics, Ancient History or Classical Civilisation at university should consider taking both Latin and Classical Greek to A-level.

Recently we have welcomed pupils from abroad who had already studied Latin and/or Greek to the equivalent of GCSE level. These pupils achieved excellent results. They also found that studying Latin and Greek was enormously beneficial to their progress in English, both helping with the spoken word and aiding the development of high quality formal English, which will be a huge asset to them in their working lives.

It is essential that you have at least grade B at GCSE in the classical language(s) you wish to take in the Sixth Form because of the intellectual demands of these courses. In exceptional circumstances pupils with strong enough track records in Latin or other languages may be able to learn enough Greek over the summer to begin the AS course when they join the Sixth Form. Please contact us if you are considering this route.

The specification numbers are:
Latin: H043 (AS)  H443 (A-level)
Classical Greek: H044 (AS)  H444 (A-level)

Full course details can be found at: www.ocr.org.uk

For further information, please contact:
Head of Languages
Ms C Coutand-Moore
ccm@millfieldschool.com
OVERVIEW

“Computers are the most remarkable tool that we’ve ever come up with, the equivalent of a bicycle for our minds.”

Steve Jobs

The invention of the computer in the twentieth century is a ‘once in a millennium’ event, comparable in importance to the development of writing or the printing press. Computers are fundamentally different from other technological inventions in the past in that they directly augment human thought, rather than, say, the functions of our muscles or our senses.

Pupils will learn logical reasoning, algorithmic thinking, system design and structured problem solving, all concepts and skills that are valuable well beyond the Computer Science classroom. You will gain awareness of the resources required to implement and deploy a solution and how to deal with real world and business constraints. These skills are applicable in many contexts, from science and engineering to the humanities and business, and have already led to deeper understanding in many areas. Computer simulations are essential to the discovery and understanding of the fundamental rules that govern a wide variety of systems from how ants gather food to how stock markets behave. Computer Science is also one of the leading disciplines helping us understand how the human mind works, one of the great intellectual questions of all time.

APPROACH

As the course has a sizeable problem-solving element, you should be keen on this type of work. You will also learn programming techniques needed to achieve a high grade on both Paper 2 and Paper 4, and should be ready to work independently on programming tasks outside of lessons as preparation for them. You will be expected to be self-motivated. A willingness to read around the subject is required for those aiming for the highest grades.

COURSE OUTLINE

Paper 1: Theory Fundamentals
Information representation, communication and internet technologies, hardware, processor fundamentals, system software, security, privacy and data integrity, ethics and ownership, database and data modelling. This written paper contains short-answer and structured questions (worth 50% of AS, 25% of A-level).

Paper 2: Fundamental Problem-solving and Programming Skills
Algorithm design and problem-solving, data representation, programming, software development. This written paper contains short-answer and structured questions. Pre-release material will be studied (worth 50% of AS, 25% of A-level).

Paper 3: Advanced Theory
Data representation, communication and internet technologies, hardware, system software, security, monitoring and control systems. This written paper contains short-answer and structured questions (worth 25% of A-level).

Paper 4: Further Problem-solving and Programming Skills
Computational thinking and problem-solving, algorithm design methods, further programming, software development. This written paper contains short-answer and structured questions. Pre-release material will be studied (worth 25% of A-level).
Computer Science

FURTHER INFORMATION

This is a Cambridge International A-level course and is assessed in a similar way to unreformed A-level courses. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be retaken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

Progress in science has always been linked with progress in technology and vice versa. For example, bacteria were first discovered not by a biologist but rather by a Dutch merchant who refined the art of making microscope lenses. Nowadays, it’s typical for computer scientists to work in other scientific disciplines. To solve the big scientific problems of the twenty-first century, such as grappling with new diseases and climate change, will need people with diverse skills, abilities and perspectives. You can therefore feel confident in combining computing with any other area of study, not just the traditional Mathematics and Physics combination.

A-level Computer Science is very well regarded by universities everywhere. Although it is possible to study computing at university without an A-level in the subject, it is increasingly hard to do so.

There is an enormous skills shortage in this country and overseas in the computing industry and the vast majority of careers in the twenty-first century will require an understanding of computing.

Movies like ‘Avatar’ and ‘Lord of the Rings’ required the development of new computing techniques. Progress on understanding the genetics of disease or of creating an AIDS vaccine requires professionals to think in terms of computing, because the problems are unsolvable without it. Those who understand the technology can make the new movies and invent new techniques; they are the professionals who will go beyond simply using what others have invented.

You should have a real interest in computing. If you have not done GCSE you should be prepared to work very hard in the first term. After that you will have caught up. You should like solving problems.

Grade B in GCSE Mathematics is essential; Grade A in GCSE Mathematics would be desirable.

The specification number is: 9608

Full course details can be found at: www.cie.org.uk

For further information, please contact:
Head of Computer Science and ICT
Mr M Shields
mps@millfieldschool.com
OVERVIEW

“Theatre is a serious business, one that makes or should make man more human, which is to say, less alone.”  
Arthur Miller, Playwright

Studying Drama is not just for those who wish to become actors, writers or directors; far from it. Drama is for those who are interested in developing essential skills valued by employers and indispensable in the modern world: creativity, teamwork, communication, presentation, risk-taking and reflection.

APPROACH

Everything we do in Drama is focused on a practical application of performance skills. We devise, study and reflect in a scholarly manner, with performance at the very heart of the course. Theatre thrives on invention and pupils are encouraged to find their voice, harness their strengths and tell their stories.

The Drama course is assessed largely through practical work, though there is a written element and a written exam at the end of A2. It is both an academic and a practical subject and so if you chose to do Drama you will be expected to write, read and research all aspects of the theatre, as well as act, play, and perform.

Complete commitment is required to study Drama and pupils are carefully guided and supported.

For both the AS and A-level courses, you are required to create a practical project for which you will be assessed. For most pupils these exciting projects are the best part of the course and for many, the best thing they’ve ever done in their lives.

COURSE OUTLINE

The AS level is a stand-alone qualification, comprising two components:

1. **Exploration and Performance (60%)**: In this component you will perform a monologue or duologue, as well as acting in an excerpt from a play.

2. **Theatre Makers in Practice (40%)**: In this component you will study a complete play, which you will write about in the written exam at the end of the Lower Sixth. The exam also requires you to write a review of live theatre seen during the course.
The A-level covers the same areas as the AS and more:

1. **Devising (40%)**: In this coursework unit you will devise an original piece of theatre, in close collaboration with the other members of the class. The finished product will be performed before an audience.

2. **Text in Performance (20%)**: In this component you will perform a monologue or duologue, as well as acting in an excerpt from a play.

3. **Theatre Makers in Practice (40%)**: In this component you will study two complete plays, which you will write about in the written exam at the end of the Upper Sixth. The exam also requires you to write a review of live theatre seen during the course.

**FURTHER INFORMATION**

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

The GCSE requirements are grade C in English Language or English Literature or Drama.

*The specification numbers are: 8DRO (AS) 9DRO (A-level)*

*Full course details can be found at:*  
www.edexcel.com

*For further information, please contact:*  
Teacher in Charge of Drama  
Mrs K Lane  
kjl@millfieldschool.com
This is a fascinating time to be studying A-level Economics. Recent events ranging from the banking crisis, Eurozone crisis and Brexit have brought a number of changes to the economic landscape and brought the subject to the fore of many debates. The events of the banking crisis highlighted the significance of economics to our current and future prosperity. The possible impact of the UK leaving the EU continues to be debated due to the possible implications for our prosperity and standard of living as we consider whether the UK will have a ‘hard’ Brexit, with access to the EU based on the World Trade Organisation rules, or a ‘soft’ Brexit with the UK’s relationship with the EU being similar to Norway’s. These events, along with the election of a new President in the USA, have resulted in a number of debates and economics has often been at the centre of them.

Studying Economics will help you understand many of these real world events and enable you to discuss important economic issues. It will help you develop a critical, analytical approach, which will challenge any preconceived notions held about how the economy works. Whether it is your own welfare you are aiming to improve, or the welfare of others, Economics gives us an insight into the levers of wealth and well-being. It will enable you to consider questions such as: Should interest rates be kept at their current very low levels? Is Amazon too powerful? Should the government spend even more money to help secure steady growth in economy? Can the British Government continue to fund the NHS? Should the government tax ‘fatty’ foods to fund the NHS?

Then there’s pollution and climate change. How can we use economic policies to improve the environment? Is the Euro doomed to failure due to ‘bailouts’ for countries like Greece and Ireland?

Studying Economics will involve:

- Learning about the fundamental economic theories. These will be explained by your tutor who will make use of excellent textbooks, apps and ICT resources. Developing an understanding of the key economics diagrams, such as supply and demand, will be vital to your enjoyment of, and success in, the subject.

- Investigating real world economic issues such as business decision making, world poverty and inequality, global recessions, controlling inflation and reducing unemployment. Reading from ‘quality’ media sources will be encouraged.

- Developing a range of key skills that will enable you to achieve success at A-level, university and in a future career. You will improve your ability to research information, interpret data, identify problems, assess solutions, write essays and reports, work with others and communicate verbally (e.g. in discussions and giving presentations).

- Participation in the wide range of extra-curricular activities offered by the department: for example, all Sixth Form economists are members of the Economics Society offering them the chance to hear the views of high profile visiting speakers. Engagement in such wider learning improves a pupil’s chances of success in the AS and A-level courses.

AS and A-level cover the following topic areas:

- Basic economic ideas and resource allocation
- The price system and the microeconomy
- Government microeconomic intervention
- The macroeconomy
- Government macro intervention
- Macro basic economic ideas and resource
Assessment is by examination only. There is no coursework. Both AS and A-level examinations follow a similar format. Paper 1 contains multiple choice questions with Paper 2 based on a data response question and essay. The questions in both papers are based on content covered during that year. Papers 3 and 4 are based on additional A-level syllabus content, but also require a knowledge and understanding of content from the AS level syllabus.

Basic economic ideas and resource allocation: pupils will consider how resources are allocated in different economic systems and how to think as an economist. At A-level they will look at how markets can fail to allocate resources efficiently.

The price system and the microeconomy: at AS level pupils look at how markets work, how supply and demand interact to allocate resources in local, national and international markets. At A-level, they will consider different market structures and how the number and size of market participants, and the level of contestability, affect pricing and the nature of competition among firms.

Government microeconomic intervention: pupils will explore the nature of government intervention in different markets along with the strengths and weaknesses of that intervention. At A-level, pupils will consider what determines wages and how the governments intervene in labour markets.

The macroeconomy: at AS level pupils will be introduced to the aggregate demand/supply model to analyse changes in real output and the price level. They will be expected to understand the significance of globalisation, international trade, the balance of payments and exchange rates. At A-level, pupils consider factors influencing the growth and development of emerging and developing countries.

Government macro intervention: at AS level this theme examines the use of demand-side policies, supply-side policies and direct controls as means of improving an economy’s performance, recognise the underlying assumptions, predict the likely impact and effectiveness of such policies and consider these in a historical context. At A-level pupils will explore the inter-connectedness of macroeconomic problems and policies.

FURTHER INFORMATION

This is a Cambridge International A-level course and is assessed in a similar way to unreformed A-level courses. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be re-taken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

Economics is held in very high regard by universities and employers. It is a ‘traditional academic subject’ and the top universities like to offer places to pupils who are taking Economics as part of their academic programme. The department has an excellent track record of supporting successful applications to Oxford and Cambridge.

Pupils who take Economics at A-level go into a wide range of careers. Economics is a social science, so it bridges the gap between arts and sciences. Economics is a great complement to a foreign language, and is often the gateway to business on an international scale. Pupils thinking of studying for a BSc degree in Economics must study Mathematics to at least AS level. BA degrees in Economics do not always require Mathematics beyond GCSE.

GCSE requirements
GCSE Economics is NOT required.
A minimum of grade B in Mathematics (grade A being desirable) and grade C in English (grade B being desirable) are essential.

The specification number is: 9708

Full course details can be found at: www.cie.org.uk

For further information, please contact:
Head of Economics
Mr A Shaw
ans@millfieldschool.com
**OVERVIEW**

Pupils whose first language is not English, and who wish to apply for a place at a British university will need a recognised examination. If they have the GCSE (or IGCSE) in English (as a first language; minimum grade C or equivalent) or the IELTS (usually 6.5 – see IELTS section) they may not need to attend EAL lessons. If, however, they do not have this level of English proficiency, they should attend lessons with the EAL department. Sixth Form pupils are prepared for both Cambridge ESOL Exams at FCE (CEFR B2) and CAE (CEFR C1) levels and the IELTS examination, with the latter being the preferred qualification for British (and an increasing number of American) universities. In the Lower Sixth, pupils may also re-sit the IGCSE Second Language exam where a pass grade (C or above) was not achieved in the first attempt.

Overseas pupils may also approach the EAL department for specific language support in their work in other subject areas.

Pupils who attend EAL lessons should think carefully about their choice of academic subjects. It may be necessary to limit these to three in order to leave sufficient time for EAL. Please ask the Head of the EAL department for guidance.

**APPROACH**

New pupils will be assessed prior to their arrival at school and assigned EAL lessons according to their need. Lessons will focus on the four key skills as well as addressing grammatical and lexical weakness revealed by individual test results. Clarity of communication and the ability to address a wide range of academic topics are the general aims of the course. We make use of formal classroom teaching in small groups as well as group discussion and computerised learning when appropriate. A Self-Access Centre and Computer Suite are available.

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**COURSE OUTLINE**

In line with the demands of the examinations, this course consists of training in the following skill areas:

**Writing**
- Describing graphs, charts and diagrams and processes
- Short, factual reports
- Narrative summaries
- Planning, organising and paragraphing
- Discursive and argumentative essays
- Editing and self-correction

**Reading Skills**
- Scanning, skimming and speed reading
- Extracting and summarising information
- Identifying fact, opinion and varying nuances
- Making inferences
- Vocabulary development
- Recognising stylistic features of academic texts

**Listening**
- Short conversations on general topics
- Exposure to a variety of authentic accents
- Summarising specific points from a lecture
- Identifying discrete items of vocabulary

**Speaking**
- Maintaining a conversation on a range of everyday and academic topics
- Expressing opinions and presenting arguments
- Developing fluency and confidence
English as an Additional Language (EAL)

FURTHER INFORMATION

Cambridge ESOL - FCE (CEFR B2)
This is an upper-intermediate level English language course in which pupils will develop skills in reading, writing, listening and speaking through extensive study and practice. Pupils are also encouraged to improve their general study skills, especially their academic written style. Pupils will learn to use English for practical, everyday purposes such as understanding instructions and public announcements, taking part in factual conversations, writing letters, articles, opinion essays and making notes. Progress is measured through continuous assessment, informal tests and a formal end-of-year examination. Pupils will also be prepared for the Cambridge English First for Schools.

