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# THE SIXTH FORM AT CLIFTON

Dear Prospective Sixth Former,

This booklet is produced for you and seeks to explain to you some of the academic opportunities that are on offer at Clifton College in the Sixth Form. It contains a great deal of information and it is vital that you spend some time considering all the options available to you, discussing this with your tutor, Housemaster/mistress and parents/guardian. The choice of A Level subjects can be a crucial factor in your future academic progress, determining which university and which course you are able to follow, and you need to be prepared to study and enjoy each subject with the greater depth and time required at A Level.

## Admission to the Sixth Form

We require 6 B grades at GCSE (or equivalent for overseas candidates) as the requirement for external and internal entrants to the Sixth Form. In all cases the Head Master will review each pupil's performance on an individual basis and admission to the Sixth Form is at his discretion. Individual departments also have minimum entry criteria, which are set out in this booklet.

## AS and A-Levels

At Clifton we believe the most appropriate qualification in preparation for entry to university is the GCE A Level. It is the most widely recognised qualification in the UK by a substantial margin, and allows pupils to study subjects in which they have a particular interest to a good level of depth, whilst being able to broaden their curriculum through a very wide choice of subject areas.

At present 30 subjects are offered as A Level options (see list on Page 8). Most pupils will follow four subjects from these at AS in the Lower Sixth, before narrowing down to three subjects at A2 in Upper Sixth, though some will continue with four. It may also be possible to re-sit an AS or pick up an additional AS in the Upper Sixth. This flexibility is a key strength of the A Level system. In addition, we operate a "Sector E". Sector E allows pupils to pursue non-examined interests such as Performance Directing or to choose an additional, two-year, GCSE or AS course in, for example, a new modern language. Where necessary, others may take the opportunity to re-sit Maths or English GCSE.

A Levels are made up of modules, each subject being of four or six units of approximately equal size. Half of the units make up the Advanced Subsidiary (AS), usually studied in the first year, and the other half are known as A2, the second half of the course. The AS-Level is a qualification in its own right and is worth half an A-Level in terms of UCAS points.

Depending on the subject, an A Level has a maximum of 400 or 600 marks (called UMS) across all modules, and to get an A grade you need 80% (320 or 480 UMS), with 70% (280 or 420 UMS) for a B etc. All grades down to E are passes, below which is grade U, a fail. These figures are halved for the equivalent grade at AS (where the maximum is 200 or 300). Since 2010 it has also been possible to get an A\* at A2 (effectively for 90% UMS at A2), and these are now forming part of entry requirements for some universities.



With a very few exceptions, the first modular exams for the L6th are sat in the summer, whilst in the U6th modules are taken in both January and the summer. It is possible to re-sit an AS or A2 module to gain a higher mark.

For the time being, the older universities continue to make offers based on three A-level grades. Increasingly, though, universities are moving towards giving offers based on UCAS points or UMS marks, and the actual marks achieved by candidates in their A-level modules and the number of times each module has been sat are likely to be a significant factor in university applications in the near future.

## The structure of the week

The Upper School at Clifton operates a one week timetable, consisting of 38 periods of 40 minutes. In the Lower Sixth, each subject has seven periods per week, rising to eight periods per week in the Upper Sixth. Most subjects split these lessons between two teachers. In addition to timetabled lessons, up to four lessons are allocated for Sector E and one for a compulsory lecture slot on Friday afternoon. The remaining periods are for private study, and the appropriate use of these is a key study skill for our pupils to learn.

## How to choose subjects

There are a number of questions to ask yourself when deciding which subject to choose. In priority order they should go as follows:

- Do I have a particular degree or career I am interested in? If you are planning to do medicine at university, you must choose Chemistry, whilst Biology and Maths are advisable. For engineering at top universities, Maths and Physics are essential whilst Further Maths is strongly advised. Mr Greenbury can give you more advice on these requirements.
- What do I enjoy doing? At A Level you will study subjects in far more depth than at GCSE, and you need to have a genuine interest in the subject to sustain the enthusiasm that will underpin your work.
- What am I good at? Naturally you need to take account of your ability in a subject, especially as A Levels are significantly harder than GCSEs. On this point, please see the departmental requirements at GCSE for each subject on page 10. However, you shouldn't just choose subjects based on your current grades; for example, PE at GCSE is heavily based on assessed work, whilst at A Level it is much more theoretical, so your current level of attainment may not be a good predictor of future success. In addition, there are a number of new options for you at A Level, like Politics, Economics and Photography.

## The process of decision making

You will probably need help in making the right decision regarding subjects. Obviously you need to speak to your parents/guardians, but you may also find it helpful to speak to your Housemaster/mistress, tutor, Heads of Department, Head of Sixth Form, and sometimes the Deputy Head Academic. It may also be helpful to speak to current members of the Sixth Form.

Your initial choices need to be submitted at the beginning of Lent Term. We use these to decide on the "blocks" for the following year, i.e. which combinations of subjects should be timetabled together in order to meet most pupils' preferences. You can of course make changes to your preferences later in the year, and even up to the point of starting the Lower Sixth, but these changes need to be within the



settled “blocks” for the year, and subject to space in the sets (a subject can prove unusually popular in a given year, and we like to set a normal maximum cap of 16 pupils per set)

On Monday 28<sup>th</sup> November 2011, there will be a Fifth Form AS Options Evening, at which you and your parents can discuss possible choices with Heads of Department. Having made your choices, you may want to review them on the basis of mock GCSE results (just after Lent half term) and the Parents’ Evening on Friday 9<sup>th</sup> March 2012.

## Academic Progress

All members of the Sixth Form are assigned to a tutor, whose group contains a maximum of ten or twelve pupils, within their House. Tutors are key to assisting Housemaster/mistresses in reviewing your academic progress in the Sixth Form, and you will meet every Wednesday afternoon with them. At every half-term and end of term you will receive either a grade or written report assessing your effort and achievement. The achievement grades (A-U) are not A-level predictions but give an indication of how well you have performed in that period when judged against the A-level standard.

Tutors will use all this information to give praise where relevant or to suggest strategies for improvement, which may include placing pupils on report. It is important to establish good study skills and time management, an area tutors can again assist in.

A Spencer  
Deputy Head

## University entrance and careers

It is very much the norm for Cliftonians to move onto university after A levels, and a great deal of time and effort is devoted to ensuring that wise and sensible choices are made, which suit the individual concerned. A university education is worthwhile, but it is expensive, and applicants must approach the process with plenty of accurate information and self awareness. Pupils will receive guidance from parents, teachers, tutors, Housemasters, the Head of Sixth Form and outside experts, but they must realise that it is their future, and they must reach decisions with which they are happy.

Most Cliftonians apply to UK universities, but there are always candidates who go further afield, most obviously to the USA, Canada, Hong Kong and Continental Europe. The College has considerable expertise in all these areas, and pupils need to be motivated to work out the type of institution which suits them best. The application cycle really gets underway in the Lent Term of the Lower Sixth, when pupils are encouraged to start considering their options, and researching the possibilities. There is then an intense period of activity in June, when a great deal of advice is given to the year group, and at this stage they must start to focus their thinking, in terms of their chosen course and likely destination. The Michaelmas Term of the Upper Sixth is the time during which the actual application is made, and this can be a laborious and time consuming business. Applicants need to reply to their offers by April of the Upper Sixth, and advice is available again at this stage to ensure that sensible decisions are made.

Access to the necessary information is provided in a number of ways. Lectures and workshops are very important, especially in June of the Lower Sixth, and a wide range of books, publications, prospectuses and software is available both in the Sixth Form Centre and in each house, to help pupils work through the various stages of the application process. The Internet is also a vital resource, and sharepoint carries links to a wide selection of useful sites. The most useful is probably [www.ucas.com/coursesearch](http://www.ucas.com/coursesearch). The Head of Sixth Form oversees the whole system, whilst the Housemasters oversee the individual



applications, with assistance from tutors. Pupils are also encouraged to visit university open days, particularly after their AS exams.

Those interested will be given the chance to be interviewed by visiting representatives of the Armed Forces, and Lower Sixth Formers are able to take the Morrisby Test, a psychometric profile which identifies and highlights pupils' strengths and skills, and is designed to aid them when considering higher education and career options. Upper Sixth Formers attend a talk on interview technique and have the opportunity to sign up for practice interviews, which are essential for applicants to certain courses and universities. Preparation is also offered to pupils who have to sit the ever increasing number of university entrance tests. Specialist workshops and conferences in such fields as medicine, law and veterinary science are well publicised, and attendance is encouraged for those with an interest in pursuing such courses. Clifton hosts an excellent Careers Fair at the end of the Summer Term, and this helps to put Cliftonians' university aspirations in a wider context. There are additional careers talks on an ad hoc basis during the year.

The Head of Sixth Form is available to see pupils and their parents about these important choices, and will also advise and assist those Cliftonians who plan to move directly into the world of work. Finally, Mrs Hallworth is always available to give expert guidance on the complex world of GAP year opportunities, which are popular with a significant number of students, and she ensures that the relevant resources are up to date and easy to access.

## **Oxbridge**

The Universities of Oxford and Cambridge are two of the world's pre-eminent universities. Competition for places at these universities is intense and Cliftonians have an excellent record of receiving offers of places at Oxbridge. Up to 10 pupils per year are successful.

There is no pressure from the school on Sixth Formers to apply to Oxbridge, but where it is realistic to do so, Sixth Formers are encouraged to consider Oxford or Cambridge as one of their choices. Candidates will be given appropriate support and encouragement, though the principal reason for applying should always be that the course on offer is suited to the pupil's individual needs and ambitions. Oxbridge admissions tutors are looking for "scholars" with academic talent, an excellent work ethic and real intellectual curiosity.

The consideration of an Oxbridge application begins seriously in February of the Lower Sixth year, but likely candidates will have had to perform extremely well at GCSE – a useful guide is that successful applicants have at least 7 A\*'s at GCSE. High AS scores are equally significant, with good candidates achieving 92% or more in at least 3 of these exams. A good applicant would be expected to exhibit a genuine passion for their subject, evidenced by examples of extra reading and independent work.

The Head of Sixth Form coordinates the applications of all Oxbridge candidates.

*J H Greenbury  
Head of Sixth Form*



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## Libraries

### The Percival Library

The Percival Library, situated at the heart of the College has undergone an extensive programme of development and refurbishment. An imaginative, space-creating design has linked the Library and ICT Centres together, integrating books and journals with electronic media and putting independent learning and research alongside classroom teaching.