For further information, please see: www.cambridgeenglish.org

CAE (CEFR C1)
Higher ability pupils are prepared for the demanding Cambridge Advanced Exam (CEFR C1), which demonstrates that a learner has the English language skills needed to follow any undergraduate academic course, participate in academic tutorials and seminars, carry out research and communicate effectively both orally and in written assignments.

This is a high level English course and develops pupils’ academic written and spoken English as well as comprehension of longer written texts and lecture style listening scripts. Pupils learn to demonstrate an understanding of academic texts and develop an ability to write in an appropriately academic style.

IELTS
The IELTS examination is marked on a 9-point scale (1 = very poor; 9 = expert user). Most British universities require 6 - 7, depending on the nature of the course applied for. University applicants are usually required to state their IELTS score on their UCAS application forms or to have achieved the university’s language requirement as part of a conditional offer by the time they start their university course. Some prestigious universities now expect pupils to achieve a score of 7.0, and often insist on a minimum of 6.5 or even 7.0 in each of the four modules.

The IELTS examination can be taken in March or June, either in the Lower Sixth or the Upper Sixth year, depending on a pupil’s ability and progress.

IGCSE
The IGCSE Second Language English examination (CIE syllabus 0511) is available at two levels, Core and Extended. The Core Syllabus contains less free writing and fewer texts, but has a top grade of C, which is accepted for entrance into many universities. The Extended Syllabus is more demanding, but allows a maximum grade of A*.

The skills needed for success in both examinations are similar (this is not surprising as they are intended to indicate readiness for further study).

These skills include:

• The ability to extract key information quickly from academic texts
• The ability to write clearly and concisely on a given topic

Practice in these skills is useful to all academic subjects, and relevant to all pupils preparing for university study. The IGCSE is only available in May of each year.

Language Support
Pupils needing specific language support in their individual subject areas should speak to their EAL tutor, or make an appointment with the Head of the EAL department.

See www.ielts.org for further information about the IELTS (International English Language Testing System) examinations.

For further information, please contact:
Head of EAL
Mr H Winkley
hmw@millfieldschool.com
OVERVIEW

“Books are published in black and white but studying them is never that simple; looking at texts from different viewpoints makes you realise there’s a wider world out there.”

“English helps me with my other subjects. I feel that my writing techniques and my range of vocabulary have improved.”

“English at A-level is brilliant. GCSE is really just the beginning, there’s so much more to the journey.”

Lower Sixth pupils

The story so far is that you’ve done well at GCSE English and want to take it further. You enjoy reading and talking about what you read, you like watching plays in performance and you enjoy discussing your responses to the books you have read.

The literature in English International A-level will challenge and expand your appreciation of poetry, prose and drama. You will learn how to respond critically and creatively, exploring contrasts, comparisons and connections between texts as well as forming an argument and presenting your own views.

APPROACH

Class sizes are small so you will get to know your tutor and your fellow pupils very well. The environment is supportive and extra help is on hand if you need it. You will be expected to read independently and you will explore texts through your own note-making, essays and research as well as class discussions and debates. Your own ideas and opinions really do matter.

Your critical and debating skills will be developed as you explore different interpretations of a range of texts. You will learn through film and performance as well as the written word and will have opportunities to follow your own interests through coursework and project work. Your essay writing skills will be honed in class with one-to-one attention from your teacher as the course progresses.

There will be a variety of enrichment opportunities, ranging from theatre and cinema trips, to visiting literary sites both locally, in Dorset, and abroad in Venice and Florence depending on demand. There will also be social events with a literary flavour when the teaching groups meet together for some food and some food for thought as well, through discussions, workshops and debates.
### COURSE OUTLINE

The International A-level is structured in the same way as A-levels prior to the reforms being implemented in September 2015. We have chosen this course instead of the reformed A-level because we believe it is the best specification on offer. It is recognised by UK and international universities and UCAS as the equivalent, grade for grade, of an A-level.

In the **Lower Sixth** you will study for two units:

1. **Poetry & Prose**: you will study and learn to write about the author’s craft in one novel and one collection of poetry. This is examined in a 2 hour paper.

2. **Drama**: you will study two plays, in preparation for a 2 hour paper in which you answer one essay question on each of them.

In the **Upper Sixth** you will extend your study of literature by increasing specialism and exploring a range of critical perspectives. A further two units will be taken:

1. **Shakespeare & other pre-20th Century Texts**: in this unit you will study a play by Shakespeare and a classic of English literature, such as the poetry of John Donne or Dickens’s ‘Hard Times’, in preparation for a 2 hour exam.

2. **Coursework**: this unit requires you to write two essays, each on a different text. There are no set texts for the coursework, giving candidates some freedom of choice and the opportunity to pursue their own literary interests, under the guidance of their teachers.

All the units are equally weighted.

### FURTHER INFORMATION

This is a Cambridge International A-level course and is assessed in a similar way to unreformed A-level courses. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be retaken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

English Literature combines well with subjects like History, Philosophy, Languages, Economics and Classics. It is best-suited to those who already enjoy reading and exploring texts and is a good basis for many subjects at degree level. For example, arts subjects, law, drama and American studies.

You will need to have at least grade B in English Language and English Literature, but grade A is highly desirable for those who wish to achieve grade C or higher at A-level.

*The specification number is: 9695*

*Full course details can be found at: www.cie.org.uk*

*For further information, please contact:*
Head of English, Drama and Media
Mr J Baddock
jcb@millfieldschool.com
This brand new course is looking for inspiring pupils who will engage with the innovative environment that the qualification provides. We are looking for bright, ambitious pupils who have a drive and passion for entrepreneurship and enterprise. If you wish to study a practical hands-on business course that will equip you with the skills and attributes to follow your business dreams, then please come and join us.

OVERVIEW

Enterprise and entrepreneurship is a major part of the UK’s drive to increase the employability of young people within the UK and globally. Improving the understanding and skills of young people in enterprise has been identified as an area for dramatic improvement and is part of the government’s strategic business plan. This exciting new qualification has been developed with additional input from Peter Jones CBE to ensure it is an engaging and innovative course that underpins the enterprise culture in the UK.

The qualification is equivalent in size to two A-levels, and it has been designed as a full two-year programme. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for pupils planning to enter employment directly in the enterprise sector.

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What’s more, well over 100,000 BTEC pupils apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A-levels.

APPROACH

BTEC pupils are encouraged to develop their research skills, personal business interest and initiative. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

External Assessment: each assessment is taken under specified conditions, then marked by the exam board and a grade awarded. Pupils must achieve all external units at pass grade or above. Pupils are permitted one resit opportunity during their programme. There will be three externally assessed units; one being an examination and the other two will be controlled assessment tasks.

Internal Assessment: five units of the course are internally assessed whereby pupils will be asked to work on particular assignments which will then be marked and graded by their subject tutors. These units allow a flexible approach to learning with support given by tutors during the process.

Synoptic Assessment: synoptic assessment requires pupils to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

The two-year course incorporates at least two weeks of work experience. We will work with you to select placements which are relevant to your particular interests, give you the opportunity to gather information for your assignments and allow you to try out possible career options. Visits to local businesses; employer workshops; guest speakers; enterprise competitions and educational visits will also be a feature of the course, alongside business mentors aiding pupils to set up their own businesses.
Enterprise and Entrepreneurship (BTEC Level 3 Diploma)

BTEC Level 3 Diploma in Enterprise and Entrepreneurship is equivalent to two A-levels and will be graded as follows:

D* D* (equivalent to A*A* at A-level) to PP (equivalent to EE at A-level). UCAS points are awarded accordingly.

COURSE OVERVIEW

Pupils taking this qualification will study six mandatory units covering the following areas:

**Enterprise and Entrepreneurs:** pupils study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.

**Business Decision Making:** pupils study skills relating to business concepts, processes and data developed in earlier units to enable the formulation of business decisions and solutions.

**Launch and Run an Enterprise:** throughout this unit pupils develop the skills and attributes to launch and run an enterprise. Most of the time allocated to this unit will be spent on the running of the enterprise.

**Develop a Marketing Campaign:** marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service.

**Personal and Business Finance:** pupils study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

**Survival and Growth:** pupils study the factors which influence the survival of enterprises and consider the strategies which can influence their growth and future direction.

The two optional units available enable pupils to decide which units complement their study programme best. Pupils can use these to support progression to courses in higher education.

They cover areas such as:

**Social Enterprise:** pupils research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity.

**Entrepreneurship and Intrapreneurship:** pupils research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity.

**Innovation:** pupils will understand how innovation is essential for enterprises to grow and survive in a competitive market.

FURTHER INFORMATION

The essential entry requirement for BTEC Enterprise and Entrepreneurship is at least five GCSEs at grade C or higher. GCSE English and Mathematics are desirable as in order to achieve success pupils will be required to demonstrate English and Mathematics skills during the course consistent with at least one grade C or higher in these subjects at GCSE. The Personal and Business Finance external exam is a compulsory unit in which an appropriate competency in Mathematics will be required.

For further information, please contact:

Head of Business
Mrs C Glover
cag@millfieldschool.com
Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) offers a personally rewarding educational experience in which pupils choose their own topic, proceed at their own rate, and set their own standard. Independence is at the heart of the EPQ and undertaking a substantial individual project can foster the confidence and resilience needed for the rigours of higher education. Encouraging pupils to select a subject of deep personal interest is fundamental if they are to find the necessary motivation to complete the project to a high standard.

EPQ AT MILLFIELD

The EPQ at Millfield equips pupils with the skills required to complete a research project with a high level of autonomy. The course provides pupils with a fundamental understanding of the research process through a mixture of formal instruction and supervisory support. It is designed to steer pupils through a number of preliminary stages, and the successful completion of these preliminary stages helps not only to consolidate the necessary skills but also to nurture the confidence needed to tackle a project assessed at A-level standard. The final strand of the EPQ is the presentation, and pupils are again given the necessary guidance to ensure that this is an effective and illuminating distillation of their research.

The EPQ can take one of two forms: either an extended 5,000-word research project on a subject of the pupil’s choice, or a completed artefact with an accompanying 1,000-word commentary. The artefact can range from a play, created and staged, to a computer programme, written and implemented, or even something like a dress, designed and made. The nature of the qualification allows a pupil to pursue a subject of personal interest in depth whilst also requiring substantial evidence of a considered and reflective research approach. The EPQ is not to be undertaken lightly, and the commitment required for success should not be underestimated.

EPQ PROGRAMME OF STUDY

- The EPQ can be combined with the Sixth Form curriculum of most pupils, although discussions will take place with individuals where there are concerns about suitability and/or over-commitment.
- Pupils intending to register for the EPQ are expected to complete the Lower Sixth Research Project which is completed before half term of the Lower Sixth autumn term.
- Lower Sixth pupils are invited to register for the qualification just before half term in the autumn term.
- The period between autumn half term and the Christmas break is devoted to the taught course and assigning pupils to their supervisors.
- Over the Christmas break, pupils are required to complete the mini-literature review if they wish to proceed further with the EPQ; once the mini-litterature review is completed to a satisfactory standard, the pupil can proceed.
- During the spring term, pupils attend regular weekly meetings with their EPQ supervisor and proceed at their own pace.
- Pupils may aim to submit their EPQ at the start of May in the Lower Sixth. The Upper Sixth may submit their EPQ at the end of October or the start of May.
BENEFITS OF THE EPQ

The expectation of independent work habits at higher education is often one of the sternest challenges facing new pupils. Independent study habits, research and presentation skills are all important to success and the EPQ can play a significant role in their development. All pupils who have pursued the EPQ to its conclusion will have benefited personally from the experience, but it is particularly valuable prior to the progression to higher education because the qualification is so pertinent to the academic demands that pupils are certain to meet. Cambridge University, in their support of the EPQ, expressed this directly in stating that “it will help you develop independent study and research skills and ease the transition from school to higher education”.

FURTHER INFORMATION

Millfield follows the AQA Level 3 Extended Project Qualification ( specification 7993). The successful completion of the EPQ results in the award of a ‘pass’ grade in the range A* to E; the EPQ has a weighting for university entrance equivalent to an AS level – from 70 (grade A*) to 20 (grade E) UCAS points.

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Mr D Trevis
djt@millfieldschool.com
Food Science and Nutrition
(Level 3 Certificate)

OVERVIEW
An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Level 3 Food Science and Nutrition qualifications allow pupils to gain a wealth of knowledge about the food and nutrition industry. Pupils will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food. Pupils will be able to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail.

APPROACH
Level 3 Food Science and Nutrition qualifications have been designed around the concept of a ‘plan, do, and review’ approach to learning. There is a strong emphasis on practical work, making this an ideal choice for pupils who prefer to learn by doing. The qualifications mirror many work activities in the food and nutrition industry and facilitate learning in a range of contexts.

COURSE OUTLINE
This course offers the opportunity for you to primarily explore the subject of food from a number of different perspectives.

Lower Sixth (Year 1)
Certificate in Food Science and Nutrition

Unit 1: Meeting Nutritional Needs of Specific Groups
Unit 1 will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through ongoing practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The WJEC Level 3 Certificate in Food Science and Nutrition is assessed through a combination of a written exam (1 hour 30 minutes) and an internal centre marked assignment (8 hours).
Food Science and Nutrition
(Level 3 Certificate)

While most pupils will proceed to the second year and achieve a Level 3 Diploma at the end of the Upper Sixth it is possible to do the first year and achieve a Level 3 Certificate on completion of Unit 1.

The Certificate grading is reported on a four point scale: Distinction* (28 UCAS), Distinction (24 UCAS), Merit (16 UCAS), Pass (8 UCAS). The Certificate Distinction, Merit and Pass grades are equivalent to the AS level grades A, C and E respectively.

Upper Sixth (Year 2)
Diploma in Food Science and Nutrition

During Year 2 all pupils complete Unit 2 plus either Unit 3 or 4.

Unit 2: Ensuring Food is Safe to Eat
Unit 2 allows pupils to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Unit 3: Experimenting to Solve Food Production Problems (Optional – coursework project)
The unit involves the study of the properties of food in order to carry out experiments to solve food production problems.

OR

Unit 4: Current Issues in Food Science and Nutrition (Optional – coursework project)
In this unit you will develop the skills needed to plan, carry out and present a research project on current issues related to food science and nutrition.

Unit 2 and Unit 3/4 of the WJEC Level 3 Diploma in Food Science and Nutrition are assessed internally and then externally moderated.

The final Diploma grading is reported on a four point scale: Distinction* (56 UCAS); Distinction (48 UCAS) Merit (32 UCAS); Pass (16 UCAS).

These grades have an equivalent UCAS weighting to the A-level grades A*, A, C, E respectively.

FURTHER INFORMATION

The WJEC Level 3 Food Science and Nutrition course can be successfully matched with a range of A-level subjects (or equivalent), supporting progress on to higher education degree courses, such as:

• BSc Food and Nutrition
• BSc Human Nutrition
• BSc (Hons) Public Health Nutrition
• BSc (Hons) Food Science and Technology

Letters of support have been received from Cardiff Metropolitan, the University of Huddersfield, Bath Spa University and Birmingham City University.

Pupils wishing to follow the WJEC Level 3 Food Science and Nutrition course will have achieved at least four GCSEs at grade C (including at least one science qualification). This new specification is excellent preparation for pupils wishing to pursue careers in nutrition, food science, sports science, food technology and consumer protection.

Further information regarding university courses can be explored through the Higher Education & Careers department and by talking to teachers within the Food Science and Nutrition department.

The specification codes for the course are:
QAN 601/4553/5
(Level 3 Certificate in Food Science and Nutrition)

QAN 601/4552/3
(Level 3 Diploma in Food Science and Nutrition)

Full course details can be found at:

For further information, please contact:
Teacher in Charge of Food Science and Nutrition
Miss J Moore
jnm@millfieldschool.com
French

OVERVIEW

Looking for a stimulating course to study at AS or A-level? Then look no further. If you are curious about what makes a society multicultural, contemporary, adaptable and forward-thinking, then French is the language for you. Perhaps you are thinking about a career in diplomacy, or an important international organisation. Once again, French is highly sought after both in the European community and the wider world. According to the latest survey carried out by the British Council, French ranked in the top three languages sought after by British businesses.

Spoken on five continents, French is one of the major languages for communication today. Almost 220 million people have French as their mother tongue or are fluent in it and around 85 million young people and adults are learning it worldwide. French is also the second language of the EU and one of the United Nations’ principal working languages, one of the two official languages of the International Olympic Committee and the African Union’s main language.

In the fields of aeronautics and civil engineering, hospitality, tourism, luxury goods and fashion, French is associated with high levels of expertise, technology and modernity. France remains one of the top tourist destinations in the world.

Still not convinced? Then, perhaps the chance to converse with our French assistant, our interactive, internet-based course, the possibility of a role in the French play or the prospect of a gap year spent in an Alpine ski chalet or on the Côte d’Azur will persuade you. À toi de décider!

APPROACH

The standard required at AS and A-level is a great deal more rigorous than at GCSE, although it builds upon material studied in Years 10 and 11. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary. The ability to write well-structured essays and an enjoyment of literature or film is an advantage.

Although pupils are guided by their tutors, they can benefit from today’s exciting modern technologies such as internet streaming and iPads so as to personalise and enrich their learning in the classroom. Pupils will have spoken French sessions included in their timetable and be expected to personalise their learning, particularly through regular listening and reading in French outside lessons.

Assessment is by terminal exam with two units at AS and two further units for the full A-level. At both levels, there is a combined listening, reading and writing paper, a separate writing paper and a separate speaking exam. For AS, the speaking exam accounts for 30% of the overall mark, while the combined paper accounts for 70%. For both units at A-level the same weighting applies.
French

COURSE OUTLINE

AS (Year 1)
Virtually all the key grammar needed to speak the language fluently is covered in the AS course.

All pupils study:
1. One theme from Social issues and trends:
   • Aspects of French-speaking society: current trends
2. One theme from Political and/or intellectual and/or artistic culture:
   • Artistic culture in the French-speaking world
3. One text or film
4. Grammar

A-level (Year 2)
The grammar covered at AS is reinforced so that accuracy and manipulation of the language improves.

All pupils study:
1. A further theme from social issues and trends:
   • Aspects of French-speaking society: current issues
2. A further theme from political and/or intellectual and/or artistic culture:
   • Aspects of political life in the French-speaking world
3. One text (or, if a text was studied in Year 1, one film or a second text)
4. Grammar
5. Individual research project for speaking assessment

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

If you feel you would like to study languages at university, it is often a good idea to study two of them to A-level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist. Classical languages combine well with modern European languages at A-level as they can assist you in working out meanings to words and with linguistic analysis.

• Do you like to communicate with others?
• Are you curious about how other people see the world?
• Have you got at least grade B in French at either GCSE or International GCSE?
• If so, then French A-level may well be the right choice for you.

The specification numbers are:
7651 (AS) 7652 (A-level)

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Head of Languages
Ms C Coutand-Moore
ccm@millfieldschool.com
OVERVIEW

This A-level course will appeal to those pupils who:

- Have an interest in and concern for the environment
- Are interested in current affairs
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out practical work outdoors as well as class work
- Enjoy finding out their own answers, not just being taught them
- Want to broaden their AS or A-level studies to cover both the sciences and the humanities
- Enjoy travel and finding out about new people, places, landscapes and events
- Want to keep their options open

APPROACH

Fieldwork is an essential element of this course and will take place at a range of locations and times, including two residential courses. These trips are vital to you in helping to provide a fuller understanding of many geographical topics by applying them to real examples. Many people learn particularly well outside of the classroom, where they are able to interact more properly with the subject. Curiosity is an essential element for a good geographer.

Geography is multi-disciplinary and features a wide range of skills. It is, at times, essay based, mathematical, problem solving, evaluative and analytical. In order to achieve well you will need to read widely and be prepared for extended writing and research.

Many lessons tend to be tutorial based. There is extensive use of ICT and of AV resources.

COURSE OUTLINE

AS level Geography consists of two units of assessment; each a 1 hour 30 minutes paper:

1. Have you ever been wowed by a beautiful view? Core Physical Geography will help you to understand the reasons behind it and how and why humans are altering, protecting and managing it. We look at hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering.

2. In Core Human Geography we look at population, migration and settlement dynamics to help you to develop an understanding of the processes that produce these places, the principle changes which are occurring and how humans are trying to manage those changes.

A-level Geography candidates study the AS level topics and two further units of assessment; each has a 1 hour 30 minutes examination paper. You only have to open the newspaper to know that there are such a lot of key changes and challenges happening at a global scale. The A-level options will help you to understand the processes responsible for these issues, how humans are responding and the different consequences.

1. Advanced Physical Geography includes coastal environments and hazardous environments.

2. Advanced Human Geography encompasses environmental management and economic transition.
Geography

FURTHER INFORMATION

This is a Cambridge International A-level course and is assessed in a similar way to unreformed A-level courses. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be retaken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

It is essential to have grade C (or equivalent) in GCSE English Language or Literature. It is not essential to have studied Geography at GCSE in order to take an AS level or A-level in the subject. However, if Geography has been studied at GCSE grade B would be a desirable indicator of suitability for the course. What is most important is that you have a range of good GCSE grades, a lively enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Pupils with AS/A-level Geography have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers, universities and colleges as being of great value.

Geography combines well with almost all other A-level subjects. Taken with sciences like mathematics, physics, chemistry and biology, geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology. Taken with humanities like English, French, history, business or economics, geography supports an equally wide range of university courses such as business, law, media, politics and philosophy.

Because geography develops the transferable skills and the key skills that employers are looking for, they can lead to a very wide range of employment opportunities.

The specification numbers are: 9696 (AS) 9696 (A-level)

Full course details can be found at: www.cie.org.uk

For further information, please contact:
Head of Geography
Miss A Starling
aes@millfieldschool.com
German

OVERVIEW

German is the language of logic, music, philosophy and business. Its grammatical structure appeals to those with a mathematical mind, those with a strong sense of order. Many pupils in the past have successfully combined German with Mathematics, Physics, Music and Philosophy but there is also another great advantage in choosing German. Germany lies at the heart of Europe and is the financial powerhouse of the European Union. It is a major player in world-wide business and knowledge of its language will give any job applicant the edge. Germany’s cultural influences stretch far back and Germany has been the birthplace of major writers, poets, artists, musicians, thinkers, scientists and innovators. Today it is a vibrant, fun-loving country, rich in modern culture and fashion, at the cutting edge of technology with a diverse landscape and fascinating cities. Studying its language will open career possibilities as well as an exciting world to discover through language exchanges.

If you were to choose to study German at university, either as a single subject or combined with law, business, finance, history, philosophy, music (the list of possibilities is almost endless), then the privilege of spending your third year in Germany either studying or working can’t be rivalled for what it will bring in self-confidence, maturity and transferable skills quite apart from being a unique opportunity to experience the country.

If you enjoy German, are successful at GCSE, like travelling and have a sense of adventure as well as a keen eye to developing your future career, then German A-level could well be the right choice for you. Past pupils have not regretted choosing German.

“The six months I spent in Berlin were the best – I have made so many friends over there and I can’t wait until I have finished my degree and can return to live and work there.”

Christina, former German pupil

“Having German made me more employable – I am now working for Deutsche Bank in London and use my German on business trips.”

Matt, former German pupil

APPROACH

The standard required at AS and A-level is a great deal more rigorous than at GCSE; it requires a sound understanding of grammar and the vocabulary areas become more complex. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary. At A-level the ability to write well-structured essays and an enjoyment of culture is an advantage.

You will be expected to take a lot more responsibility for your progress, particularly through regular listening and reading in German outside lessons. The learning of languages is best done little and often, hence the need for independent work to build your vocabulary as well as your listening and reading skills. However, there is a great deal of support available: small classes (typically fewer than eight pupils per group), a German assistant who delivers weekly oral lessons on a one-to-one basis, a computer-based language laboratory for listening and speaking practice during and outside lessons, an annual German exchange, cinema trips and many opportunities to mix socially with native German pupils in the school.

Assessment is by terminal exam with two units at AS and two at A-level. At both levels, there is a combined listening, reading and writing paper, a writing paper and a separate speaking exam. For AS, the speaking exam accounts for 30% of the overall mark, while the combined paper accounts for 70%. For both units at A-level the same weighting applies.
German

COURSE OUTLINE

AS (Year 1)
Virtually all the key grammar needed to speak the language fluently is covered in the AS course.

1. One theme from social issues and trends:
   • Aspects of German speaking society

2. One theme from political and/or intellectual and/or artistic culture:
   • Artistic culture in the Germanic world

3. One text or film

4. Grammar

A-level (Year 2)
The grammar covered at AS is reinforced so that accuracy and manipulation of the language improves.

1. A further theme from social issues and trends:
   • Multiculturalism in the German speaking world

2. Further theme from political and/or intellectual and/or artistic culture: Aspects of political life in the Germanic speaking world
   • One text (or, if a text was studied in year 1, one film or a second text)

3. Grammar

4. Individual research project for speaking assessment

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

If you feel you would like to study languages at university, it is often a good idea to study two of them to A-level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist. Classical languages combine well with Modern European languages at AS and A-level as they can assist you in working out meanings to words and with linguistic analysis.

It is essential that pupils have at least grade B at GCSE and grade A or above is desirable. If a pupil has followed a coursework-based GCSE, they are invited to discuss the matter with the Head of Languages.

- Do you like to communicate with others?
- Are you curious about how other people see the world?
- Have you got at least grade B in German at either GCSE or International GCSE?
- If so, then German A-level may well be the right choice for you.

The specification numbers are:
7661 (AS) 7662 (A-level)

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Head of Languages
Ms C Coutand-Moore
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Government & Politics

OVERVIEW

Did George Burns get it right when he claimed that “All the people who really know how to run the country are busy driving taxi cabs and cutting hair”? Or as another wag put it, “The problem with political jokes is they get elected”, or still more blunt, “Politicians and diapers have one thing in common. They should both be changed regularly and for the same reason.”

2016 has witnessed two momentous events: namely the decision to leave the European Union and the USA Presidential election. Both will feature prominently in the syllabus.

Politics changes from week to week; Harold Wilson was wrong – sometimes a day or a tweet is a long time in politics. Government & Politics is therefore primarily a study of contemporary political structures, but we will also be studying its historical and ideological context.

Government & Politics is an independent discipline in its own right, a worthy aspiration to study later at university. At Millfield, this A-level can work well with any combination of subjects, although the most common might be history, English, economics, philosophy, or modern languages.

APPROACH

Beyond any doubt the most successful pupils are those who are prepared to read. Politics textbooks are out of date the minute that they are printed, and do little more than provide a framework within which we can understand the body politic, but the nitty-gritty, the dirt, the stuff that makes it worth studying, is in the newspapers, on the TV, online, on the radio, in podcasts.

There are also some wonderful websites available; not only for studying the UK, but especially for studying the USA where reading a conventional American newspaper on a regular basis might prove more difficult. The department is also a member of the Politics Association and we invite local academics to address our students on topical issues. We also believe in attending conferences and have recently visited London to hear a variety of leading MPs as well as the speaker of the House of Commons.

If reading is the key to understanding – and enjoying – this subject, writing is the only way in which candidates can communicate with examiners, so there is no getting away from the need to be able to construct an essay. Some shorter written answers are also required.
Government & Politics

COURSE OUTLINE

In the Lower Sixth year (AS) pupils study British Government & Politics and also look at the relationship between the UK and the EU: topics include UK elections, protest (pressure groups, parties, redress of grievance) and ‘macro-political’ issues such as the functions and powers of the Houses of Parliament, the power relationship between the Prime Minister and Cabinet and the importance of the Civil Service. We also study political ideologies such as Socialism, Liberalism, Nationalism and Conservatism.