### Departmental Collections

The largest of the departmental collections, the Stone Library, serves the Science School. This remarkable school science library houses modern science texts and journals as well as an excellent collection of rare books and manuscripts. Other departments have their own collections of books and additional resources.

### Facilities

The library stock has been catalogued using a computerised software system. Pupils are able to access this from anywhere on the College network as well as from home via the College website and can search the system by keyword, Dewey subject number, author or title. They may renew or reserve books online and also search for articles and websites on the catalogue.

- There are 62 networked desk spaces in the Percival Library, as well as comfortable seating areas for browsing and leisure reading.
- Computers are available for general use - 22 terminals on the ground floor and 14 on the mezzanine floor of the ICT Suite within the refurbished Library. They give access to the Internet, as well as on-line resources via the Library Department links within College's Intranet site. Other subject-specific material is also available.
- Stock – over 30,000 volumes are now in stock; an extensive upgrade has taken place to replace old stock and to accommodate new subject areas and specifications for IGCSE, AS and A2-levels.
- Reference - there is a wide range of journals and newspapers in four languages including The Economist, El Pais, Time and many other subject or leisure related journals. The Library Intranet site also offers a portal for research using online journals and articles on the Internet. The library additionally offers access to World Book online, both at school and at home as well as New Scientist online. More online resources are being added to stock each term.

### Information Literacy and Independent Learning

The Librarians encourage wider reading around subjects, as requested by most universities, especially Oxbridge Colleges. The extensive stock is chosen to reflect both the leisure and curriculum needs of pupils. Reading lists are available for A-level and Pre University Subjects on the Library Catalogue website.

The College Library staff work with the academic staff to encourage pupils to make use of the excellent library facilities. Presentations by the College Librarian on the way to undertake multi-media and traditional research are regularly arranged for Fifth and Sixth Formers. Many staff also arrange research lessons in the library to use both the on-line resources and printed resources. Pupils are in addition taught how to write a bibliography for both print and online resources.

The library participates in the Clifton in the Community activity and offers a Student Librarian's certificate course.

*L Walker & R Gallagher  
College Librarians*



## Learning Support Provision

Clifton College is able to make provision for pupils who have certain specific learning difficulties, for example dyslexia, or who have a need for specialist or additional help in some areas of their learning.

### Learning Support

#### *a) Identification of needs*

Pupils requiring Learning Support will normally have been identified, and may already be receiving support before joining the school. **Parents of such pupils are asked to ensure they have made contact with the Head of Learning Support before their son or daughter joins the school, and they must make available any documentation, such as Educational Psychologist assessments.**

Where pupils have not previously been identified, or have been identified only through screening procedures, a full assessment can be arranged. All new Lower Sixth pupils are screened for possible learning difficulties during the first week of term. Where our screening process indicates a difficulty we will contact parents and recommend an Educational Psychologist assessment and extra support lessons. In order to receive extra time in examinations or other consideration from examination boards, pupils with special learning difficulties will require a full assessment, and be able to demonstrate that they have received continued support from the school and that there is evidence of need. Students and parents should understand that the examination boards are becoming more stringent and that a pupil who has had extra time at GCSE level will not automatically receive extra time at A level.

The school's recommended Educational Psychologist is available at a competitive fee.

#### *b) Support teaching for pupils with special learning difficulties*

The College facilitates the provision of specialist part-time teachers for Learning Support, both mainstream academic subject teachers, and teachers with qualifications for Special Educational Needs. Pupils may receive one-to-one lessons with a specialist teacher at an extra cost (see fee sheet). These lessons are normally arranged in the pupils' free time, or in dedicated Learning Support lesson time.

Those who wish to make outside arrangements (or to continue with them) are welcome to do so. There are Dyslexia Centres in Bristol and Bath. However, we do ask parents to ensure that we are informed of the support that their children are receiving, so that our teachers may liaise. Pupils who receive extra time in examinations and have a specific learning difficulty should contact the Learning Support Department if they would like extra support. Some Sixth Form students take advantage of regular weekly support lessons throughout their time in the Sixth Form and this is encouraged. However, dyslexic students who would like occasional help with reading or essay writing should contact the learning support team to arrange appropriate support.

*R J Wimshurst  
Head of Learning Support*



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## English as a Foreign Language

### International GCSE in English

This one-year course prepares pupils for IGCSE in English as a second language and is designed for non-native speakers of English. They learn to communicate more effectively in English using the kinds of situations which are likely to be encountered later in life and to explore a variety of relevant topics and interests. There are two papers: a reading and writing paper, and a listening paper, where there is a strong emphasis on the ability to understand and to impart information. The qualification is recognised by many universities in the English-speaking world.

Should it be necessary, private lessons with specialist teachers are available to help with individual development and to support the language requirements of other subjects. These lessons are charged at an extra cost (see fee sheet) and usually take place in a pupil's free time, so that withdrawal from other lessons is not necessary.

*R J Wimshurst  
Head of EFL*

### Native language lessons

The College is able to make provision for those pupils who may wish to continue with a language not on the curriculum, for example to native speakers of Hebrew, Mandarin, Polish, Japanese, etc., up to GCSE or A-level. These subjects are normally taught outside the curriculum at extra cost (see fee sheet), with reduced rates for pairs or groups. Pupils should contact the Head of Modern Languages for further details

*L L Siddons  
Head of MFL*

## Information and Communication Technology

ICT at Clifton is a high priority, both as a subject in its own right and as a means of enhancing teaching and learning in all subjects. The ICT Department consists of two full time subject specialists. The Office Services Department, made up of eight technicians and developers, support staff and students throughout the College. A state of the art fibre optic network links over 700 computers located in nine computer suites, academic areas and Houses. All classrooms have network points, as do all House libraries and pupil studies. The Percival Library has some 40 network points for student laptops. Students can also connect to the school network via wireless hubs through much of the campus.

All subjects use ICT in their teaching, including the use of the College Intranet as a teaching resource, where an extensive range of learning materials can be located by students, both inside and outside of the classroom.

The purpose of teaching ICT is to ensure all pupils at Clifton have a high level of ICT skills to enable them to use ICT effectively and productively across the curriculum and in their daily lives. To this end, all students joining the College in the Sixth Form have one lesson of discrete ICT a week. An advanced ICT course is also offered in the Sixth Form (see Sector E options) to students wishing to broaden their skills and knowledge of ICT. This course is usually taken in addition to four other AS subjects.

*Dr D Dean  
Head of Academic ICT*





## SECTOR E

In addition to the four main subjects studied at AS, many pupils will then wish to select one or two additional choices from the list of supplementary subjects in Sector E. The subject choices within Sector E are designed to give Sixth Form pupils further scope to develop their strengths and interests. Any selections made from Sector E are optional and so, broadly speaking, pupils are free to make their selection from this Sector, over and above their normal diet of four AS subjects.

Sector E is divided into two sub-sections, E<sup>1</sup> and E<sup>2</sup>. The subjects in E<sup>1</sup> are all one-year courses other than that for pupils who are re-sitting a GCSE English or Mathematics examination (re-takes are in November). The subjects in E<sup>2</sup> are all two-year courses. Those who choose a modern language GCSE or AS should see it as an opportunity to study a new language; this option is for pupils who have already demonstrated success at GCSE in another language

We aim to be as flexible as possible within Sector E, and subject to certain timetabling constraints, pupils may choose one option from E<sup>1</sup>, and/or one option from E<sup>2</sup>. Pupils are encouraged to enrich their experience in the Sixth Form by choosing an additional option or options, though care must be taken to ensure that individuals do not over-commit themselves. Pupils should discuss their Sector E choices with their tutor and housemaster or housemistress to make sure that they have made a realistic selection

Further details of these subjects can be found on pages 55-60.

E	
E <sup>1</sup>	E <sup>2</sup>
BTEC 1 <sup>st</sup> Diploma in Public Services Chinese (Mandarin) - beginners Chinese (Mandarin) – native speakers Dance GCSE English as a Foreign Language (EFL) GCSE re-takes (Maths & English) Performance Directing Course Photography Pippard	ICT AS Italian GCSE/AS Russian GCSE/AS LAMDA

In addition to the above options, there is an extensive range of LAMDA activities, leading to nationally recognised qualifications covering skills like public speaking, performing etc. These lessons take place both on and off timetable, dependent upon demand. Please see Mrs Pickles for more information regarding LAMDA.



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<b>Departmental requirements at GCSE, or equivalent, for A-level subjects</b>	
<b>Art</b>	B grade in Art
<b>Biology</b>	B grade in Biology and a good level of competence in Chemistry and Maths
<b>Business Studies</b>	No formal grade requirement. A good level of spoken and written English is necessary for success in this course
<b>Chemistry</b>	B grade in Chemistry and B in Maths
<b>Classical Civilisation</b>	No formal grade requirement. A good level of spoken and written English is necessary for success in this course
<b>Economics</b>	B grade in Maths
<b>English Literature</b>	B grade in either English or English Literature
<b>English Language</b>	B grade or above in English Language
<b>French</b>	A grade in French
<b>Geography</b>	B grade in Geography, although those who have not taken Geography GCSE will be considered, and C in Maths. A good level of spoken and written English is also necessary for success in this course
<b>German</b>	A grade in German
<b>Greek (Ancient)</b>	B grade in Greek
<b>History</b>	B grade in History: those who have not taken History GCSE will be considered; a good level of spoken and written English is also necessary
<b>History of Art</b>	At the discretion of the Head of Art (B grade in Art recommended). A good level of spoken and written English is also necessary
<b>Latin</b>	B grade in Latin
<b>Mathematics</b>	A grade in Mathematics
<b>Further Maths</b>	Subject to the assessment of the Head of Mathematics
<b>Music</b>	A grade in Music
<b>Philosophy</b>	B grades in English and Religious Studies
<b>Physical Education</b>	Subject to assessment by the Head of Department (B grade in Biology or Physical Education recommended)
<b>Physics</b>	A grade in Physics and B in Maths
<b>Psychology</b>	B grade in Biology, Maths and English.
<b>Religious Studies</b>	No formal grade requirement; a good level of spoken and written English is necessary for success in this course
<b>Sculpture/Ceramics</b>	B grade in Art or Sculpture/Ceramics
<b>Spanish</b>	A grade in Spanish



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**Three-dimensional  
Design**

B grade in Art, Ceramics or Design & Technology

**Theatre Studies**

B grades in English, and Drama if taken



# Art

A J Wilkie

## Availability

Art is available at both AS and A2 levels for pupils who have gained at least a B grade at GCSE.