In the Upper Sixth (A-level) pupils study similar themes in American Government & Politics as well as making comparisons between the USA and the UK. Pupils will NOT be required to write coursework.

This course is assessed by examination only.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

At least grade B in GCSE English Language is essential.

Pupils taking this subject also need to demonstrate a strong interest in politics, and be willing to read about and research current political events as well as be comfortable writing essays.

The specification number is: 9PLO

Full course details can be found at: www.pearson.com

For further information, please contact:
Teacher in Charge of Government and Politics
Mr J Whiskerd
jnw@millfieldschool.com

Head of History
Dr D Burton
dwb@millfieldschool.com
OVERVIEW

“What’s the point? – it’s all about dead people.”

“It’s all bunk, you can’t learn anything from the past.”

“Why bother with all that old stuff? – it’s all been and gone.”

“History can’t teach you anything, so why bother studying it?”

These are familiar cries from the doubters who see little point in studying history. How wrong they are. On a practical level, the study of history develops crucial skills, which are totally relevant to a wide range of careers, including journalism and law. Far from being dead and irrelevant, history is all around us and affects our lives in a multitude of ways. An understanding and awareness of it is vital for making sense of the present, and perhaps the future, of our world.

The deluge of history TV programmes and books, whether factual or fictional, is a testament to people’s thirst for a deeper knowledge of history. Many regret not having learnt more about it when they were young. You have the chance, and in an age when the teaching of history is so colourful and vibrant.

“Pre-U History gives you so much more - if you want in-depth study, historiography and historical debate, then do Pre-U.”

Upper Sixth Pre-U pupil

Pre-U History gives pupils all the benefits of the AS/A-level course, but is a potentially richer educational experience, as it gives the opportunity to delve into topics at great depth, and to acquire a thorough grounding in a broad period of history and a real contextual understanding of the past. The course has been developed by a number of leading universities, who feel that it is better preparation for the study of history at university than the current AS/A-level courses. In addition there are no external exams until the end of the second year, and the study of history is particularly suited to this approach. However, pupils must be clear that there is no equivalent of the AS qualification at the end of the Lower Sixth; a commitment to History for two years is required to achieve any qualification.

The grading system in Pre-U is finely tuned and offers top academics the chance to shine, as well as providing a fully accessible series of grades throughout the ability range. Results in the Pre-U examination have been outstanding. In the last three years almost half the pupils who sat the exam achieved distinction grades. History is also highly respected by universities, and the department is proud of the number of its pupils who have gone on to read history at top universities, including recent entrants to Cambridge.

APPROACH

There is an emphasis on seminar style teaching and learning, with discussions and debates featuring in many lessons. The tutors at Millfield are very knowledgeable and experienced in their areas, but in order to gain the most from what Pre-U offers, you must be prepared to read around the subject outside the classroom. The more you do, the more you will get out of your lessons. The ability to present well argued, effective and supported essays is the key to success in History.

History combines well with all other arts subjects, and is also attractive to science pupils who are looking for a more balanced combination of subjects. The subject, especially in this qualification, is highly respected by both university admissions tutors and employers, as the skills it teaches – the ability to gather together information, analyse it and present conclusions – are valuable for so many different courses and professions.
COURSE OUTLINE

Pre-U History consists of four papers, each worth 25% of the final grade. In the first year you will study two outline papers, and options might include British, European and American history. You will be expected to write analytical essays in response to the questions asked and to be able to place the topic in its broader historical framework. In the second year, a shorter period of history will be studied in depth for the special subject paper where, in addition to an essay question, you will also be required to study a set of recommended documents and be able to evaluate extracts from these in the examination. The final paper in the Upper Sixth is the personal investigation or coursework paper, in which you undertake a detailed study of 3,500 to 4,000 words on an historical topic of your choice.

FURTHER INFORMATION

This is a Pre-U course which is assessed in a similar way to reformed A-level courses. All examinations are taken at the end of the Upper Sixth. An important difference is that there is no intermediate qualification (or AS equivalent) available.

It is desirable that Sixth Form history pupils have at least grade B in GCSE History. At least grade C in English Language is essential.

The specification number is: 9769
and is run by University of Cambridge International Examinations (CIE).

Full course details can be found at:
www.cie.org.uk

For further information, please contact:
Head of History
Dr D Burton
dwb@millfieldschool.com

Teacher in Charge of Government and Politics
Mr N Whiskerd
jnw@millfieldschool.com
OVERVIEW

“Information technology and business are becoming inextricably interwoven. I don’t think anybody can talk meaningfully about one without talking about the other.”

Bill Gates

Information technology affects the way that we work and live. The old saying “time is money” has been replaced by “information is money”. These days it is hard to find any business or occupation that does not rely on IT to some extent, in one form or another. As the percentage of businesses and households connected to communication networks such as the Internet grows, so does the need for individuals who can master and manipulate these new technologies.

How long will it take the next technology to be adopted across the globe, and how will this affect the way we live and do business? Facebook has a user base that exceeds the population of any country – how does this affect society and how we socially and professionally interact? Banks and most big businesses put data they hold about you in ‘The Cloud’, inside huge data centres – how does this affect your privacy, and do you have a say in how information is collected and stored about you? New technologies such as podcasting, blogging, tweeting, and wikis – what does this all mean to you or a business in which you may end up working? What will the network of tomorrow look like? How will it be kept safe? What kinds of skills will an IT professional need? How will developments in IT impact your school, your home or the place you work?

Most of the above is uncertain. However, one thing that is certain is that young people will be driving this change. Young people will need to leave school with the ideas and skills to be able to take advantage of such changes, whatever field of study or work that they are in. Those that can understand and take advantage of the opportunities will have a head start on those that have not got to grips with the changes that are happening. Studying BTEC IT will give you the tools and skills to make the most of these opportunities.

APPROACH

This qualification is designed for pupils who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

BTEC IT is assessed through a mixture of external and internal assessment. The extended certificate is equivalent to one A-level. The pass grades for each unit are Pass, Merit and Distinction. The overall pass grade for the qualification ranges from Pass to Distinction*. UCAS points are awarded accordingly.

Internally assessed assignments require pupils to work consistently and independently to produce work to deadlines set by their tutors.
Information Technology
(BTEC Level 3 National Extended Certificate in IT)

COURSE OUTLINE

Four units need to be completed to gain the BTEC Extended Certificate (equivalent to one A-level).

Information Technology Systems is an externally assessed unit in which pupils study the role of computer systems and the implications of their use in personal and professional situations. This unit is assessed by a 2 hour written examination.

Creating Systems to Manage Information is an externally assessed unit in which pupils study the design, creation, testing and evaluation of a relational database system to manage information. This unit is assessed by a task set and marked by the board.

Using Social Media in Business is an internally assessed unit in which pupils explore how businesses use social media to promote their products and services. Pupils also implement social media activities in a business to meet requirements. This unit is assessed by one or two assignments set and marked by subject tutors.

Website Development is an internally assessed unit in which pupils investigate website development principles and design, and develop a website using scripting languages. This unit is assessed by one or two assignments set and marked by subject tutors.

FURTHER INFORMATION

Employer involvement is a key feature of BTEC IT. Guest speakers and visits to local businesses will be arranged, and pupils will be encouraged to work with businesses for their assignments.

BTEC IT provides opportunities for pupils to develop their employability skills. These include cognitive and problem-solving skills, along with both intrapersonal and interpersonal skills.

The qualification carries UCAS points and is recognised by higher education providers. BTEC IT supports entry to a range of courses including information systems, software development and business.

The essential entry requirement for BTEC IT is at least four GCSEs at grade C or higher.

GCSE ICT is not a requirement for BTEC IT. Prior study of the subject will be of benefit in some units.

The course specification and unit details can be found on the Pearson website:
www.pearson.com

For further information, please contact:
Head of Computer Science and ICT
Mr M Shields
mps@millfieldschool.com
**OVERVIEW**

Are you looking to improve and perfect your Italian language skills after GCSE or are you a top linguist excited by the challenge of learning a new language from scratch to A-level in two years?

Famous for its food and wine, beautiful historical cities, design and fashion Italy truly is the style capital of Europe. Every year millions of tourists flock to its cities, go to ski in the Alps or enjoy the beaches. Italy is a country steeped in culture and history and many of the world’s artistic treasures are to be found there. Italy has had a vast cultural impact on the world and names such as Dante, Leonardo da Vinci, Galileo, Vivaldi, Machiavelli and Pirandello indicate how knowledge of the Italian language opens up the possibility of exploring one of the world’s richest cultural traditions. Employers are increasingly seeking people who speak both Italian and English.

Knowledge of Italian will make you stand out from other candidates seeking a job who haven’t had the opportunity to study the language to such a high level. Italian is also an important language for people considering careers in the arts, gastronomy, music, linguistics and international relations.

In the classroom we make every effort to use authentic and up-to-date materials so that our pupils understand what is going on in modern day Italy. Pupils also have individual lessons with the Italian assistant to help them develop their oral proficiency. We have also run successful language trips to Venice and recently to Imperia with pupils from Eton College.

The majority of pupils who have studied Italian for A-level have continued the subject at university. The opportunity for top linguists with a high GCSE grade or equivalent in French, Spanish or Latin to start Italian as a beginner is popular and normally leads to excellent grades.

**APPROACH**

The standard required at AS and A-level is a great deal more rigorous than at GCSE; it requires a sound understanding of grammar and the vocabulary areas become more complex. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary.

At A-level, the ability to write well-structured essays and an enjoyment of literature is an advantage.

You will be expected to take a lot more responsibility for your progress, particularly through regular listening and reading in Italian outside lessons. The learning of languages is best done little and often, hence the need for independent work to build your vocabulary and listening and reading skills.

Assessment is by terminal exam with two units at AS and two at A-level. At AS the exams test the same skills as above and they have equal weighting. At A-level there is another speaking exam, worth 17.5% of the overall A-level mark, and there is a combined paper worth 32.5% of the overall mark, with a translation from English to Italian, a language essay and a research-based essay written under exam conditions.
Italian

COURSE OUTLINE

AS (Year 1)
Virtually all the key grammar needed to speak and write the language fluently is covered in the AS course.

The topics are: Youth culture and concerns; Lifestyle - health and fitness; The world around us - travel, tourism, environmental issues and the Italian speaking world; Education and employment.

A-level (Year 2)
The grammar covered at AS is reinforced and new grammar is introduced.

Topics include those taught at AS: Customs, traditions, beliefs and religions; National and international events - past, present and future; Literature and the arts.

Pupils will also complete a research-based essay on an aspect of Italian culture/society, which may include the study of a literary text, play or film.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

If you feel you would like to study languages at university, it is a good idea to study two languages to A-level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist. Classical languages combine well with modern languages at AS and A-level as they can assist you in working out meanings to words and with linguistic analysis.

Italian is offered as a continuation from GCSE or as a two-year course for beginners who have excellent academic results, particularly in a related language such as Latin, French or Spanish.

For ‘continuers’, at least grade B at GCSE is essential; grade A or above is desirable. If a pupil has followed a coursework-based GCSE they are invited to discuss the matter with the Head of Languages.

If you are considering taking Italian as a beginner, please contact:
Head of Italian
Mr J Bishop
jbx@millfieldschool.com

The specification numbers are:
81N01 (AS) 91N01 (A2)

Full course details can be found at:
www.edexcel.com

For further information, please contact:
Head of Languages
Ms C Coutand-Moore
ccm@millfieldschool.com
Leiths Basic Certificate in Food and Wine

OVERVIEW

Leiths Basic Certificate in Food and Wine is a professional cookery course which is recognised by the food industry. The course was established by Leiths School of Food and Wine, one of the most prestigious and respected cookery schools in the country.

The certificate is a must if you have a passion for cookery, or would like to utilise it in a vocational route after school. Pupils have previously used this certificate to access work during ski seasons and have gone on to take further courses at Leiths School of Food and Wine in London, opting to become professional chefs.

APPROACH

The course has been specifically designed to teach the basic skills necessary to become a confident, capable and efficient cook. It gives you a thorough introduction to kitchen techniques and most styles of cooking. You will become proficient in family and party cooking, learn to understand recipes, plan time efficiently and cook with relaxed confidence. As such it is possible to undertake this course with little or no previous experience. However a good level of practical skill and nutritional knowledge will help you.

The dishes you will prepare are interesting and varied with an increasing degree of skill required. There is a balance between classical methods and modern recipes. You will learn the skills needed for meat preparation, cooking and carving, fish preparation, vegetable preparation, stocks and sauces, the use of gelatine, pastry, meringues, ice creams, sweet sauces, cakes, scones and buns.

Throughout the course talks will be given on produce buying, storage, freezing, low fat cooking and menu planning.

A Master of Wine will also give you a 2 hour ‘wine with food’ talk, involving tasting carefully selected wines.

As a compulsory part of the course you will undertake the Chartered Institute of Environmental Health Certificate in Food Safety in Catering (level 2). This is a very useful food hygiene certificate that is recognised in the food industry.

At the end of the course you should be able to cook interesting lunch and dinner menus with competence.

COURSE OUTLINE

The course lasts for five terms and is designed to enable you to quickly develop a range of basic cookery skills and to build upon these, so that you are able to produce more complex dishes and work independently.

During both the Lower and Upper Sixth you will be visited by chefs from the Leiths School, who work with you during the practical lessons and carry out demonstrations.

Each week you undertake a structured practical session and produce a time plan, which enables you to plan your practical work efficiently. The presentation of your work is paramount and you are encouraged to utilise flair and creativity to serve food of a good quality.
Leiths Basic Certificate in Food and Wine

The course has a strong practical emphasis but there is also an important theoretical aspect which contributes to the final coursework marks and which is tested in the final written examination. The course is assessed in three ways:

- Coursework: 40%
- Practical examination: 40%
- Written examination: 20%

The coursework includes the marks achieved during the weekly practical sessions and results of theory tests (taken throughout the five terms) and a meal planning assessment.

In order to achieve a pass, pupils are required to achieve a minimum of 60% in all three areas of assessment.

FURTHER INFORMATION

As this is a professional cookery course you are expected to conduct yourself as you would in a professional kitchen. Expectations are high and you are provided with whites and chefs hats, which are worn during the practical lessons.

In addition you are issued with your own initialled knife sets and a copy of the Leiths Cookery Bible.