## Subject

Art offers a distinctive way of learning, where seeing, thinking and making are combined in a powerful form of visual and tactile communication. Pupils are encouraged to be creative, to enquire and question, and to make connections and synthesise ideas.

## Course

The AS and A2 Art curriculum follows the Edexcel fine art specification codes 6FA01 and 6FA02 respectively. Pupils have opportunities to work individually and collaboratively to identify, discuss and resolve complex problems. They manipulate materials, processes and technologies, responding, experimenting and adapting their thinking to arrive at different solutions. They develop knowledge and understanding of, and respect for, the achievements of artists, craftspeople and designers from different cultures, past and present. This informs and enables the development of pupils' creative practice. Pupils are encouraged to visit as many museums and galleries as possible in order to see art and design in context.

Level	Module	Assessment	% of AS	% of AL
<b>AS Modules</b>	1. Art and Design Coursework	Internally set and marked. Externally moderated.	60%	30%
	2. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.	40%	20%
<b>A2 Modules</b>	3. Art and Design Coursework <ul style="list-style-type: none"><li>• Practical work</li><li>• Personal Study</li></ul>	Internally set and marked. Externally moderated		30%
	4. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.		20%

## Department

The Art Department consists of three full-time members of staff, one part-time Photography teacher who is also our Technician and a part-time Art Historian. Visiting artists exhibit here as often as possible, providing workshops and discussion groups for pupils.

The department has four light and spacious studios, one which is designated specifically for the Sixth Form, who may work there both in and out of timetabled teaching time. The Art History classroom has an excellent selection of resources, with books covering Art History through to contemporary practice and a large selection of slides, videos and computer software; each classroom has a computer scanner and inkjet printer.

The department is open three evenings a week and life drawing takes place on one of these evenings.

Additionally, there is a well-equipped ceramics studio and photographic darkroom.



# Biology

DRB Barrett

## Availability

Biology is available at both AS and A2 levels. The department follows the Edexcel Advanced Biology specification. Ideally, pupils will have a B grade or above in Biology or Double Award Science at GCSE and will have shown proficiency in Mathematics and Chemistry. Popular combinations with other subjects include Mathematics, Chemistry, Physics and Geography but pupils also choose to study Biology alongside a range of Arts subjects, because of its intrinsic relevance.

## Subject

Advanced level Biology allows students to develop a sound grounding in this exciting and increasingly important area of science. Owing to its impact on the way we live, both as organisms and members of society, such a foundation in Biology is equally valid for those wishing to pursue further studies in the Medical or Biological Sciences and to those considering the Arts or Social Sciences.

The aims we hope to achieve are:

- develop essential knowledge and understanding of biological concepts and scientific methods;
- foster the development of skills pertaining to the study of Biology and beyond;
- cultivate an appreciation of the impact of technologies, including ICT, on modern biological research;
- promote the effective use of ICT as a tool in the study of Biology;
- create opportunities for critical evaluation of the impact of Biology on 21<sup>st</sup> Century society;
- provide opportunities for pupils to study natural habitats;
- sustain and develop enjoyment of and interest in Biology.

## Course

Each of the topics that make up the AS and A2 courses starts with a context storyline related to the modern world and the application of Biology. Biological principles are introduced when required to aid understanding of the storyline, so that the theory always has an obvious relevance. A greater emphasis is placed on acquiring skills and understanding than learning a large volume of information. Practical work is integrated within the context of the topic. In AS and A2 there is a coursework investigation which comprises half of one Unit, both in teaching time and in its contribution to the final grade.

The delivery of the subject matter through the context storyline is quite similar to the “Problem Based Learning” currently being adopted by many top medical schools. The obligatory integration of practical work throughout the course and the A2 coursework investigation are also good training for prospective Biological Scientists.

Level	Module	Exam	Weighting	
			AS	A2
AS Modules	1. Lifestyle, Transport, Genes & Health	Exam	40%	20%
	2. Development, Plants, & the Environment	Exam	40%	20%
	3. Practical Biology & Research Skills	Report marked by Board. Research skills marked internally.	20%	10%
A2 Modules	4. The Natural Environment and Species Survival	Exam	-	20%
	5. Energy, Exercise & Co-ordination;	Exam	-	20%
	6. Practical Biology and Experimental Investigation	Report marked by Board.	-	10%



# Business Studies

W M Scott

## Availability

Business Studies is available at both AS and A2 levels. Students of Business Studies should have an awareness of and an interest in current affairs. The subject combines well with a variety of other disciplines, both Sciences and Arts.

## Course

Business Studies has an exciting new course. The AS units focus on small to medium-sized businesses operating within national, as opposed to international markets. The first unit covers issues involved in business start-up, such as research and planning, as well as the factors that determine success. Students subsequently look at how established businesses might improve their effectiveness.

The A2 Course is a logical progression from AS and focuses on larger businesses which may be trading in international markets. We learn how managers might measure the performance of these businesses and discover what strategies the larger businesses use to achieve their objectives. We consider what external factors act as catalysts for business change and consider these in relation to a range of businesses. The sort of questions we may study in Business Studies include:

- Why have a firm's profits fallen even though the economy is booming?
- Why do some marketing campaigns succeed where similar ones fail?
- How does government policy affect businesses?
- What can firms do to motivate people to work harder?
- What is the most efficient way to produce a product?

The specification we follow is provided by the AQA. The course is examined in a variety of ways, but there is always emphasis on the application of business principles to a business problem. The structure of the course is shown below:

Level	Module	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	1. Planning and Financing a Business	Short answer questions and extended responses based on a mini case study	1¼ hrs	40%	20%
	2. Managing a Business	Compulsory, multi part-data response questions	1¾ hrs	60%	30%
<b>A2 Modules</b>	3. Strategies for Success	Questions requiring extended answers based on an unseen case study	1¾ hrs		25%
	4. The Business Environment and Managing Change	Pre-release research tasks leading to the first section of a two section exam. Second section will consist of a choice of essays	1¾ hrs		25%

The subject is about the application of theory to business problems, so an awareness of the role of business in society is vital. The course will use case studies and topical material to help pupils learn the skills of analysing a business problem. They will need to be prepared to look below the surface and to



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take a flexible approach when considering business strategies and solutions. The transferable skills underpinning the units include carrying out calculations, interpreting and analysing data, developing arguments and making judgements and decisions.

### **Department**

The Business Studies and Economics Department is housed at the top of the Coulson Centre. The department makes considerable use of the computing facilities in the school, particularly in the Coulson Centre.

In the department we take a practical approach to business and as part of the AS course, students will have the opportunity to develop their own business ideas and to prepare business plans. We try to welcome visitors from external businesses to come and meet our students.

The department also has teams in the IFS Student Investor Challenge, which is a national competition involving students working together to invest in the 'stock market' over four months. Students are given an imaginary sum of money to invest and shares are tracked on a regular basis.

Students from the department regularly attend the Bristol Institute of Directors (Young Directors) breakfast meetings on a regular basis; this is an exciting option which allows students to meet a wide range of business people, to listen to their advice and to learn from their experience.



# Chemistry

T M Greene

## Availability

Chemistry is available at both AS and A2 levels, though it is anticipated that the majority of those who choose this subject will continue for the full two years. Those who intend to take the full two-year course need to have achieved the minimum of a B grade at GCSE Chemistry or in both GCSE Science and GCSE Additional Science. A reasonable knowledge of Mathematics is required, so it is a requirement that a B grade at least has been obtained at GCSE in that subject.

## Suitability

The most important factor is enthusiasm! Anyone who is keen on the subject should succeed provided that he or she works hard. Many who take Chemistry choose it simply because they enjoy the subject, though it is important to realise that Chemistry is an essential subject for those who intend to take Medicine, Veterinary Science, Dentistry or Pharmacy at University. It is also first on the list of priorities for those intent on any course involving Biochemistry, Medical Sciences or Environmental Science.

## Course

The OCR Chemistry course is the most popular in the country and has proved extremely successful in schools. Not only does it follow on easily from the GCSE course but it provides an excellent grounding in the subject for those thinking of studying Chemistry at University. There is no lengthy coursework but rather practical ability is assessed by a number of short laboratory-based tests.

Below is the scheme of units showing the content and duration of exams:

Level	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	1. Atoms, Bonds and Groups	1 hr	30%	15%
	2. Chains, Energy and Resources	1 ¾ hrs	50%	25%
	3. Practical Skills in Chemistry 1		20%	10%
<b>A2 Modules</b>	4. Rings, Polymers and Analysis	1 ¼ hrs		15%
	5. Equilibria, Energetics and Elements	2 hrs		25%
	6. Practical Skills in Chemistry 2			10%

## Combinations of Subjects

Apart from university courses for which Chemistry is essential, it is also an excellent back-up subject for those considering Engineering and Biological Sciences. It is also a suitable stand-alone AS or A2 subject for those who wish to focus mainly on Arts subjects but who wish to continue with one Science.

## Resources

The Chemistry department has outstandingly good resources in terms of laboratory facilities, technical assistance, apparatus, ICT and data logging equipment. The Stone Library, a dedicated science library, has a superb collection of books and periodicals. Clinics are held in the library each Tuesday evening by a member of the Chemistry Department from 7:15 to 9:00 pm for anyone wishing to have some extra help or tuition.



# Classical Civilisation

T Patrick

## Availability

The course is open to anyone wishing to study the civilisations which have so profoundly affected our own. No previous experience and no knowledge of ancient languages are required; having a general background understanding or a Classical Civilisation GCSE will of course be helpful, but is by no means necessary. The ability to write with confidence and read with ease will be important. Classical Civilisation is available at both AS and A2 levels.

## Subject

There are several options, from which students choose two for AS level and two for A2 level. At AS level the modules include Archaeology (Mycenae and the classical world), Epic poetry (Homer's "Odyssey" and Society) and Greek Tragedy (plays by Sophocles, Aeschylus and Euripides). At A2 level the modules include Art and Architecture in the Greek World, Roman Epic (Virgil and the World of the Hero) and Comic Drama (plays by Aristophanes, Menander and Plautus).

We try to complement classroom learning with at least two day-trips per year, and run an overseas trip to Greece or Italy each year. We also have an extensive library of books, photographs, DVDs and computer programmes.

## Course

We follow the OCR Examining Board specification. A typical course of study would be as follows:

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	1. Archaeology	1½ hrs	50%	25%
	2. Homer's "Odyssey"	1½ hrs	50%	25%
<b>A2 Modules</b>	3. Roman Epic (Virgil)	1½ hrs	-	25%
	4. Greek Art & Architecture	1½ hrs	-	25%

The aim of the course is to promote understanding of the Greek and Roman civilisations through the study of their literature, religions, society and buildings, which still have an enormous influence on our world. Pupils are encouraged to analyse and compare the ancient and modern worlds and to express themselves with clarity and cogency.

Several students each year go on to study closely related university courses at top universities, but others find the skills they have learnt in Classical Civilisation useful for a wide variety of careers, including jobs in business, accountancy, the media, law, industry and computing. In other words, the subject is no obstacle to future employment. Pupils of all abilities enjoy the course enormously, and gain many valuable skills.



# Economics

W M Scott

## Availability

Economics is available at both AS and A2 levels. Though Economics at AS and A2 does not involve significant use of mathematical techniques, it is helpful for pupils to be at ease with numerical data. Interpretation and analysis of economic variables are vital to the course, so we expect that pupils have at least a B grade in Maths GCSE.

## Subject

We often hear it said that there is “no such thing as a free lunch”, but do we really know why? Economics is the study of how we allocate scarce resources between all the competing wants of consumers in the world. We look at the role that firms, individuals and governments play in this process. We consider how prices and markets are used as the main method of resource allocation, but also where the market fails to deliver. We aim to discover the costs and benefits of different policies aimed at dealing with these problems. The sort of questions we may be studying in Economics include:

- Should the level of taxation be increased or reduced?
- Why is there still unemployment even when the economy is booming?
- Why do we get grain mountains, wine lakes and other surpluses?
- Who should provide health care: the public or private sector?

## Course

The course in Economics is designed to allow students to learn about microeconomics and macroeconomics in relation to the performance of the UK economy and other real world contexts. Students will study issues in a global context, such as looking at the impact of China’s recent industrial development on the UK economy, or the implications for the UK economy of EU enlargement.

The specification we follow is provided by AQA .

Level	Module	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	1. Economics, Markets and Market failure	Section A: 25 compulsory objective test items (25 marks) Section B: Candidates answer one of two optional data response questions (50 marks)	1¼ hrs	50%	25%
	2. Economics: The National Economy	Section A: 25 compulsory objective test items (25 marks) Section B: Candidates answer one of two optional data response questions (50 marks)	1¼ hr	50%	25%
<b>A2 Modules</b>	3. Economics: Business Economics and the Distribution of Income	Section A: Candidates answer one of two optional data response questions. One question will always relate to the global context and the other to the European union context (40 marks) Section B: Candidates answer one of three optional essay questions (40 marks)	2 hrs	-	25%



## Economics *continued*

<i>Level</i>	<i>Module</i>	<i>Exam</i>	<i>Time</i>	<i>% of AS</i>	<i>% of AL</i>
<b>A2 Modules continued</b>	4. Economics: The National and International Economy	Section A: Candidates answer one of two optional data response questions. One question will always relate to the global context and the other to the European union context (40 marks) Section B: Candidates answer one of three optional essay questions (40 marks)Data response and essays	2 hrs	-	25%

An interest in and awareness of current affairs is important when studying Economics. The subject is about the application of theories to topical issues and problems and so an awareness of contemporary issues is vital. A considerable emphasis during the course is put on discussion of topical issues and we encourage pupils to read newspapers and journals to help them fit the subject into its real-world context. The course lends itself to discussion and debate as there is rarely any degree of certainty in Economics. It is said that if you get two Economists together, you will get three different opinions!

### Department

The Economics Department is well-resourced. In addition to an extensive collection of economics books and journals in the Percival Library, a variety of journals and periodicals is available in the department. To help support pupils in their work we have developed a comprehensive Intranet site with notes, PowerPoint presentations and work schemes, as well as data and a weekly Economics briefing.

The department also has teams in the IFS Student Investor Challenge, which is a national competition involving students working together to invest in the 'stock market' over four months. Students are given an imaginary sum of money to invest and shares are tracked on a regular basis.

Students from the department regularly attend the Bristol Institute of Directors (Young Directors) breakfast meetings on a regular basis; this is an exciting option which allows students to meet a wide range of business people, to listen to their advice and to learn from their experience.



# English Literature

S Clarke

## Availability

English Literature is available at both AS and A2 levels. Anyone who has enjoyed English Literature at GCSE will benefit from the AS-level course. The hurdle for entry to the course is at least a B in either English or English Literature at GCSE. There is some continuation of material and literary concepts from AS to A2, and teaching in the first year is intended to develop knowledge and skills to be carried over into the Upper Sixth.

## Subject

The emphasis is on intelligent and responsive reading of a wide range of literature. Virtually all of the writing during the course will be of an analytical kind, but opportunities exist for pupils to develop their own writing, speaking and acting as well, in sets which are each taught by two teachers. This is an option for creative writing at AS level.

The qualities which are most desirable for the study of literature are curiosity and concern about how other people think and feel, an eagerness for sustained reading, a responsiveness to words and ideas, and a capacity for imaginative awareness and sustained argument. Ideally, anyone who wishes to study English Literature at university should possess all these qualities in high degree; others with a more general interest in the subject, however, also achieve good results and gain considerable satisfaction from the course.

The study of English Literature combines very well with science, social sciences or other arts subjects. Some of our most successful pupils have combined English with Maths and Physics, or Biology and Chemistry, and have found the variety of work refreshing and the course stimulating and rewarding. A live acquaintance with a foreign language, ancient or modern, is advantageous to those wishing to go on to study English at university.

A breadth of awareness and understanding is increasingly important, and universities welcome these qualities in pupils who have studied English to A-level, and who have developed the ability to write accurately and fluently. Numerous Cliftonians who have read English at university have followed successful careers in a range of areas: law, business and commerce, the civil service, architecture, film, theatre, radio, television, journalism, medicine, engineering and education at all levels.

## Course

The department follows the OCR English Literature specification:

Level	Module	Exam	Time	% of AS	% of AL
AS Modules	1. Poetry and Prose 1800-1945	Closed text	2 hrs	60%	30%
	2. Literature post-1900	3000 word folder	-	40%	20%
A2 Modules	3. Drama and Poetry pre-1800	Closed text	2 hrs	-	30%
	4. Texts in Time	3000 word folder	-	-	20%

The scope of the works encountered by pupils is considerable, from the 14<sup>th</sup> Century to contemporary writing, arriving almost hot from the press. Lectures, theatre visits and first-hand experience of drama are a pleasant way of extending and deepening literary awareness and the widest possible reading is encouraged, offering pupils a chance to pursue their own enthusiasms within the framework of a developing sense of English Literature, and sometimes works in translation.



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## English Literature *continued*

### Department

Pupils and teachers are encouraged to follow their own particular tastes as far as possible. The courses are frameworks, not corsets, and imaginative and individual approaches are encouraged. The Department's stress is unequivocally laid on the vital importance of reading and its subsequent rewards, which invariably include good writing.

### Coursework

This is a valuable feature of the course and important for encouraging independent reading and research. The AS and A2 modules allow candidates to develop their own literary interests by wider reading, and the emphasis is on communicating clearly the knowledge, understanding and insight appropriate to literary study, including some understanding of the tradition to which the text belongs, and an awareness of other readers' responses. In the A2 synoptic assessment candidates draw comparisons between texts bound by a common theme such as gothic fiction, satire, feminist perspectives or writing of a particular historical period.



## English Language

S Clarke

### Subject

This course encourages pupils to develop their interest in and enjoyment of English through learning about its structures and functions, its development and its variations. It also allows pupils to develop their ability to express themselves both in speech and on paper with increasing competence and sophistication and to develop their skills of critical and attentive listening.

The study of language at A-level is radically different from that at GCSE level. The subject entails learning a whole new vocabulary of technical terms and a great range of concepts such as discourse analysis, phonetics, semantics and pragmatics. These might initially sound daunting but they are the building blocks of the study of language, which perhaps is closer to a scientific discipline than an artistic one, and which draws pupils into a close understanding of how communication operates.

### Course

We follow the AQA English Language Specification B which is assessed through the following modules:

Level	Module	Exam	Time	% of AS
<b>AS Modules</b>	1. Categorising texts	Written paper	1 ½ hours	60%
	2. Creating texts (coursework)	-	-	40%
<b>A2 Modules</b>	3. Developing Language	Written paper	2 ½ hours	30%
	4. Investigation Language (coursework)			20%

English Language is a challenging but absorbing subject. It is not an opportunity for development of writing skills or one's general ability to use the language: it is the study of how others use it, and is therefore primarily an analytical discipline. The coursework allows pupils to put their researches into practice, but the commentary presents the challenge of substantial self-analysis. The course would lend itself to the study of linguistics at university, or it would complement Modern Languages or English Literature courses. Career paths would include journalism and the media, law, politics, publishing or other jobs in which the use of language and an understanding of how it works are a prerequisite.



## French

C Bloor

'A capacity in an additional language is an indicator of the flexible, mobile, communicative and culturally aware talent that the business community are seeking to recruit'. *Scottish Executive, Ministerial Action Group on Languages (2000)*

French is offered at AS and A2 levels. Prospective students need to have an A grade or better at GCSE.

A high grade at GCSE enables students to tackle a progressively broad range of authentic texts and broadcasts including video clips from the internet. Topics of study may include French art and the food culture in the Lower Sixth or politics, genetic engineering and globalisation in the Upper Sixth. The French classroom is therefore one in which the expression of personal opinions and the cut and thrust of debate is encouraged.

The teaching is usually divided between two class teachers, and a weekly lesson in ones, twos or threes with the Assistant. This regular contact enables the students to develop fluency, and helps to stimulate an interest in contemporary France.

One of the most appealing aspects of the course is the opportunity it gives to students to pursue their interests in the individual choice of topics for the AS and A2 oral tests and for the coursework at A2. This helps students to engage in their language work and be independent-minded. Independent reading is encouraged by the subscription to Authentik magazines, which contain a digest of news from the French-speaking world. An example of the initiative shown by Sixth Form linguists is the Modern Languages Film Society, which is run by pupils.

We also put on other events that help students connect with the wider aspects of French culture such as the French lunch, a wine tasting evening in French and the Sixth Form Language Fest where all groups perform sketches or sing songs in the target language.

Particularly in the Upper Sixth, the study of some literature is strongly encouraged, because of the special insights French literature affords into the human condition. The other arts such as painting, films and popular music are also studied. However, personal preferences are taken account of in the choice of topics. In recent years, Upper Sixth pupils have studied *L'Étranger* by Albert Camus, *La Symphonie Pastorale* by André Gide, the poetry of Jacques Prévert and *Persepolis* by Marjane Satrapi.