During the five terms there is also the opportunity to attend Rick Stein’s Padstow Seafood School and to undertake a workshop at Leiths School of Food and Wine in London.

There is an additional cost for this course.

For further information, please contact:
Teacher in Charge of Food Science and Nutrition
Miss J Moore
jnm@millfieldschool.com
Mathematics

OVERVIEW

“Mathematics is not a careful march down a well-cleared highway, but a journey into a strange wilderness, where the explorers often get lost.”

At this level mathematics moves away from the restrained, outcome focused approach taken in GCSE courses. Pupils studying Mathematics in the Sixth Form begin to question why and how things work and develop their understanding of the fundamental concepts to a deeper level. Learning mathematics is not just about memorising techniques and formulae, it teaches you thinking skills that will last a lifetime. Mathematics is a useful and well respected A-level. However, the main reason to choose mathematics in the Sixth Form is because you enjoy the subject.

“At GCSE level you can get away without completely understanding; now you need to understand everything.”

The themes covered are similar to GCSE – algebra, graphs, geometry – but the style is different. You are encouraged to start viewing these concepts from the inside rather than as a spectator. Whether considering A2 or AS level you must be prepared to train yourself to think carefully and logically.

“Now even the smallest detail matters – if you don’t understand the small things, then the whole picture won’t make sense.”

APPROACH

If you embark on this course you need to be well motivated; to be successful it is important that material covered in classes is backed up with independent study. With an average class size of about 10 in the Lower Sixth (and fewer in the Upper Sixth), you can be guaranteed close contact with your tutors and extra support where needed. However, you are expected to be more self-sufficient than in previous years.

A variety of teaching styles are adopted including practical activities, use of iPads and independent research. There is no coursework; qualifications are awarded based on the results of six module exams taken at the end of the Lower Sixth and Upper Sixth. Most pupils will be entered in the UKMT Senior Maths Challenge and all will have opportunities to prepare and attend presentations in our lecture series ‘Pi Shop’.
Mathematics

COURSE OUTLINE

A-level Mathematics is broken down into three main subject areas: pure, mechanics and statistics; links will, however, be made between each of these and the skills developed are transferable across all areas of the curriculum. Pure mathematics makes up two thirds of the qualification and consists of topics such as algebra, trigonometry and calculus. Mechanics and statistics are equally represented in the course and are studied in both the Lower Sixth and the Upper Sixth.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

A-level Mathematics is a necessary or preferred qualification for many degree courses in a variety of subject areas. The skills learnt will be useful for those wishing to study sciences (laboratory and social), medicine, architecture, economics and essential for those considering courses in mathematics, statistics or engineering. Mathematics at A-level is considered a ‘facilitating subject’ by the Russell Group of universities and is a good companion subject for any of the sciences and economics.

Grade B at IGCSE or the equivalent is essential, although a higher grade is strongly recommended. A strong understanding and fluency in algebraic skills is necessary to access this course.

For further information, please contact:
Head of Mathematics
Mr T Bowley
thb@millfieldschool.com
Further Mathematics

OVERVIEW
This course is for pupils who are strong mathematicians. The course is studied in addition to A-level Mathematics. Pupils will work at an accelerated pace through the syllabus and will have access to enrichment and extension opportunities.

APPROACH
This is a fast paced course and pupils are expected to ensure that they develop a very good understanding of each topic as it is covered; there is little time for extensive revision. Pupils will also be exposed to a variety of extra-curricular topics, such as the history of mathematics and discussions about recent discoveries. All pupils will be entered in the UKMT Senior Mathematics Challenge and there are opportunities to prepare for the British Mathematical Olympiad. We also train a squad from which a team is picked for the Senior Team Challenge.
Further Mathematics

COURSE OUTLINE
The Further Mathematics syllabus introduces pupils to some exciting new concepts such as matrices, polar coordinates and complex numbers. The trigonometry, calculus and algebra introduced in A-level Mathematics is extended.

FURTHER INFORMATION
This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Grade A* at IGCSE or the equivalent is strongly recommended, pupils with less than this are likely to find the course extremely challenging. A passionate interest in mathematics is required; a good grade in some additional qualification (e.g. Additional Mathematics) will be an advantage, but is not essential.

Anyone interested in studying mathematics at a top university will need to have studied further mathematics. This course is also an advantage for anyone considering physics, engineering or economics. Further Mathematics A-level is an extremely well respected qualification which is widely regarded as one of the hardest to obtain.

For further information, please contact:
Head of Mathematics
Mr T Bowley
thb@millfieldschool.com
Media Studies

OVERVIEW

Like it or not, the media is one of the biggest influences on your life and, consequently, not to be ignored. It plays a critical role in helping to form people’s views about a huge range of subjects and we should be wary of its power. It is said that Rupert Murdoch is the most powerful person in the world but while politicians are elected, he is unelected and therefore unaccountable.

This is a good A-level to do if you think you may want a media career. There are many media related courses at university should you want to go further. But the subject is valid for entry to nearly all courses at higher education. Good participation will demonstrate that you have initiative, can work independently and with others, and can cope with some theoretical issues. You will also be able to take with you any products you have produced for the practical components; these may be of interest to universities or prospective employers.

APPROACH

The emphasis is on full pupil involvement in the course of study. Group work is a common feature of the course so it is important that you enjoy this form of working. The practical components, which represent 30% of the marks in both the AS and A-level courses, are underpinned by media concepts and theory which also form the basis of the other units. Good reading and writing skills are a real advantage. It is also important that you are able to work independently. Great use is made of computers with software such as Adobe Photoshop and Final Cut Pro being available for production work in the second year.

In both years, you will create your own media blog to support your production assignments. Most of all you can succeed if you are enthusiastic, determined, responsible and well organised. Having a genuine interest in the media and being willing to extend your horizons are both important requirements.

The school has a studio equipped with digital video cameras and editing suites for pupil use. An experienced, professional technician teaches pupils how to film and edit and closely supervises these aspects of the practical productions in both years. The standard of pupil achievement has been very high.
Media Studies

COURSE OUTLINE

The AS level is a stand-alone qualification, comprising three components:

1. **Investigating Media Language and Representation** (30%): in this component you will study media products such as a music video or a film poster, analysing their media language and how demographic groups are represented. Your knowledge and understanding are assessed through an exam.

2. **Investigating Media Forms and Products** (40%): in this component you will study a television episode, a magazine and online media. Your knowledge and understanding are assessed through an exam.

3. **Media Production** (30%): in this coursework component, you will create a media product, such as a music video or a TV programme pre-title and title sequence.

The A-level covers the same areas as the AS and more:

1. **Meanings and Representations in the Media** (30%): in this component you will study media products and write about various aspects of them in an exam.

2. **Media Forms and Products in Depth** (40%): in this component you will study two linked media products in depth, for example two television episodes or two examples of online media. Your knowledge and understanding are assessed through an exam.

3. **Cross-Media Production** (30%): in this coursework component, you will create two media products, from a choice of four briefs.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

A minimum of grade C in GCSE English Language is required, grade B or above is desirable.

Full course details can be found at: [www.eduqas.co.uk](http://www.eduqas.co.uk)

For more details, please contact:
Teacher in Charge of Media Studies
Mr M Lewis
mdl@millfieldschool.com
OVERVIEW

“Music is moral law. It gives soul to the universe, wings to the mind, and life to everything… Without music, life would be an error.”

Plato

“Music expresses that which cannot be said and on which it is impossible to be silent.”

Victor Hugo

The merits of music as a means of expression have long been recognised and the study of this subject develops creative, critical, analytical and communicative skills that are transferable to many other academic subjects. Far more than just a practical pursuit, A-level Music’s broad programme provides intellectual and artistic challenges through the study of an engaging range of music that nurtures an in-depth musical understanding and encourages musical development through performing, composing and appraising.

The study of music fosters and inspires teamwork, cooperation, excellent communication, self-management and problem-solving whilst increasing confidence, self-reliance, self-esteem, a sense of achievement and an ability to relate to others. It’s no wonder that music pupils are equipped with these highly-desirable characteristics and skills, making them among the most employable graduates of all.

APPROACH

This course is suitable both for candidates who wish to proceed further in their study of music and for those whose interest is recreational. It combines elements of history, theory, analysis and practical skills. Our various A-level tutors allow for a wide range of approaches with small class sizes and our instrumental teachers assist with the performing element of the course. You will make the most of our facilities with opportunities to perform in our concert hall and to compose using Sibelius software on Apple Macs. You will extend the skills, knowledge and understanding needed to communicate through music and to take part in making music, while strengthening the links between performing, composing and appraising.

You will also extend your appreciation of the diverse heritage of music, promoting cultural development, encouraging life-long learning and providing access to both music-related and other careers. You will develop critical and creative thinking skills, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.

COURSE OUTLINE

AS (Year 1)

Component 1: Listening (50%)
This is a 2 hour examination, undertaken in the final term of the AS course. Sections A and B, worth 70 marks of the 100 available, will each offer a choice of three questions on a prescribed topic. Section C, worth 30 marks, will offer a choice of four questions. These will require wider knowledge of the historical, social and cultural background to both topics, and understanding of other relevant contextual and interpretative issues.

Component 2: Practical Musicianship (50%)
Pupils will be required to present any two of the four elements that follow. All are equally weighted.

Element 1:
Performance of a representative selection of music in a programme of 6 to 10 minutes. The pupil will introduce the programme, orally, giving a brief explanation of the principal features of each piece that are characteristic of its place in the repertoire.

Element 2:
Performance throughout the course in two or more of the following:
• Main instrument in an ensemble. This may include participation in an orchestra or choir
• Second instrument, solo or ensemble
• Accompanying
• Improvisation
• Conducting and rehearsing
Music

**Element 3:**
A set of six to eight progressive composing exercises designed to develop the candidate’s abilities to handle typical compositional techniques.

**Element 4:**
Two contrasting compositions, together lasting not more than 5 minutes, for two or more instruments/voice. A short written commentary will accompany the score.

**A-level (Year 2)**
Pupils will choose two of the components that follow, dependent on their individual strengths.

**Component 3: Performing (50%)**
Pupils will be required to perform music that reflects a single focus from any tradition: one substantial piece or a group of pieces that reflect a common theme, style or purpose, on any instrument or voice. The programme should last at least 12 minutes, but not more than 20 minutes. The pupil must introduce the programme, orally, giving a brief explanation of the principal features and how they reflect the focus.

**Component 4: Composing (50%)**
In this component, pupils will write a single composition, or a group of shorter related pieces conceived as a whole, for any instrument, voice or combination, lasting no more than 8 minutes. The composition may draw on, or be a fusion of, any traditions or styles.

**Component 5: Investigation and Report (50%)**
The topic for investigation must have a clearly-discriminable link with performing or composing, which the candidate submits for assessment at the same time. Examples of how this link may be made are as follows:
- An in-depth exploration of background to the music performed in Component 3.
- An analytical study of music which has influenced the candidate’s approach to composing in Component 4.
- A critical study of aspects of performing practice relevant to the music performed in Component 3.
- A study of instruments and performing techniques relevant to the chosen medium in Component 4.

The Report should be equivalent in length to an essay of approximately 3,000 words, but need not be entirely in connected prose.

**FURTHER INFORMATION**
This is a Cambridge International A-level course. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth; AS unit examinations can be retaken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

It is desirable for candidates to have achieved at least grade B at GCSE Music or equivalent and to have reached an approximate standard of Grade 6 on an instrument or voice. Pupils will also need to be having individual instrumental lessons in order to complete the performing component of the qualification.

**The exam board for this course is:**
Cambridge International Examinations

**The specification number is:** 9703

**Full course details can be found at:**
www.cie.org.uk

**For further information, please contact:**
Director of Music
Mr M Cook
msc@millfieldschool.com
OVERVIEW

This two-year programme of study is suitable for musicians with diverse interests, from contemporary/commercial music to classical performance - from rock guitarist to solo violinist. The qualification includes a broad base of study for the music sector with a focus on performance, personal instrumental technique development, music theory and professional practice.

The Extended Certificate is designed to support progression to higher education or employment as part of the BTEC Music qualifications suite. This course can be readily combined with a wide range of other courses or as an integral part of a media/arts based curriculum.

For those wishing to develop their instrumental skills at a conservatoire or to move on to one of the many courses in commercial music, this programme is an ideal starting point. Facilities at Millfield are second to none and thorough pupil preparation is assured.

APPROACH

Teaching and learning in this course combines practical, hands-on experience with class based learning.

Assessment is by a combination of internal and external evaluation across four units. Performance, practical music theory and professional practice are mandatory units along with an optional unit from a range of choices tailored to the needs of the individual.

Work with instrumental teachers and in ensembles will have relevance to both mandatory and optional units, giving candidates the opportunity to use their full range of skills and interests to further their qualification.

Independent study and work is an essential part of the programme, during which the ability to work with others as part of a team will also be an important feature.

Real world experience forms an important part of vocational learning – guest speakers from the music industry and visits to appropriate events, conferences and venues will feature in the course.

COURSE OUTLINE

Unit 1: Ensemble Music Performance (2 hours)

Externally Assessed

Pupils will work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance.

In this unit, pupils will demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance, interpreting an original musical piece and responding accordingly to plan for rehearsal and ensemble performance. They will apply skills and techniques when contributing to an ensemble during rehearsal and performance. Pupils will also perform to a live audience as part of an ensemble and be able to reflect and make connections between responding, planning, rehearsal and performance.

Assessment will be completed externally, with each learner submitting a clearly labelled digital folder that details work completed at four milestone stages during the process. This will include a video recording of the group performance.

Unit 2: Practical Music Theory and Harmony

(1 hour 30 minutes)

Internally Assessed

Pupils develop knowledge and understanding of music theory and harmony through practical musical activities, applying theoretical knowledge in a relevant, useful and meaningful way.

In this unit, pupils will examine the signs and symbols used in a diversity of musical notation, exploring melodic composition based on harmony and the application of chords and cadences for composition or arrangement.
Music
(BTEC Level 3 National Extended Certificate in Music)

Unit 3: Professional practice in the Music Industry
(1 hour 30 minutes)

Externally Assessed
This unit considers the importance of professional practice in the music industry and is designed to enable pupils to develop the relevant skills, knowledge and understanding needed. Alongside ability as an artist, the music industry, classical or commercial, is run by people who are measured by how professional they are in their behaviour.

Topics covered include building a career and reputation, self employment/freelance working, financial matters, effective interpersonal skills and working with others. The unit emphasises the importance of continual self-development in a rapidly changing sector and the expectations of employment or higher education.

Following a programme of study and preparation, assessment will take place in May/June, completing two tasks – a period of research and a written task under controlled conditions.

Optional Units
Unit 9/12/16/18/20: one unit to be chosen.

Internally Assessed
The optional unit will be chosen to suit the interests and skills of the cohort. Where possible, more than one option will be made available – it is essential to discuss this with music staff in advance of starting the course.

Topics include:
- Unit 9 Composing Music
- Unit 12 Music Promotion
- Unit 16 Music Performance Session Styles
- Unit 18 Solo Performance
- Unit 20 Music Software Skills

FURTHER INFORMATION
This is a BTEC National Course – Level 3.

It consists of four units, in a combination of internal and external assessment, and is a continuous course lasting two years. Leaving the course at the end of the Lower Sixth will therefore not result in a qualification, although unit results can be carried forward to other BTEC courses.

This qualification is for Sixth Form pupils who want to continue their education through applied learning and who may wish to progress to higher education or employment in the music sector. It is equivalent in size to one A-level.

It is expected that pupils joining the course will have completed a Level 2 programme of learning with GCSE, BTEC or other vocational qualifications. The essential entry requirement for BTEC Music is at least four GCSEs at grade C or higher (or the equivalent).

Approximately Grade 4 or 5 on an instrument (or voice) is helpful. It is also highly recommended that pupils will have individual instrumental lessons in order to complete the performing component of the qualification.

The exam board for this course is: Pearson

Specification number: 603/0147/8

Full course details can be found at: www.qualifications.pearson.com/en/qualifications/btec-nationals/music-2017.html

For further information, please contact:
Assistant Director of Music (Academic)
Mrs K Barry
kjb@millfieldschool.com
Philosophy

OVERVIEW
Can you prove that you’re not dreaming right now? How do you know?
If this sort of question interests you, if you enjoy arguing, exploring and discussing, then Philosophy might be the subject for you. Philosophy is about questioning everything in the attempt to find certain truth and understand our experiences of the world. It is about constructing an argument with no holes or flaws in it, and looking for flaws in the arguments of others.

Philosophy is a subject unlike any other and it’s not what most people expect. The course was not created just so that people could study it; it is an activity and a way of thinking more than a set of things to learn. It is exercise for the brain: challenging, but very rewarding!

Philosophy will make you question every assumption you ever made. It will make you look at the world more rationally and spot when people are using poor logic. It will make you very difficult to beat in an argument, set you up for any profession, and goes well with all A-level choices.

APPROACH
Philosophy began in Athens long before the birth of Jesus, when men in togas and sandals would meet in the town square to discuss, argue and debate. We don’t wear togas and sandals (not in school, anyway) but discussion, debate, and argument are still at the centre of what we do.

The exams contain short-answer questions and longer essays, so lessons will prepare you with practice of these. To be a good philosopher you must be able to construct rigorous, precise and logical arguments.

On a daily basis you will be asked to read short but dense philosophical arguments which you will be expected to analyse.

COURSE OUTLINE
In the Lower Sixth (AS) we will be asking questions like:

- What is the difference between knowing and believing?
- Is there anything at all which it is impossible to doubt?
- How should we decide what is right and wrong?
- Can we know for sure?
- Ultimately, is happiness all that matters?

In the Upper Sixth (A2) we will turn our attention to questions like:

- If God is all-knowing, all-powerful and supremely good, why do bad things happen?
- Can we prove that God exists, or doesn’t exist?
- Is the mind in the brain?
- Is there any part of us that survives our death?

The AS examination consists of one paper which is 3 hours long. This paper consists of two main syllabus areas:

- Five questions on Epistemology (theory of knowledge)
- Five questions on Moral Philosophy (what is right and wrong)

The A-level examination consists of two papers of 3 hours each. Paper one has two sections:

- Five questions on Epistemology (theory of knowledge)
- Five questions on Moral Philosophy (what is right and wrong)
Philosophy

Paper two also has two sections:

• Five questions on the metaphysics of God
• Five questions on the metaphysics of mind

An A-level Philosophy pupil will experience a learning environment that will be useful preparation for a wide variety of higher education courses and the development of independent learning skills. We value: scholarship, integrity, individuality, energy, desire for knowledge, creativity and application.

Most of the time our pupils are engaged in discussions, activities, reading and note-taking which is centred around the various topics outlined in the specification.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

A minimum of either grade B in English Language at GCSE, or grade C in English Language at GCSE with grade C in English Literature is essential to take this course.

Grade A in English Language and grade B in Mathematics are also desirable.

The specification numbers are:

7171 (AS) 7172 (A-level)

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Head of Religious Studies and Philosophy
Ms E Earl
eme@millfieldschool.com

Teacher in Charge of Philosophy
Mr M Day
mrd@millfieldschool.com
OVERVIEW

If you choose to study Physics you will learn something about the workings of nature – from the smallest sub-atomic particles to the processes at work in the largest stars and galaxies. Your imagination will be challenged and you will develop your ability to express ideas in writing and also your ability to handle the ‘language’ of mathematics.

Physics at A-level is a sound basis for careers in a wide range of fields such as research, engineering, teaching, ICT, astronomy, aeronautics and even areas such as medicine, molecular biology, finance, banking and government.

The Physics A-level course has been designed to provide a natural transition from the material covered at GCSE and to encourage and excite interest and enthusiasm for the subject.

APPROACH

You will be taught in a group of approximately 12 pupils. Each group normally has two tutors – each teaching one half of the course. You will be encouraged to take an active interest in your learning, to be inquisitive about the physical world and to develop a determined approach to tackling problems and difficulties.

Laboratory practical work plays a significant part in the structure of the course, with laboratory sessions held at regular intervals. You will develop the skills of making careful observations and measurements, processing data, analysing results and evaluation. Experiments will be set which will allow you to develop your ability to use IT skills in data capture and data processing.

COURSE OUTLINE

AS (Year 1)

Particles and Radiation
The nucleus including particles, antiparticles and photons; hadrons and leptons; quarks; photoelectricity; wave-particle duality

Waves and Optics
Waves, diffraction and interference

Mechanics, Materials
Mechanics, motion calculations; projectiles; Newton’s Laws of Motion; momentum; properties of materials

Electricity
Electric current and DC circuits

Practical Skills
Error handing, analysis and evaluation

A-level (Year 2) additional topics

Further Mechanics and Oscillations
Uniform circular motion; simple harmonic motion

Fields
Gravitational and electrical fields; capacitors; electromagnetic induction

Nuclear Physics
Probing the nucleus; nuclear instability

Thermal Physics
Gases, energy and kinetic theory

Astrophysics
Optical and radio telescopes; Doppler Effect; the Big Bang; Quasars
Physics

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Physics as an A-level course is a well respected qualification and a pass at this level will certainly be highly regarded by university admissions tutors (in any discipline) and also by prospective employers.

Physics pupils who do not study A-level Mathematics are able to cope with the content of the AS course. Those who continue with the subject beyond AS will find the mathematical content more challenging.

Grade A in GCSE Additional Science or GCSE Physics plus grade B in GCSE Mathematics are essential for entry onto this course. Grade A in Mathematics is strongly advised. A single GCSE in Science alone is not a suitable basis for this A-level.

Examination Board: AQA

The specification numbers are:

7407 (AS)  7408 (A-level)

Full course details can be found at:

www.aqa.org.uk

For further information, please contact:

Head of Physics
Mr J Hudson
jbh@millfieldschool.com
Product Design

OVERVIEW
The AS/A-level Product Design course gives you an exciting opportunity to be creative and the freedom to manufacture in our extensive workshops. The course consists of four units and you will cover two units each year. The Design Department is a superb purpose built environment where you will have the opportunity to use an enviable range of general and specialist tools and equipment, including state of the art CAD/CAM, Rapid Prototyping and a metals fabrication and heat treatment area. We also have four studios, each equipped with sixteen PCs for design, computer modelling and graphical presentation work.

APPROACH
You will be expected to have enthusiasm for designing and making innovative and exciting products. You will be able to study a broad range of materials and making processes, with emphasis placed on the life cycle of products (design, manufacture, and disposal) as issues relating to the environmental sustainability of products will also be considered. This knowledge will be developed at A2, alongside an understanding of the processes and procedures of commercial production and manufacture.

This is a good course to build a solid foundation for careers in 2D/3D design and the arts. You will have a free choice of the coursework projects that you undertake, ranging from areas such as jewellery design or fashion textiles, to furniture projects or environmental design.

COURSE OUTLINE
AS (Year 1)

Paper 1: Core technical principles, designing and making principles, additional specialist knowledge.
- 2 hour written exam worth 50% of AS (80 marks)
- Subject content: material and their applications, product development and improvement, inclusive design, ergonomics and anthropometrics, design communication, digital design and manufacture, efficient use of materials, health and safety

Non-examined assessment (NEA)
- Approximately 35 hours of work worth 50% of AS, 25% of A-level
- This is a single design and make project, which will include a portfolio of research, design and development work and 3D made outcomes. Context is set by AQA.

What’s assessed:
Practical application of technical principles, designing and making principles and specialist knowledge. Written or digital design portfolio and photographic evidence of final prototype. Recommended 35 pages.

A-level (Year 2)

Paper 1: Core technical principles and core designing and making principles
- A 2 hour written exam worth 25% of A-level (100 marks)

Paper 2: Specialist knowledge, technical and designing and making principles.
- A 2 hour written exam worth 25% of A-level

Section A:
Product analysis
Up to six short questions based on visual stimulus of product(s)
Product Design

Section B:
Commercial manufacture
Mixture of short and extended response questions

Non-examined assessment (NEA)
- A substantial design and make task, approximately 45 hours of work worth 50% of A-level, (100 marks)

What's assessed:
Written or digital design portfolio and photographic evidence of final prototype.

FURTHER INFORMATION

This is a reformed A-level course, first teaching September 2017. AS unit examinations are taken at the end of the Lower Sixth and A2 unit examinations are taken at the end of the Upper Sixth. The AS combined with the A2 forms an A-level.

For acceptance onto the course, you should normally have achieved at least four GCSEs at grade C. Some experience in a design based GCSE subject is highly desirable, plus evidence of a strong design folio. Grade B and higher in GCSE Product Design is desirable. Art/Textiles portfolios will be considered.

Subjects that combine well with Product Design include: art, photography, mathematics, physics, business studies, physical education and BTEC Art & Design.

This A-level is good preparation for a wide variety of university courses, including: product design, graphic design, textiles, engineering and architecture.

The Examination Board for this course is: AQA
The specification numbers are:
7551 (AS) 7552 (A-level)

Full course details can be found at:
www.aqa.org.uk

For further information, please contact:
Teacher in Charge of Product Design
Mr J Dodd
jgd@millfieldschool.com
OVERVIEW

A-level Psychology is most valuable to pupils because it allows us to confront and examine our intuitions and beliefs objectively. This involves testing preconceptions and questioning our understanding of people’s behaviour, as individuals or in groups.

Throughout the course, the focus is on application of research methods in psychology and an appreciation of the code of ethics employed by the British Psychological Society.

APPROACH

We adopt a suitably structured approach to Psychology in the Lower Sixth because pupils have rarely encountered the subject before. Through a combination of concise summaries and structured worksheets, pupils are introduced to the major areas of research in psychology and guided towards more advanced reading and online materials to further develop their skills in thinking critically about the value of the research and theories they encounter. Practical experiments interpreted in the light of key theories assist pupils to develop their individual and group working skills.

The first half of the Upper Sixth builds on the foundation of theory and research techniques from the Lower Sixth by evaluating their practical applications in areas such as the treatment of mental illness and forensic psychology. The latter half of the Upper Sixth is based around comparison of the effectiveness of the different perspectives adopted by psychologists in studying human behaviour, including their implications on philosophical debates such as our free will to make choices. The focus is on developing skills in building arguments with knowledge gained over the whole course.

Although there is no coursework and no continuous assessment that contributes towards the final grade, every opportunity to recreate key experiments is taken in order to develop an appreciation for practical skills. All pupils will carry out small scale independent research projects.

ASSESSMENT

External assessment is split between multiple choice, short answer and extended writing questions, along with problem solving questions on the use of research methodology.

COURSE OUTLINE

AS level: Papers 1 & 2; 90 minute papers of 72 marks each.
A-level: Papers 1, 2 & 3; 120 minute papers of 96 marks each.

AS (Year 1)
Key Approaches is a brief foray into the historical context of psychology, including the key steps in its development as a science.

Biopsychology is an introduction to the biological structures and chemical activity that underlie behaviour, and the techniques that are used to investigate brain function.

Social Influence introduces classic research on conformity and obedience looking at the impact of social roles and the influence of others on our behaviour.

In Memory, pupils trace the development of current models of human memory then evaluate their impact on the interpretation of eyewitness testimony.

Attachment reviews a broad range of research on the role of caregiver-infant interaction on development and the impact of maternal deprivation.

In Psychopathology, pupils learn about the characteristics of phobias, depression and obsessive-compulsive disorder then evaluate different approaches to treatment.
Psychology

A-level (Year 2)

**Options:** in the Upper Sixth, several options are available and choices will be made from Gender, Cognitive Development, Schizophrenia, Stress and Forensic Psychology. Pupils will study three of these topics, all of which give further insight into how research and theories can find practical applications.

**Issues and Debates:** referring to all the topics they have studied over the course, pupils will develop arguments comparing different approaches to research, about the relative importance of nature and nurture and whether we have free will.

**Approaches:** building on the foundation from the Lower Sixth, pupils are introduced to more controversial theories such as Freud’s Psychodynamic theory and Roger’s Humanistic theory. All the approaches are compared in depth and used to interpret material from the full range of topics studied in the A-level.

**Research Methods:** by end of the course, pupils are expected to be able to develop research proposals independently, selecting appropriate methods and taking into consideration the many factors that can influence the results of psychological investigations. Pupils will learn to reason about complex statistical data and debate issues involved in the theory of science.