The exploration of these themes is underpinned by a course in grammar to ensure that students can express their ideas successfully. Analytical study of the language is just as important as analytical study of a chosen topic for the result to be an educational achievement.

Sixth Form linguists are able to exploit to the full the multi-media possibilities of our language lab. This could include recording their own commentary to an internet video clip, conducting a dummy phone conversation between randomly-paired students, or studying an audio recording alongside a text exercise. We use the language lab to run AS and A2 listening exams to take advantage of its excellent sound quality and the responsiveness of its rewind and bookmark facilities. Soon they will be able to use this software remotely, from home or houses.

All Sixth Formers will be offered the opportunity to participate in the French Department's new venture of a Homestay Visit in Paris. Pupils, either in pairs or individually, stay with carefully selected French families in the evenings and overnight, experiencing their day-to-day life first hand, and, in addition, as a Clifton group, we explore the city's cultural delights during the day. This combination is invaluable in boosting pupils' spoken French, their confidence and their knowledge of contemporary France as required by the AS and A2 exams. We would expect Sixth Formers studying a language to



## French *continued*

take part in such trips organised by the school. Our experience shows that this gives a boost to students' skill and confidence and helps them achieve their potential in exams.

### Course

Students take the AQA qualifications. The streamlining of Language AS and A levels into 4 units over two years is part of a move to make them more accessible. The layout of the exams is as follows:

Unit	Description of Unit	Time	% of AS	% of AL
1	Listening , Reading and Writing	2 hrs	70%	35%
2	Speaking	15 mins	30%	15%
3	Listening , Reading and Writing	2 ½ hrs		35%
4	Speaking	15 mins		15%

Topic areas studied at AS level are broadly: media, popular culture, lifestyle and relationships. Topic areas studied at A2 include Environment, Multicultural society and Contemporary Social Issues. Two cultural topics are also studied, for example a period of the 20<sup>th</sup> century history of a target-language country; the work of an author, film director, architect, musician or painter from the target-language country; a region of a target-language country.

Units 1 and 3 are taken in the department's state-of-the-art language laboratory. Comprehension questions will be largely familiar from GCSE, and there will be questions involving careful use of language and writing at greater length. Unit 4 includes an essay on one of the cultural topics.

Units 2 and 4, the orals, start with a discussion based on a card on a topic in the specifications which is prepared for 20 minutes beforehand. The candidate then has a conversation with the examiner (usually the Head of the language) ranging over three of the four topic areas (AS) or both the cultural topics studied (A2).

### Opportunities

The successful study of French (as of other languages) is highly regarded and language graduates enjoy a high recruitment rate. Employers stress the need for linguists to enable Britain to compete in the modern world and languages are often studied as a complement to another discipline. The university study of languages gives students the opportunity to spend a year abroad and opens the doors to an international career.



# Geography

H J Mann

## Availability

Geography is available at both AS and A2 levels. As a subject that spans both the Sciences and the Arts, it combines with any subject and it often acts as a bridge between disparate subjects. It is not essential, depending on individual circumstance, to have studied Geography at GCSE.

## Subject

Geography is sometimes labelled as a subject that is 'jack of all trades, master of none'. This flexibility and breadth is exactly its strength. The subject draws upon other disciplines, but makes sense of them in relation to one another, our world and the people that live on it. It is a living and contemporary subject, tackling a wide variety of issues and questions in both the physical and human worlds, and the interactions between people and their environment. It includes looking at two of the greatest threats to our comfortable world, HIV/AIDS and Global Warming.

Fieldwork is an integral part of the course. The Sixth Form have a residential course at Dale Fort field studies centre and other day trips. These visits allow pupils to observe in detail and measure the real world, rather than simply studying it in isolation in the classroom. They also provide the material for the fieldwork practical examination questions that act as a substitute for coursework, as there is no coursework in either the AS or A2 years.

ICT is constructively used by pupils (and staff) to facilitate geographical understanding and acquisition of skills. These skills are an integral part of the course, focusing on numeracy, literacy and graphical skills, all important in later life whether it be at university or in the world of work. By the conclusion of the course, pupils will appreciate the important role of geographers in today's world and why Michael Palin has said, "Geography is the subject which holds the key to our future".

## Course

We follow the AQA Examining Board

## AS outline

At AS, all candidates will study core human and physical geography. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

The AS specification has 2 units:

## Unit 1: Physical and Human Geography

### Topic list

- Rivers, floods and management
- Coastal environments
- Global population change
- Health issues.

### Assessment

Externally assessed	
Written Paper:	2 hours
Weighting:	70% of total AS / 35% A Level marks

Structured short and extended questions.



## Geography *continued*

### Unit 2: Applied Geography

#### Topic list

- Basic, investigative, ICT, graphical, cartographical and statistical skills
- Research skills and the assessment of AS fieldwork

#### Assessment

Externally assessed	
Written Paper:	2 hours
Weighting:	30% of total AS / 15% A Level marks

Structured skills and generic research/fieldwork questions.

#### **A2 outline**

At A2, candidates will continue to study a combination of human and physical geography. Candidates are also required to complete a fieldwork investigation and skills paper.

*The A2 specification has 2 units:*

### Unit 3: Contemporary Geographical Issues

#### Topic list

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- World cities – evolution or revolution?

#### Assessment

Externally assessed	
Written Paper:	2 hours
Weighting:	30% of total A Level marks

Structured short and extended questions and a synoptic essay.

### Unit 4A: Geographical Fieldwork Investigation

#### Assessment

Externally assessed	
Written Paper:	1 hour 30 minutes
Weighting:	20% of total A Level marks

Structured short and extended questions based on candidates' fieldwork investigation and fieldwork skills.

In studying Geography, an interest in global issues is desirable, as is an awareness of current affairs, as time will be spent studying case studies from both the more economically developed and less economically developed worlds.



# German

O G Lewis

The world's largest exporter; the third largest global economy; Goethe, Kafka, Nietzsche and Einstein; scientific publications – the common thread is German.

## Availability

German is offered at both AS and A2. It is recommended that students have obtained an A or A\* grade at GCSE.

## Subject

German is spoken by more than 120 million people in 38 countries of the world. It is the language with the most native speakers in the European Union and is spoken by about 100 million people in Europe. German is also the second language of many Eastern European countries. German is a widely sought-after language on the global employment market. Graduates able to offer an advanced knowledge of German are very employable.

German A-level can complement virtually any subject combination. German graduates can go on to follow careers in automotive engineering, European politics, finance, journalism, ICT and media. Many UK universities also offer combined degrees with a language, as well as straight language degrees.

## Course

Students take the AQA qualifications. The streamlining of Language AS and A levels into 4 units over two years is part of a move to make them more accessible. The layout of the exams is as follows:

Unit	Description of Unit	Time	% of AS	% of AL
1	Listening , Reading and Writing	2 hrs	70%	35%
2	Speaking	15 mins	30%	15%
3	Listening , Reading and Writing	2 ½ hrs		35%
4	Speaking	15 mins		15%

Topic areas studied at AS level are broadly: media, popular culture, lifestyle and relationships. Topic areas studied at A2 include Environment, Multicultural society and Contemporary Social Issues. Two cultural topics are also studied, for example a period of the 20<sup>th</sup> century history of a target-language country; the work of an author, film director, architect, musician or painter from the target-language country; a region of a target-language country.

Units 1 and 3 are taken in the department's state-of-the-art language laboratory. Comprehension questions will be largely familiar from GCSE, and there will be questions involving careful use of language and writing at greater length. Unit 4 includes an essay on one of the cultural topics.

Units 2 and 4, the orals, start with a discussion based on a card on a topic in the specifications which is prepared for 20 minutes beforehand. The candidate then has a conversation with the examiner (usually the Head of the language) ranging over three of the four topic areas (AS) or both the cultural topics studied (A2).



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## German *continued*

### Department

The department currently comprises three teachers of German, and an Assistant who is a native speaker. We are all experienced Germanists and passionate about our subject. We have been keen to embrace the information revolution and incorporate many of the technological advances of recent years into mainstream teaching and ICT is therefore used in class in many forms. We put great emphasis on oral communication and are very keen that pupils visit a German speaking country at least once during their studies, as this provides a great linguistic boost as well as a visit that has historical and cultural interest.

### Trips

There are bi-annual language and culture tours of Germany with rich and varied itineraries. On the last two trips we have taken students to exhibitions on the terror of the Third Reich; to a chocolate factory in the former GDR and to idyllic, mediaeval castles on the Rhine. To get into good language-learning habits all Sixth Formers are invited to spend an intensive weekend in September at Dyffryn, the school's field centre. There are debates and sixth-form speed-dating evenings (in collaboration with other schools!); cinema/ theatre trips; zoo tours and language dinners on offer throughout the course.



## Greek (Ancient)

T Patrick

### Availability

Greek is available at both AS and A2 levels. It is recommended that a pupil wishing to study to A2 standard obtains at least a B grade in Greek at GCSE. There are no other special requirements, as the GCSE course will provide the necessary skills to continue further study of the language. The purpose of the course is to enable pupils to acquire an understanding of the literature, language and civilisation which have had a profound effect on modern society.

### Subject

We encourage pupils to develop competence in Greek and a sensitive and analytical approach to language in general. Pupils will develop the ability to read, understand and appraise a fascinating array of literature in the original Greek, and will develop their awareness of classical influences upon the language and literature of today.

The course divides easily into two sections. The AS level consists of one literature paper and one language paper, and the format is not dissimilar to GCSE. The current AS set-texts are passages from Homer *Iliad* 24 and from Xenophon's *Anabasis*. We tend to read other texts in English to promote coherence and lend fluidity to the stories. For the language paper, the syntax and accidence show an advance on GCSE, but are by no means too difficult. There is a defined vocabulary list, which further increases the chances of a top grade, and will make the 'unprepared translation' less daunting.

At A2 level, pupils prepare for two further papers. One is on Greek verse, including study of either Sophocles *Oedipus Tyrannus* or Aristophanes *Clouds*. The other is on Greek prose, including study of either Plato *Protagoras* or Herodotus Book VIII. Both A2 papers also involve some unseen translation.

### Course

We use the specification set by the OCR Examining Board. There is no coursework component.

Level	Module	Time	% of AS	% of AL
AS Modules	1. Greek Language	1½ hrs	50%	25%
	2. Greek Verse and Prose Literature	1½ hrs	50%	25%
A2 Modules	3. Greek Verse	2 hrs	-	25%
	4. Greek Prose	2 hrs	-	25%

### Department

The staff are all highly qualified with a range of special skills enabling any area to be taught with expertise. We try to complement classroom learning by attending local lectures and organising our own seminars, and run an overseas trip to Greece or Italy each year. We also have an extensive library of books, photographs, DVDs and computer programmes. For further details, see the entry for Latin.



# History

N C Mills

## Availability

History is available at both AS and A2 levels.

## Subject

History suits those who enjoy reading, writing and discussion. It appeals to pupils who are curious about the past, who want to know how the past has affected the present and how it may influence the future.

The study of History at A-level develops your ability to:

- Research, analyse and evaluate information
- Write clear, logical and fluent answers to specific questions
- Understand why societies, institutions and attitudes have developed as they are today
- Express ideas and opinions articulately in discussion
- Undertake a piece of independent research

History is widely recognised as a heavyweight A-level subject by Universities and is consistently one of the most popular courses on offer. History provides students with transferable skills that are essential to numerous careers.

## Course

We follow the course specified by AQA. The structure is as follows:

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	1. Unit 1 (History over time)	1 ¼ hrs	50%	25 %
	2. Unit 2 (Depth study)	1½ hrs	50%	25%
<b>A2 Modules</b>	3. Unit 3 (Change and Continuity)	1½ hrs	-	30%
	4. Historical Enquiry (coursework)		-	20%

At present, the topics focus on 19<sup>th</sup> and early 20<sup>th</sup> century European, British and Imperial history. It is not essential to have studied History at GCSE in order to take up A-level. The Sixth Form course does not depend upon historical knowledge gained earlier in the school, and the necessary skills can usually be acquired in the course of studying A-level.

## Topics

The department offers a wide range of courses from the AQA specification, reflecting the specialism of individual teachers. At present the following combination of courses are offered at AS level:

Unit 1	Unit 2
<b>Either</b> Germany and Russia 1871-1914	<b>And</b> Britain and Appeasement 1919-40
<b>Or</b> Germany and Russia 1871-1914	<b>And</b> The Forging of the Italian Nation 1848-71
<b>Or</b> France in Revolution, 1774 -1815	<b>And</b> The Impact of Chairman Mao, 1946-76



For A2, pupils study either 19th century Britain or 19th century France. All students also undertake a study of Africa and European imperialism. From this work they are required to produce a 3000 word essay to a title of their own choosing.

<b>Unit 3</b>	<b>Unit 4X</b>
<b>Either</b> British state and People, 1865-1915	<b>And</b> Africa and European Imperialism, c.1879-1980
<b>Or</b> Monarchies and Republics in France, 1815-75	<b>And</b> Africa and European Imperialism, c.1879-1980

### **Department**

The History department holds multiple copies of relevant topic books specifically designed for use at A Level and these supplement the textbooks used by the pupils. There are additional library facilities available both in the Department and in the revamped History section of the Percival Library. Pupils also have access to a number of current periodicals and the school's computer network, which enables them to access online resources and to use relevant CD-ROMs.



# History of Art

H Skatun

## Availability

History of Art is available at both AS and A2 levels. Access to the course is dependent on the acquisition of the minimum GCSE grades required for entry to the Sixth Form, but skills used in History, Art, English and Modern Languages are particularly relevant.

## Subject

The History of Art curriculum encourages pupils to gain a broad awareness of the rich variety of paintings, sculptures and architecture which typify the achievements and traditions of Western civilisation from Classical Antiquity to present day. By sharpening pupils' ability to interpret and to respond to critical texts as well as art objects, the course will hone their capacity to organise relevant, coherent and well-documented arguments about complex (and appealing) subject matters. Whilst not requiring practical art skills, the course seeks to introduce pupils to the techniques of painters, printmakers, sculptors and architects, encouraging an understanding and use of specialist vocabulary, whilst maintaining lucidity in their written expression.

The study of the artefacts of our shared cultural heritage contributes not only to pupils' understanding of the morality, ethics and aesthetics of the society in which they live, but also serves to help them gain a critical awareness of the forces of history and creativity from which that society emerged over the centuries. This course encourages pupils to explore a wide range of visual culture through the analysis of objects and texts, thus synthesising a variety of key skills, vital to most fields of university study. It complements disciplines such as Historical and Literary Studies, Classics and Modern Languages, European and Political Studies and provides a broad cultural awareness as well as developing literacy and analytical skills for future scientists and mathematicians. History of Art graduates are ideally prepared for a multitude of professions within the art market, heritage sites, museums and galleries, architecture, the media (journalism, film, TV and advertising), publishing and design, and many others.

## Course

The AS and A2 History of Art Curriculum follows the AQA specification codes 1251 and 2251 respectively. The course seeks to provide pupils with a grasp of the canon of art history and as such follows a largely chronological sweep in the AS year, which then will be broadened through in-depth thematic and period-specific topics of research in the A2 year.

Level	Module	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	1. Visual Analysis and Interpretation	Analysis and interpretation of works of painting, sculpture and architecture.	1 hrs	40%	20%
	2. Themes in History of Art	Appreciation of art history themes from classical Greece to the 20 <sup>th</sup> century	1 ½ hrs	60%	30%
<b>A2 Modules</b>	4. Investigation and interpretation (1)	Written investigation on a topic of candidate's choosing (3,000 words)	1 ½ hrs		25%
	5. Investigation and interpretation (2)	Written exam, from choice of seven topics	1 ½ hrs		25%

The History of Art AS and A2 courses are imparted through class discussion, independent research projects, visits to architectural sites, current exhibitions and permanent displays in museums and galleries, and films and lectures from professionals in the field. Normally assignments take the form of



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## History of Art *continued*

written essays, but also include creative projects such as Surrealist games, creating exhibition installations and materials, writing press reviews or a manifesto for an art movement.

### **Department**

The Art Department consists of three full-time members of staff, one Artist-in-Residence/Technician and a part-time Art Historian. Visiting artists exhibit here as often as possible, providing workshops and discussion groups for pupils.

The Art History classroom has an excellent selection of resources, a wide range of books and a large selection of slides, videos and computer software.



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## Information and Communication Technology Skills

D Dean

### Subject

Information and Communication Technology Skills is a compulsory course for all pupils who enter the Lower Sixth without any ICT qualification. It is also available on an optional basis to pupils in either the Lower or Upper Sixth who wish to continue their studies in this subject.

### Course

The course is designed to ensure all Sixth Form students have a good level of ICT skills, which is essential for their studies at Clifton, and beyond at University and in the work place. It is a practical course, using real life scenarios, to enable students to easily apply the skills they learn in their academic subjects.

The following units are covered:

- Word Processing
- Spreadsheets
- Databases
- Presentation Graphics
- Global Communications

The course is taught by a subject specialist. It is certificated internally, and all students are required to achieve a satisfactory standard before the end of the Lower Sixth. The skills set covered are commensurate with a Level 2 ICT qualification.

### Department

Two full time subject specialists, and one part time member of staff, make up the Department. The College boasts over 700 networked computers located in 9 computer suites, academic areas and Houses. We have our own e-mail server, Internet access via a dedicated high speed leased line, Intranet and a range of networked CD-ROM material. The network software is Microsoft NT2003 and the workstations run on Windows XP. Application software includes Microsoft Office XP, Macromedia and a range of specialist subject software.



# Latin

T Patrick

## Availability

Latin is available at both AS and A2 levels. It is recommended that a pupil intending to study to A2 standard obtains at least a B grade in Latin at GCSE. There are no other special requirements, as the GCSE course will provide the necessary skills to continue further study of the language. The purpose of the Latin course is to enable pupils to acquire an understanding of the literature, language and civilisation which have had a profound effect on modern society.

## Subject

We encourage pupils to develop competence in Latin and a sensitive and analytical approach to language in general. Pupils develop the ability to read and appraise a fascinating array of literature in the original Latin, and will develop their awareness of classical influences upon the language and literature of today.

The course divides easily into two sections. The AS consists of one literature paper and one language paper, and the format is not dissimilar to GCSE. The AS set-texts consist of passages from Cicero *In Verrem* and Ovid *Amores* III. For the language paper, the grammar shows a moderate advance on GCSE, but is by no means too difficult. There is a defined vocabulary list, which further enhances the chances of a top grade, and makes the 'unprepared translation' less daunting.

At A2 level, pupils prepare for two further papers. One is on Latin verse, including study of either Virgil *Aeneid* IV or a selection of Propertius poems. The other is on Latin prose, including study of either Tacitus *Annals* XV or Sallust *Bellum Catilinae*. Both A2 papers also involve some unseen translation.

## Course

The Latin course enables pupils to acquire an understanding of some of the elements of the civilisation, literature and language which have had a profound effect on modern societies, to fire imagination and to deepen experience by considering a breadth of issues, such as aesthetic, ethical and political questions.

We follow the course specified by the OCR Examining Board. There is no coursework component.

Level	Module	Time	% of AS	% of AL
AS Modules	1. Latin Language	1 ½ hrs	50%	25%
	2. Latin Verse and Prose	1 ½ hrs	50%	25%
A2 Modules	3. Latin Verse	2 hrs	-	25%
	4. Latin Prose	2 hrs	-	25%

## Department

The members of the Classics department are all highly qualified with a range of special skills enabling any area to be taught with particular expertise. We try to complement classroom learning by attending local lectures and organising our own seminars, and run an overseas trip to Greece or Italy each year. We also have an extensive library of books, photographs, DVDs and computer programmes.

A high percentage of pupils go on to study Classics or a related course at Oxford or Cambridge, with others accepting places at top universities. The job opportunities are as wide-ranging as one could imagine. Some may choose to remain in education; some go on to research in the UK or USA, where there is an avid interest in all Classical subjects. Employers value the Classicist's ability to assess a situation, master a mass of disparate data, and react sensitively to problems involving people. City firms and other branches of commerce and accountancy employ many Classics graduates. Industry also has a good proportion, as does the world of computing. The legal profession is another area in which many Classics graduates excel.



# Mathematics

G E Simmons

## Availability

Mathematics is available at both AS and A2 levels. In addition, Mathematics and Further Mathematics may be studied together (the “Double Maths” course). Pupils of Double Mathematics combine AS and A2 modules throughout the Lower and Upper Sixth and finish with two A-levels, one in Mathematics and one in Further Mathematics. Pupils can only follow a Mathematics course if they have the ability and interest to do so. As there is a significant step up from GCSE/IGCSE to A level we expect all single A level Mathematics students to be of at least A grade standard at GCSE/IGCSE entry.