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**FURTHER INFORMATION**

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Psychology is a very flexible subject. For many pupils studying arts subjects, it has proven to be a useful gateway to thinking critically about science. Pupils studying other subjects have appreciated its topic links with biology, physical education, philosophy, business and economics. Most appreciate the comprehensive grounding in theory of science and empirical analysis.

Psychology is valued at university for the breadth of scientific and analytical writing skills that are developed. Although it is not required for entry to any degree, A-level Psychology is considered as an appropriate subject in any combination for any course requiring three A-level entries. Psychology remains one of the most popular courses at university, and it underpins other courses, such as child development, marketing, criminology, neuroscience and sports science. It has been a valuable subsidiary subject for those considering medicine.

**Essential GCSE Grades:** grade B in Additional Science (or the equivalent overall level in separate Biology, Chemistry and Physics).

**Desirable GCSE Grades:** grade B in Mathematics.

**Exam Board:** AQA AS and A-level Psychology

*The specification numbers are:*

7181 (AS) 7182 (A-level)

*Full course details can be found at:*

www.aqa.org.uk

*For further information please contact:*

Teacher in Charge of Psychology
Ms K Lloyd
krl@millfieldschool.com
OVERVIEW

“Why do good people suffer if God is supposed to love everyone?”

“How can you even know what happens after you die?”

“Is euthanasia morally right?”

“What rights do human beings have?”

“What is an Islamic State, and what is Sharia law? Why are people so worked up about it?”

If you ever find yourself wondering about the big questions in life; the things that really matter to humans, this could be the course for you.

This exciting A-level course will look at whether it is possible to prove or disprove God’s existence. We will examine what a person should do in moral dilemmas: how they should treat each other and whether moral rules are important. We will look at how religion, philosophy and ethics can affect the everyday lives of people, even now, by exploring issues that are in the news: abortion, euthanasia, Islamic State, and so on.

All pupils are welcome with or without previous knowledge of religious studies. If you are keen to think, question, challenge and discuss, this A-level is for you.

APPROACH

Lessons will involve reading the ideas of philosophers, ethicists and important religious people. There will be plenty of opportunity for discussion and expressing your ideas in debate.

You will have the chance to think about your own beliefs and those of others, looking at the consequences and implications of believing certain things.

You can present your notes creatively through your own choice of medium i.e. poetry, art, creative writing, PowerPoint presentations and so on, and will consolidate your ideas into essays to practise for the examinations.

Self-motivation and an interest in the topics are essential, along with a desire for independent study. The course offers a unique opportunity to get your teeth into some philosophical questions, moral dilemmas and interesting issues raised in the news.

You will develop an enquiring, empathetic approach to the study of religion and will finish the course with a broad understanding of how people’s beliefs can affect their lives and the world around us.
Religious Studies

COURSE OUTLINE

The A-level consists of two components:

- **Philosophy of Religion**

  The AS level will cover: arguments for and against the existence of God, whether it is possible to believe in a loving God when evil and suffering exist in the world and religious experiences including miracles.

  The A-level will also cover: whether the existence of God can be proved through pure logic, how psychologists explain religious belief, atheism, and whether religious language is talking about facts, analogies, myths or personal experiences.

- **Religion and Ethics**

  The AS level will cover: whether the right thing to do should be based on rules, intentions, virtues or the consequences of an action, whether it can be different for different people or societies and whether morals come from God, nature, making people happy, or showing love for others. We will spend time applying different ethical ideas to real-life problems.

  The A-level will also cover: whether or not humans are free to make moral decisions, whether ethics is anything more than liking some actions and disliking others, if (or how) we can know what is right or wrong and why some say that ethics is all about doing your duty.

- **A Study of Religion - Islam**

  The AS level will cover: the prophet Muhammad (pbuh), The Quran, Islamic law, beliefs about Allah and His Messengers, living a Muslim life, life after death, the mosque and Islamic festivals.

  The A-level will also cover: Islamic Shariah law, Jihad, Islam and science, Islam in the West, the concept of an Islamic state, family life in Islam, Muslim attitudes to other religions, Muslim ethics, crime and punishment in Islam and divisions in Islam.

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

For the AS level qualification, there are three 1 hour 30 minute examinations, one for each component. They are equally weighted.

For the full A-level qualification, there will be three 2 hour exams at the end of the Upper Sixth, one for each component. They are equally weighted.

All exams contain five essay-style questions, from which you pick two to answer.

A minimum of grade C in English Language at GCSE is essential and grade B is desirable.

Full course details can be found at: www.eduqas.co.uk

For further information, please contact:

Head of Religious Studies and Philosophy
Ms E Earl
eme@millfieldschool.com
OVERVIEW

The aim in our Sixth Form Study Support Programme is to provide, through targeted support, the necessary skills for pupils to become more effective independent pupils whilst in the Sixth Form and in preparation for higher education.

APPROACH

We offer a tiered approach to our study support provision, dependent on pupils’ needs. Many of our pupils are already able to work fairly independently and may only need occasional access to the Learning Support Centre (LSC) to seek guidance and support. This may include help with anything from planning and structuring an essay, to help with revision strategies or examination techniques prior to exams. This support is available at our lunchtime workshops, which are staffed by both LSC Study Support and LSC English staff. These pupils will be monitored by the LSC and group tutors to ensure that they are receiving adequate support to meet their needs.

For our pupils with more complex Specific Learning Difficulties and who had a considerable level of study support input throughout their GCSE courses, we have timetabled Study Support sessions. These sessions will take place in one or more of the pupils’ private study periods every week with an LSC tutor. Pupils will be placed into small groups with other pupils with similar difficulties, who are following a comparable curriculum. In consultation with their LSC tutor, pupils will set their own SMART targets to help underpin key skills. These targets are accessible to pupils on the pupil portal and are then reviewed on a regular basis by the pupil and the LSC tutor to ensure that individual progress is being monitored.

Individual tuition is also available (for which there is an additional charge) for the small number of pupils whose needs cannot be met within a small study support group.

COURSE OUTLINE

We take an individualised approach to Sixth Form Study Support sessions and are able to advise on a range of study skills including:

Approaches to Learning:
- Target-setting
- Learning styles
- Multi-sensory learning
- Organisation
- Time management
- Motivation

Writing Skills:
- Research
- Note taking
- Planning – mind maps, writing frames
- Sequencing ideas
- Drafting and redrafting
- Editing

Reading Skills:
- Reading for different purposes
- Reading for meaning
- Skimming and scanning
- Subject specific text and vocabulary
- Using a computerised reader

Revision:
- Planning – creating a timetable
- Memory and learning
- Multi-sensory revision techniques
- Time management

Exam Technique:
- Reading the exam paper
- Types of questions
- Time management
- Managing stress
Sixth Form Study Support Programme

All pupils are provided with an electronic copy of our Sixth Form Study Skills booklet and a hard copy is available on demand. At this level of study, pupils are expected to arrive with an idea of what they would like to work on and are encouraged, with support, to be proactive in recognising where they need help and confident in voicing their needs. In order to bridge the gap between supported and independent learning in readiness for higher education and the workplace, pupils are also encouraged to develop awareness of the metacognitive approaches they adopt to their studies and to generalise these processes across a range of situations.

FURTHER INFORMATION

Millfield is able to offer pupils the full range of examination access arrangements, providing pupils meet the criteria set out by the examination boards; some access arrangements may result in an additional charge.

We have strong links with four local Educational Psychologists who come into school on a regular basis to complete the necessary assessments and associated paperwork for applications for exam access arrangements and The Disabled Students’ Allowance (DSA).

For further information, please contact:
Head of Sixth Form Study Support
Mrs K Morgan
ksm@millfieldschool.com
Spanish

OVERVIEW

Spanish at Millfield offers an unrivalled opportunity to gain an insight into a language and a culture that is at the heart of Europe and the world.

Spain has increasingly become a major player in European business and with Banco de Santander now a key provider of UK financial services, business and economic links between the two countries have never been stronger. Coupled with the explosive growth of Spanish influence in the fashion world, following the unprecedented success of Inditex, the company behind brands such as Zara and Massimo Dutti, it is clear that the ability to speak Spanish is no longer simply a ticket to a job in the sun.

Spanish is not merely a vocational subject, the influence of Spanish culture on contemporary society is huge and studying the language at A-level presents the opportunity to explore this in greater detail; Spain has given us some of the world’s greatest artists and Guillermo del Toro, Penélope Cruz and Antonio Banderas continue to ensure that Spain is well represented in world cinema.

Beyond Spain, the Spanish language unites 19 countries in Latin America and the Caribbean. Every country is unique and, increasingly, Latin America is the number one destination for young people in search of a life-changing travel experience either before or after university. There can be no doubt that communication with local people will not only make these journeys smoother, but also enrich the traveller who can encounter and begin to understand the lives of people living in a very different world.

At Millfield we are blessed with staff who have been born and raised in different areas of Spain as well as native English speakers who have had their lives changed by their time in Spain and Latin America. We are united by our desire to provide pupils with opportunities to experience the passion and warmth of the Spanish speaking world.

APPROACH

The standard required at AS and A-level is a great deal more rigorous than at GCSE; it requires a sound understanding of grammar and the vocabulary areas become more complex. Good listening and speaking skills are necessary, as is a logical mind which copes well with learning grammar and vocabulary.

At A-level, the ability to write well-structured essays and an enjoyment of literature is an advantage.

You will be expected to take a lot more responsibility for your progress, particularly through regular listening and reading in Spanish outside lessons. The learning of languages is best done little and often, hence the need for you to work independently to build your vocabulary and listening and reading skills. However, there is a great deal of support available: small classes (typically fewer than ten pupils per group), a Spanish assistant who delivers weekly oral lessons to small groups, a computer-based language laboratory for listening and speaking practice during and outside lessons, an annual Spanish trip and cinema trips.

Assessment is by terminal exam with two units at AS and two at A-level. At both levels, there is a combined listening, reading and writing paper and a separate speaking exam. For AS, the speaking exam accounts for 30% of the overall mark, while the combined paper accounts for 70%. For both units at A-level the same weighting applies.
Spanish

COURSE OUTLINE

AS (Year 1)
Virtually all the key grammar needed to speak the language fluently is covered in the AS course.
1. One theme from Social issues and trends:
   • Aspects of Hispanic society
2. One theme from Political and/or intellectual and/or artistic culture:
   • Artistic culture in the Hispanic world
3. One text or film
4. Grammar

A-level (Year 2)
The grammar covered at AS is reinforced so that accuracy and manipulation of the language improves.
1. A further theme from Social issues and trends:
   • Multiculturalism in the Hispanic world
2. Further theme from Political and/or intellectual and/or artistic culture: Aspects of political life in the Hispanic world
   • One text (or, if a text was studied in Year 1, one film or a second text)
3. Grammar
4. Individual research project for speaking assessment

FURTHER INFORMATION

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

If you feel you would like to study languages at university, it is often a good idea to study two languages to A-level. This is also helpful if you are planning on studying a language at university that you have not studied before as it will demonstrate that you are a good linguist. Classical languages combine well with modern languages at A-level as they can assist you in working out meanings to words and with linguistic analysis.

• Do you like to communicate with others?
• Are you curious about how other people see the world?
• Have you got at least grade B in Spanish at either GCSE or International GCSE?
• If so, then Spanish A-level may well be the right choice for you

The specification numbers are:
7691 (AS)  7692 (A-level)

Full course details can be found at: www.aqa.org.uk

For further information, please contact:
Head of Languages
Ms C Coutand-Moore
ccm@millfieldschool.com
OVERVIEW

The BTEC Level 3 Diploma in Sport is a qualification that is designed to provide pupils with the specialist sports science related knowledge, understanding and skills that are required for career or higher education advancement. The qualification offers an exciting and engaging academic programme for those who are keen to advance their sports science expertise as well as being challenged to work well with others, manage their own development and learn to communicate effectively in a variety of situations.

In elite sport today, success is often decided by centimetres and 100ths of seconds and as a consequence, athletes cross-examine their performances to try and obtain future advancements in time, distance etc. This course offers an excellent insight into the theoretical and biological aspects of sporting performance and coaching. Whether you are looking to enhance your understanding of exercise physiology and anatomy, understand which energy drink is the best for recovery, or develop your leadership skills through sports coaching, this course is for you.

APPROACH

Assessment will mainly be through internally assessed assignments, however with the changes to the new BTEC specification, three of your units over the two years will be assessed via externally marked examinations. You will receive feedback on your progress throughout the course as you provide evidence towards assessment targets. Within the coursework units, assessment will be generated through a range of activities, including written reports, practical work, poster presentations, leaflet design, observation and oral assessment.

This BTEC qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life. Key skills provide a basis for continual learning and these will aid you in facing the inevitable series of choices in work, education and training throughout your life.

COURSE OUTLINE

The BTEC Diploma in Sport is a two year course and is equivalent to two A-levels.

The course consists of nine core units covering diverse sports science-related areas such as:

- Anatomy and Physiology (Exam assessment)
- Fitness Training (Exam assessment)
- Investigating Business in Sport (Exam assessment)
- Sports Leadership
- Professional Development in Sports Industry
- Skill Acquisition
Sport (BTEC Level 3 Diploma)

FURTHER INFORMATION

The course has been developed in order to give you a solid foundation within sports science, enabling you to develop essential study skills. The development of such skills will prove invaluable in assisting progress to higher education, further qualifications and/or the enhancement of employment opportunities.

You will find the course an excellent platform from which to launch a career into diverse pathways such as:

- Sports Therapy
- Sports Coaching
- Health and Fitness Industry
- Outdoor Education
- Performance Analysis
- Health/Lifestyle Management
- Recreation Management
- Sports Development

What the pupils say:
“A great way to learn the science behind the performance.”
“A fun and fascinating course. The large coursework is ideal; but don’t think you won’t be busy.”

What will you learn about?
You will learn about the anatomy and physiology of the human body in relation to sport and exercise, fitness planning and programming and areas of skill acquisition and sports psychology. You will develop and refine coaching and leadership skills and gain an insight into sports business and the active leisure industry. Speak to any member of the Physical Education Department to confirm whether BTEC Sport is the right choice for you. They will be as passionate as you to find the best subject to develop your talents.

GCSE entry requirements:
Essential: Minimum of five GCSEs at grade C.
Desirable: Grade C in Physical Education.