## Why Mathematics?

There are many good reasons for studying Mathematics after the age of 16. Government reports on education recommend that pupils should study Mathematics for as long and to as high a level as possible, and many other countries insist on the subject being followed until the end of schooling.

Naturally those wishing to go into further education to read Mathematics, Engineering or Physics should study Mathematics as an A-level course. Even the prospect of a relatively low grade in Mathematics will not necessarily impose a restriction on the choice of an Engineering course. Degree courses in Economics and Chemistry and related courses usually contain a significant mathematical component. Those going on to study Medicine, Biological Sciences and the Social Sciences will have to undertake further mathematical training at some stage, if not at Clifton, and this is no small undertaking for a pupil who has not studied the subject for two or three years.

The excellence of Mathematics as an academic discipline should not be ignored; graduates in the subject are in high demand. The shortage of Mathematics graduates is now so marked that pupils who enjoy the subject and who have a reasonable degree of competence will find it considerably easier to get a university place in Mathematics than in some other subjects. They will at the same time have the pleasure of studying in depth a subject that ranges as a discipline from the abstract regions of pure creative thought on the one hand, to the most concrete of practical application on the other.

All students in the Sixth Form are offered the opportunity to enter the United Kingdom Mathematics Trust *Senior Mathematics Challenge*, a multiple choice problem-solving competition. Most find this to be an enjoyable experience and some score well receiving Bronze, Silver or Gold certificates for their efforts. At the very top end, a handful of students will qualify or volunteer for the first round of the *British Mathematical Olympiad*. Students who wish to apply for Oxbridge degrees in Mathematics or related subjects are prepared for interview and/or STEP papers by sessions with similar students from other Bristol schools. They are also joined by anyone keen to take Mathematics beyond A-Level and develop their approach to problem-solving.

## AS and single A-level Mathematics

This modular Mathematics course follows the national pattern of three modules for an AS and a further three for the A2. It is a consistently popular subject at Clifton with approximately half the Sixth Form following the courses.



## Mathematics *continued*

### The Course

We have followed the Edexcel modular course for many years. This offers a wide variety of modules (seven Pure Mathematics, five Mechanics, three Statistics and two Decision Mathematics) and we try to be as flexible as possible in the range of options we offer. In the Lower Sixth all students study C1 and C2 Core Mathematics, comprising Pure Mathematics topics, and one Applied module – Mechanics (M1). There are further Core modules, C3 and C4, which have to be covered in the Upper Sixth together with another Applied module, usually in Statistics (S1). There is no coursework element.

### 2 Mathematics and Further Mathematics ('Double Maths')

Further Mathematics combines well with all other A-level subjects and is particularly appropriate for those who have already made up their minds to read Mathematics, Engineering or Physics at university. All prospective candidates for Oxford and Cambridge who intend to read a subject with a significant mathematical content should do Double Maths if they are capable of the extra work. This advice is based on recent experience of those who have achieved entry.

Pupils taking Double Maths will normally do four full A-levels. Entry to the course is restricted to those with several A\* grades at GCSE, including Mathematics, and usually a high pass in Additional Mathematics or high scores in early AS modules as well. Further Mathematics is one of the most demanding courses available at A level and we carefully consider each candidate before accepting them on to the course. A pupil following this course must have the academic stamina to sustain it, whilst at the same time sharing in the full life that Clifton has to offer.

### The Course

Mathematics AS and A level

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	C1 – Pure Mathematics	1½ hrs	33.3%	16.7%
	C2 – Pure Mathematics	1½ hrs	33.3%	16.7%
	One Applied Module	1½ hrs	33.3%	16.7%
<b>A2 Modules</b>	C3 – Pure Mathematics	1½ hrs	-	16.7%
	C4 – Pure Mathematics	1½ hrs	-	16.7%
	One Applied Module	1½ hrs	-	16.7%
Available Applied Modules are M1, S1, D1, S2 and M2				

Further Mathematics A Level (Double Maths)

Pupils will sit all the Single A level Modules in the Lower Sixth and in addition the modules below. Some of these may also be studied and possibly examined in the Lower Sixth.

Level	Module	Time	% of AS	% of AL
<b>AS Module</b>	FP1 – Pure Mathematics	1½ hrs	33.3%	16.7%
<b>A2 Modules</b>	FP2 – Pure Mathematics	1½ hrs	-	16.7%
	FP3 – Pure Mathematics	1½ hrs	-	16.7%
	One Applied Module	1½ hrs	-	16.7%
	One Applied Module	1½ hrs	-	16.7%
	One Applied Module	1½ hrs	-	16.7%
The 5 Applied Modules studies will probably be M1, M2, M3, S1 and S2				
It is possible to combine the Applied Modules in different ways to maximise the final grades				



# Music

D Robson

## Availability

Music is available at both AS and A2 levels. This syllabus extends the GCSE skills of Performing, Composing and Listening in ways which emphasise pupils' independence. Ability in all three areas is therefore necessary. We recommend that pupils have a grade A or above in Music GCSE, but far more importantly, we expect a real love of the subject.

## Subject

Music is an enjoyable subject and goes well with just about any other subject at this level. There is scope to develop individual interests within a wide-ranging curriculum. Many pupils go on to study music at Higher Education level but the course is equally suitable to the enthusiastic amateur who will learn more about a subject which they already enjoy.

## Course

The specification we follow is provided by Edexcel. The structure of the course is as follows:

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	1. Performing	5-6 mins	30%	15%
	2. Composing	-	30%	15%
	3. Developing Musical Understanding	2 hrs	40%	20%
<b>A2 Modules</b>	4. Extended Performance	12-15 mins		15%
	5. Composition and Technical Study	-		15%
	6. Further Musical Understanding	2 hrs		20%

### Unit 1 Performing

This unit gives students the opportunities to perform as soloists and/or part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voices are acceptable as part of a five to six minute assessed performance. Notated and/or improvised performances may be submitted.

### Unit 2 Composing

The unit encourages students to develop their composition skills leading to the creation of a three minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

### Unit 3 Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short a simple passage for SATB.

### Unit 4 Extended Performance

This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of music. Notated and/or improvised performances may be submitted.



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## Music *continued*

### Unit 5 Composition and Technical Study

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in unit 3 section C through the medium of pastiche studies. Students must complete two tasks in this unit choosing from **either** one composition and one technical study **or** two compositions **or** two technical studies.

### Unit 6 Further Musical Understanding

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works.

Set works from the anthology provide the focus for much of the unit. It is recommended that students familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Between works students should also listen to a wide range of unfamiliar music which relates to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

### **Department**

The Music department is one of the most famous of its kind in the country and its excellent facilities are housed in a purpose built school, renovated in May 2009. It boasts a recital room, a recording studio, 3 classrooms (2 of which are technology based) and many practice rooms. We run *Cubase* and *Sibelius* composition software on thirty computers and in addition there is a huge resource of books in the department as well as in the Percival Library.



# Music Technology

D Robson

## Availability

Music Technology is available at both AS and A2 levels. We recommend that pupils have a grade B in GCSE Music and it is important to note that although students do not have to perform on an instrument, realistically they need to be able to read music and play the keyboard to a reasonable standard in order to complete the sequencing sections of the course. Candidates should be interested in Pop Music and its development and should be happy to spend a considerable amount of time learning to use appropriate music software and recording equipment.

## Subject

Music Technology is a progressive and interesting subject and can be very enjoyable for those who are keen to know how music is recorded, edited and produced. The syllabus involves a significant proportion of practical work using recording equipment and music software, as well as an exam on the development of music and technology in the twentieth century. Students can go on to take a university-level music technology course or take it as a component of a conventional music degree; alternatively they can simply enjoy it as a hobby.

## Course

The specification we follow is provided by Edexcel. The structure of the course is as follows:

Level	Module	% of AS	% of AL
<b>AS Modules</b>	1. Coursework Portfolio 1	70%	35%
	2. Listening and Analysing Exam	30%	15%
<b>A2 Modules</b>	3. Coursework Portfolio 2		30%
	4. Analysing and Producing Exam		20%

### Unit 1 Coursework Portfolio 1

This unit consists of three tasks which are important in the production of music – candidates are taught the skills required before they are given 20 hours of supervised time to complete each one:

- **1A Sequenced Realised Performance** - the recreation of a song using sequencing techniques on computer software such as Cubase
- **1B Multi-track recording** of live musicians to create a cover of a well known song using the recording studio
- **1C: Creative sequenced arrangement** – arranging a song in a different style or creating a remix

### Unit 2 Listening and Analysing exam

Students study the development of Pop Music from 1900 to the present day as well as the recording and editing techniques that were used by different genres. In the exam, extracts from a variety of songs are played and students answer questions about them – these could cover important musicians, features of different styles and musical dictation as well as practical issues such as the use of different microphones.

### Unit 3 Coursework Portfolio 2

Unit 3 builds on the skills developed in Unit 1 and it also involves three separate projects, although in each case the tasks are more varied and demanding:

- **3A Sequenced Integrated Performance** - creating a song using sequencing skills and audio recording (e.g. for vocals)
- **3B Multi-track recording** – candidates record a song from a choice of two topics provided by Edexcel and process and mix the material they capture



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## Music Technology *continued*

- **Composing using music technology** – a relatively open-ended task which can be a soundscape, a remix or another form of composition

### Unit 4 Analysing and Producing Exam

A challenging exam which combines questions to test the candidate's musical understanding with a practical test in which the student has to produce a balanced stereo mix when given a set of recorded materials to edit and manipulate.



# Philosophy

D J Janke

## Availability

Philosophy requires some familiarity with the concepts learnt in Religious Studies GCSE as well as a good level of English and Maths. Pupils are expected to have attained B grades in all three subjects at GCSE.

## Subject

Philosophy is an exciting and challenging A-level. In the Lower Sixth students study the Theory of Knowledge and three further carefully selected topics including Moral Philosophy and Theories of Governance. In the Upper Sixth, pupils continue their study in areas of political philosophy, moral philosophy and examine issues raised within a set text. The Department has some excellent resources and the course is complemented by significant support from the Philosophy Society. We aim to provide up-to-date teaching methods, exciting use of primary sources and, where appropriate, make reference to material from the media and film.