Full course details can be found at:
www.edexcel.com

For further information, please contact:
Head of Physical Education
Mr S Maddock
skm@millfieldschool.com
OVERVIEW

AS and A-level Sport Science seeks to provide you with knowledge and understanding to enhance your own performance and that of others. Physical performance, by definition, involves ‘movement’ and the specification is concerned with sport science developments that lead towards the ‘optimal athletic performance’.

Sport Science is an increasingly diverse subject. The course offers an excellent insight into all the scientific aspects of sporting performance; whether you are looking to enhance your understanding of exercise physiology and your performance on the sports field, improve your mental approach to performance through sport psychology, or simply learn more about the contemporary issues in sport and society, this course will be of interest to you and provides an excellent foundation if you wish to study a sports related degree at university.

What the pupils say

“A great mix of practical and theory lessons which have a fantastic buzz and enthusiasm.”

“A highly enjoyable course to be a part of, complemented by the wealth of knowledge provided by the teachers, who are always willing to help.”

APPROACH

This is a heavily scientific course. Pupils will study a variety of topics including: Exercise Physiology; Applied Anatomy and Physiology; Biomechanics of Sports Performance; Technology in Sport; Skill Acquisition; Sport Psychology; Sport and Society; as well as looking to improve their own individual performance, analysis and evaluative skills in their chosen sporting activity.

The course is 70% examined, with a 30% practical assessment including an oral analysis of performance.

COURSE OUTLINE

Up to AS level (Year 1), you will study two theory components and be assessed in one practical component:

**Component 1: Physiological factors affecting performance.** A 1 hour 15 minutes written paper focusing on Applied Anatomy and Physiology, Exercise Physiology and Biomechanics, including technology in Sport (35% of total AS level).

**Component 2: Psychological and socio-cultural themes in sport science.** A 1 hour 15 minutes written paper focusing on Skill Acquisition, Sport Psychology and Sport and Society (35% of total AS level).

**Component 3: Practical Performance and evaluation.** Analysis and evaluation of physical activity as a performer or coach in the pupils’ chosen sport. Pupils are assessed in one sport and carry out an oral evaluation and plan for improving performance (EAPI) (30% of total AS level).
Sport Science

Up to A-level (Year 2) you will study three theory components and be assessed in one practical component:

**Component 1: Physiological factors affecting performance.** A 2 hour written paper focusing on Applied Anatomy and Physiology, Exercise Physiology and Biomechanics (30% of total A-level).

**Component 2: Psychological factors affecting performance.** A 1 hour written paper focusing on Skill Acquisition and Sport Psychology (20% of total A-level).

**Component 3: Socio-cultural issues in physical activity and sport.** A 1 hour written paper focusing on Sport and Society and contemporary issues in physical activity and sport (20% of total A-level).

**Component 4: Practical Performance and evaluation.** Analysis and evaluation of physical activity as a performer or coach in the pupils’ chosen sport. Pupils are assessed in one sport in a fully competitive situation and carry out an oral evaluation and plan for improving performance (EAPI) (30% of total A-level).

**FURTHER INFORMATION**

This is a reformed A-level course. Examinations taken at the end of the Lower Sixth lead to the award of an AS qualification; examinations taken at the end of the Upper Sixth assess the full two years of study and lead to the award of an A-level, which is completely independent of the AS.

Pupils with a genuine interest in studying sport will find the course a wonderful platform from which to launch a career in the world of sports therapy, teaching, coaching, sports management, physiotherapy, sports psychology, sports technology and not least, sports science. With elite events today won and lost by centimetres and 100ths of seconds, every athlete cross-examines their performance, searching for any minor adjustment to benefit their performance next time out.

Speak to any member of the Physical Education department to confirm whether Sport Science is the right choice for you. They will be as passionate as you to find the best subject to develop your talents.

**GCSE entry requirements**

**Essential:**
- Grade C in English
- Grade C in Science (or equivalent)

**Desirable:**
- Grade B in Physical Education (with at least grade C in the Theory Paper)
- Grade B in Science (or equivalent)

*The specification numbers are:*

**H155 (AS)  H555 (A-level)**

*Full course details can be found at:*

**www.ocr.org.uk**

*For further information, please contact:*

Head of Physical Education
Mr S Maddock
skm@millfieldschool.com
## Requirements for entry onto specific AS/A2/Pre-U/BTEC courses

<table>
<thead>
<tr>
<th>SUBJECT (AS/A2 unless stated otherwise)</th>
<th>QUALIFICATION</th>
<th>ESSENTIAL GCSE</th>
<th>DESIRABLE GCSE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design</td>
<td>A-level (reformed)</td>
<td>At least 4 C's - any tier</td>
<td>B - Art</td>
<td>Experience of an art &amp; design based GCSE subject and evidence of an art &amp; design portfolio are highly desirable. Ability to work independently. This course is equivalent to three A-levels.</td>
</tr>
<tr>
<td>Art &amp; Design BTEC</td>
<td>BTEC</td>
<td>At least 5 C's - any tier</td>
<td>B - Art, C - English, B - Design Technology</td>
<td>Portfolio essential for final decision. Ability to work independently. This is a triple A-level equivalent course. Double and single equivalent versions may be available; interested pupils must speak with the HoD. This course is equivalent to three A-levels.</td>
</tr>
<tr>
<td>Art &amp; Design (Photography)</td>
<td>A-level (reformed)</td>
<td>At least 4 C's - any tier</td>
<td>B - Art</td>
<td>Pupils should have some familiarity with (and ideally own) a digital SLR camera.</td>
</tr>
<tr>
<td>Biology</td>
<td>A-level (reformed)</td>
<td>A and B (Additional and Core Science; A in either) or B Biology, C English</td>
<td>A - in Additional and Core Science or A - Biology, B Mathematics</td>
<td>GCSE Core Science alone is not a suitable basis; at least one grade A and one grade B in Core and Additional Science are regarded as essential. Pupils with lower grades must discuss their options with the HoD before signing up.</td>
</tr>
<tr>
<td>Business</td>
<td>A-level (reformed)</td>
<td>C - English Language or English Literature</td>
<td>C - Mathematics</td>
<td>Keen interest in business news helpful.</td>
</tr>
<tr>
<td>Business BTEC</td>
<td>BTEC</td>
<td>At least 5 C's - any tier</td>
<td>C - English C - Mathematics</td>
<td>Well suited to pupils who prefer coursework to exams. Ability to work independently and in groups. This course is equivalent to two A-levels.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A-level (reformed)</td>
<td>A - Additional Science or A - Chemistry, B - Mathematics</td>
<td>—</td>
<td>GCSE Science alone is not a suitable basis. Pupils with lower grades must discuss their options with the HoD before signing up.</td>
</tr>
<tr>
<td>Chinese Mandarin</td>
<td>Pre-U</td>
<td>A - Chinese Mandarin</td>
<td>—</td>
<td>A keen interest in all aspects of Chinese culture and language is essential; a stay in the target language country is recommended.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Cambridge International A-level</td>
<td>B - Mathematics</td>
<td>A - Mathematics</td>
<td>Programming work constitutes approx. 50% of this course; prior programming experience beneficial. Pupils with lower grades must discuss their options with the HoD before signing up.</td>
</tr>
<tr>
<td>Drama</td>
<td>A-level (reformed)</td>
<td>C - English Language or English Literature or Drama</td>
<td>B - English Language or English Literature or Drama</td>
<td>Total commitment is essential.</td>
</tr>
<tr>
<td>Economics</td>
<td>Cambridge International A-level</td>
<td>B - Mathematics C - English</td>
<td>A - Mathematics B - English</td>
<td>Keen interest in 'real world issues' helpful (e.g. how countries increase living standards and reduce poverty).</td>
</tr>
<tr>
<td>English Literature</td>
<td>Cambridge International A-level</td>
<td>B - English Language &amp; English Literature</td>
<td>A - English Language &amp; English Literature</td>
<td>Genuine appetite for reading. Readiness to think independently.</td>
</tr>
<tr>
<td>Enterprise and Entrepreneurship</td>
<td>BTEC</td>
<td>At least 5 C's - any tier</td>
<td>C - English C - Mathematics</td>
<td>Well suited to pupils who prefer coursework to exams. Ability to work independently and in groups. This course is equivalent to two A-levels.</td>
</tr>
<tr>
<td>Food Science and Nutrition</td>
<td>WJEC Level 3 Certificate</td>
<td>At least 4 C's - any tier (to include at least one Science qualification)</td>
<td>B - Food Nutrition or a Science subject</td>
<td>No prior knowledge of GCSE Food and Nutrition is needed. This is a single A-level equivalent course.</td>
</tr>
<tr>
<td>French</td>
<td>A-level (reformed)</td>
<td>B - French</td>
<td>A - French</td>
<td>A stay in the target language country is recommended.</td>
</tr>
<tr>
<td>Geography</td>
<td>Cambridge International A-level</td>
<td>C - English Language or English literature</td>
<td>B - Geography</td>
<td>A keen interest in the world and a willingness to read around the subject is helpful.</td>
</tr>
<tr>
<td>German</td>
<td>A-level (reformed)</td>
<td>B - German</td>
<td>A - German</td>
<td>A stay in the target language country is recommended.</td>
</tr>
<tr>
<td>Government &amp; Politics</td>
<td>A-level (reformed)</td>
<td>B - English Language</td>
<td>—</td>
<td>Pupils should have a genuine interest in current affairs, as well as a desire to explore and understand some complex political ideas.</td>
</tr>
<tr>
<td>Greek</td>
<td>A-level (reformed)</td>
<td>B - Greek</td>
<td>A - Greek</td>
<td>Lively and enquiring mind helpful.</td>
</tr>
</tbody>
</table>
## Requirements for entry onto specific AS/A2/Pre-U/BTEC courses

<table>
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<tr>
<th>SUBJECT (AS/A2 unless stated otherwise)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Pre-U</td>
<td>C - English Language</td>
<td>B - History</td>
<td>Lively and enquiring mind helpful and a willingness to read around the subject out of class time.</td>
</tr>
<tr>
<td>Information Technology BTEC</td>
<td>BTEC</td>
<td>At least 4 Cs - any tier</td>
<td>C - ICT</td>
<td>An interest in technology and its applications is important. This is a single A-level equivalent course.</td>
</tr>
<tr>
<td>Italian</td>
<td>A-level (reformed)</td>
<td>For 'continuers': B in Italian. For 'beginners': at least grade A in another modern language or Latin.</td>
<td>For 'continuers': A in Italian. For 'beginners': A* (or equivalent) in another modern language or Latin.</td>
<td>A stay in the target language country is recommended.</td>
</tr>
<tr>
<td>Latin</td>
<td>A-level (reformed)</td>
<td>B - Latin</td>
<td>A - Latin</td>
<td>Lively and enquiring mind helpful.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A-level (reformed)</td>
<td>B - Mathematics</td>
<td>A - Mathematics</td>
<td>A good level of algebraic ability is required. Pupils with less than grade A in IGCSE maths (or equivalent) will find this course extremely demanding and will struggle to access the material required to achieve grades at the top end of the spectrum.</td>
</tr>
<tr>
<td>Media Studies</td>
<td>A-level (reformed)</td>
<td>C - English Language</td>
<td>B - English Language</td>
<td>Genuine subject interest needed and ability to work both independently and in groups.</td>
</tr>
<tr>
<td>Music</td>
<td>Cambridge International A-level</td>
<td>C - Music</td>
<td>B - Music</td>
<td>Approximately Grade 5 or 6 on an instrument (or voice) is helpful. Pupils will also need to be having individual instrumental lessons in order to complete the performing component of the qualification.</td>
</tr>
<tr>
<td>Music BTEC</td>
<td>BTEC</td>
<td>At least 4 Cs - any tier</td>
<td>C or BTEC (Level 2) in Music</td>
<td>Approximately Grade 4 or 5 on an instrument (or voice) is helpful. It is also highly recommended that pupils will have individual instrumental lessons in order to complete the performing component of the qualification.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>A-level (reformed)</td>
<td>B - English Language or C - English Language with C - English Literature</td>
<td>A - English Language or B - Mathematics</td>
<td>Ideal for lively, enquiring minds. A challenging first year. Interested pupils are encouraged to speak with the HoD before signing up.</td>
</tr>
<tr>
<td>Physics</td>
<td>A-level (reformed)</td>
<td>A - Additional Science or A - Physics B - Mathematics</td>
<td>A - GCSE Mathematics</td>
<td>GCSE Science alone is not a suitable basis. Pupils with lower grades must discuss their options with the HoD before signing up.</td>
</tr>
<tr>
<td>Product Design</td>
<td>A-level (reformed)</td>
<td>At least 4 Cs – any tier</td>
<td>B - Product Design</td>
<td>Experience of an art &amp; design based GCSE subject and evidence of an art &amp; design portfolio are highly desirable. Ability to work independently.</td>
</tr>
<tr>
<td>Psychology</td>
<td>A-level (reformed)</td>
<td>B - Additional Science (or the equivalent overall level in separate Biology, Chemistry &amp; Physics)</td>
<td>B - Mathematics</td>
<td>GCSE Science alone is not a suitable basis. Pupils with lower grades must discuss their options with the HoD before signing up.</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>A-level (reformed)</td>
<td>C - English Language</td>
<td>B - English Language</td>
<td>Ideal for lively, enquiring minds: A challenging second year. Interested pupils are encouraged to speak with the HoD before signing up.</td>
</tr>
<tr>
<td>Spanish</td>
<td>A-level (reformed)</td>
<td>B - Spanish</td>
<td>A - Spanish</td>
<td>A stay in the target language country is recommended.</td>
</tr>
<tr>
<td>Sport</td>
<td>BTEC</td>
<td>At least 5 Cs – any tier</td>
<td>C - Physical Education</td>
<td>Well suited to pupils who prefer coursework to exams. Ability to work independently and in groups. This is a double A-level equivalent course.</td>
</tr>
<tr>
<td>Sport Science</td>
<td>A-level (reformed)</td>
<td>C - English C - Science (or equivalent)</td>
<td>B - Physical Education (at least C in the Theory paper), B - Science (or equivalent)</td>
<td>Genuine appetite for the theoretical aspects of sports performance. Coaching may be part of the practical assessment.</td>
</tr>
</tbody>
</table>
Alignment of the GCSE grade scales

<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
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<tr>
<td>8</td>
<td>A</td>
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<td>7</td>
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