## Course: AQA

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	Unit 1. Theory of Knowledge/ Principles of Governance	1.5 hours	50%	25%
	Unit 2. Tolerance/ Moral Philosophy /Free will Vs Determinism	1.5 hours	50%	25%
<b>A2 Modules</b>	Unit 3. Moral Philosophy/Political Philosophy/	2 hours	60%	30%
	Unit 4. Philosophical Problems in a set text	1.5 hours	40%	20%



# Photography

P Wigginton

## Availability

Photography is available to pupils who have gained at least a grade B at GCSE in either Art or Sculpture/Ceramics, or at the discretion of the Head of Art. Those not wanting to follow the examined course should choose the subject in Sector E rather than as one of their main options.

## Course

AS and A2 Photography curriculum follows the Edexcel specification code 6PY01,6YP02 and 6PY03, 6PY04 respectively.

This course encourages the creation of visual meaning by an expressive or interpretative response to still and moving imagery through photography. Pupils will utilise and demonstrate the formal elements, techniques and technologies of photography to achieve a communicative or expressive outcome. This outcome will be achieved through an understanding of:

- a range of approaches to working with images, signs and symbols such as observation, analysis, expression, communication and imagination;
- conventions and genres such as figurative, abstract and symbolic;
- role and function such as documentary, portraiture and narrative;
- a range of appropriate techniques;
- pictorial space, composition, rhythm, sequence, scale and structure;
- formal elements such as colour, tone, texture, shape and form;
- context within photography and its influence on their own work.

Level	Module	Assessment	% of AS	% of AL
<b>AS Modules</b>	1. Art and Design Coursework	Internally set and marked. Externally moderated.	60%	30%
	2. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.	40%	20%
<b>A2 Modules</b>	3. Art and Design Coursework <ul style="list-style-type: none"><li>• Practical work</li><li>• Personal Study</li></ul>	Internally set and marked. Externally moderated		30%
	4. Art and Design Externally Set Assignment	Practical project		20%

The course aims to encourage pupils to develop intellectual, creative and imaginative skills as well as experimental and investigative practical skills. A balance is achieved between pupils' personal development and the acquisition of new techniques. Knowledge and understanding of the roles and achievements of photographers past and present is a vital part of the course and pupils are encouraged to visit as many galleries and view as much photography as possible, in order to understand its function.



# Physical Education

A P Wagstaff

## Availability

Physical Education is available at both AS and A2 levels. There is a large component of exercise physiology and it is recommended that pupils intending to take the subject have a good pass in Biology or Physical Education at GCSE level. Entry to the course is at the discretion of the Head of Department.

## Subject

Physical Education is a multi-faceted discipline, which has as its primary focus the study of human movement. Physical Education is the development of skill and technique, both physical and cognitive, in order to enhance the performance of physical activity. Implicit within this is the requirement to participate and perform. The course will encourage students to foster an understanding of the historical, cultural and sociological factors underpinning sport and physical education, gain an understanding of the physiological and mechanical basis of performance and understand psychological factors influencing behaviour in sport. In addition, it will develop the capacity to think critically about relationships between neighbouring countries and their political interest in sport.

## Course

Level	Unit	Outline	Exam Length
<b>AS</b>	One (G451)	An Introduction to Physical Education Anatomy and Physiology (Section A) Acquiring Movement Skills (Section B) Socio-Cultural Studies Relating to Participation in Physical Education (Section C) 60% of AS (30% of A2)	2 Hours
	Two (G452)	Acquiring, Developing and Evaluating Practical Skills in Physical Education 40% of AS (20% of A2)	Practical Coursework
<b>A2</b>	Three (G453)	Section A: Socio-Cultural Options - Historical Studies (Option A1) - Comparative Studies (Option A2) Section B: Scientific Options - Sports Psychology (Option B1) - Biomechanics (Option B2) - Exercise and Sport Physiology (Option B3) <i>Answer 3 questions from 5 (at least one from section A)</i> 30% of A2	2 ½ Hours
	Four (G454)	The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education 20% of A2	Practical Coursework

## Career Opportunities

Sub-disciplines have emerged which have diversified the subject and related it directly to career opportunities. Examples of this are: Sport Sociology, Biomechanics, Sports Medicine, Exercise Physiology, Psychology, Sports Management, Sports Science and Physiotherapy.



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# Physics

A Hasthorpe

## Availability

Physics is available at both AS and A2 levels. The course requires good analytical and experimental skill and also relies on ICT competence. The mathematical requirements are such that an A grade is required in Physics (or in dual award Sciences) and B grade in Mathematics GCSE.

## Subject

To study a Physics course post-16 is to take out an option on your future. Physics itself is very varied and so is what you might do with it. Physics is often essential to making things happen; it drives individual inventors and multinational companies. At the opposite end of this spectrum, Physics is also driven by curiosity, by the urge to find out - from the expansion of the Universe to the discovery of the nucleus.

The Advancing Physics AS and A2 courses, supported by the Institute of Physics, have these fundamental interests of 'doing' and 'explaining' at their core.

## AS

The AS course is assessed at a standard between GCSE and A-level. It is taught in two modules, each being further divided into two sections. The internally assessed coursework is an integral part of this work and forms the third AS module.

**Physics in Action** provides a graduated path from GCSE into AS-level showing a wide variety of ways in which Physics is currently put to use.

**Understanding Processes and Experimentation and Data Handling** is concerned with the processes of change and the focus is on curiosity-driven Physics. This includes waves, quanta, space and time.

## A2

The first two parts of the A2 course are again each in two sections. The two internally assessed coursework elements, a practical investigation and a research briefing, are less closely tied to the content of the course, allowing pupils to choose their own context for further study.

**Rise and fall of the Clockwork Universe** develops the grand conception of the world as a 'mathematical machine', which transformed Western culture, but which still has limitations. The units are Models and Rules & Matter in Extremes.

**Field and Particle Pictures** introduces the modern picture of particle interactions as fundamental mechanisms of nature.



## Physics *continued*

Level	Module	Time	% of AS	% of AL
<b>AS Modules</b>	G491: Physics in Action <ul style="list-style-type: none"> <li>• Communication</li> <li>• Designer Materials</li> </ul>	1 hrs	30%	15%
	G492: Understanding Processes and Experimentation and Data Handling <ul style="list-style-type: none"> <li>• Waves and quantum behaviour</li> <li>• Space, time and motion</li> </ul>	1 hr 45 minutes	50%	25%
	G493: Physics in Practice: Internal assessment of practical skills. <ul style="list-style-type: none"> <li>• Quality of measurement</li> <li>• Physics in use</li> </ul>	Internal assessment	20%	10%
<b>A2 Modules</b>	G494: Rise and fall of the clockwork Universe <ul style="list-style-type: none"> <li>• Models and rules</li> <li>• Matters in extremes</li> </ul>	1 hr 15 minutes		15%
	G495: Field and Particle pictures <ul style="list-style-type: none"> <li>• Fields</li> <li>• Fundamental particles</li> </ul>	2 hrs		25%
	G496: Researching Physics: Internal Assessment of practical skills <ul style="list-style-type: none"> <li>• Practical investigation</li> <li>• Research briefing</li> </ul>	Internal assessment		10%

### Department

There is a strong tradition of physical Science teaching at Clifton, dating from the foundation of the College. All Science facilities are located in one building; the Physics Department occupies the ground floor. The recently refurbished facilities include six teaching laboratories, all of which have connections to the school's Intranet; a dedicated Science Library of 6000 volumes, and a computer room for pupil use. A separate project laboratory is used for Sixth Form investigations. A workshop on the ground floor is used to make much of the equipment used in teaching.

Physics is a lively and active Department, and has kept abreast of modern science teaching methods without losing touch with what was of value in the older, more traditional styles. Members of the Department have played an active part in the development of Physics teaching at a national and international level.



# Politics

*P G Lidington*

## Subject

Politics is an option that will appeal to those who want to understand more about the background to current affairs; for example, did the election of Barack Obama make any real difference to US government policy, and what will determine whether David Cameron gets re-elected as Prime Minister?

Politics teaches people how to think for themselves, how to argue persuasively and how to be critical in the use of information. It is therefore useful in any career that uses these skills, but may be particularly good preparation for a future career in law, journalism, publishing or business. It can be combined with subjects like Economics, Business Studies or History to add to a deeper understanding of the social sciences, or can be studied alongside very different subjects like Maths and the sciences to add breadth to your studies

A GCSE in History may be a useful background, but this isn't essential; a genuine interest in modern society is.

## Course

We intend to follow the course specified by Edexcel (Government & Politics). The structure is as follows:

<i>Level</i>	<i>Module</i>	<i>Time</i>	<i>% of AS</i>	<i>% of AL</i>
<b>AS Modules</b>	1. Unit 1 (People and Politics)	1 hr 20	50%	25 %
	2. Unit 2 (Governing the UK)	1 hr 20	50%	25%
<b>A2 Modules</b>	3. Unit 3 (Individual topics)	1½ hrs	-	25%
	4. Unit 4 (Extended Themes in Political Analysis)	1½ hrs	-	25%

At AS we cover the main ways in which people participate in democracy, for example the electoral process, as well as introducing key political concepts like authoritarianism and liberalism. We also consider the main institutions involved in the political process, such as Parliament, the Cabinet and the judiciary. At A2 there are a range of topics which can be covered, from a comparison of the UK and US political systems, to topics like the role of race, environmentalism and globalisation.

The advantage of Politics as a subject is the wealth of resources available; as well as departmental resources and a well stocked section in the library, the daily news brings events relevant to this subject, and you should be a pupil willing to read a quality newspaper regularly to keep abreast of changes in the political world.



# Psychology

V Bodger

## Availability

Psychology is available at both AS and A2 levels. The course follows the AQA Psychology B specification.

## Subject

Psychology is the scientific study of behaviour and thought processes. It will not teach you to read people's minds or make people fall in love with you but it will help you understand human behaviour, attitudes and experiences. In the first term we will address questions such as: Why do we obey? Why do we forget? These issues are studied in the context of real-life by applying them to military situations or revision. Lessons frequently involve practical experiments as well as written work. Psychology is an exciting and rewarding subject which covers topics relevant to everyone.

## Course

### AS

There are two modules in the AS course:

- Introducing Psychology (Key Approaches, Gender and Research Methods)
- Social Psychology, Cognitive Psychology and Individual Differences (Social Influence, Memory, Anxiety disorders)

In the first module, we look at different ways of studying the mind and brain. We focus on the biological structure of the brain, explore Freud's ideas of the unconscious, and consider the extent to which the brain can be treated as a computer. We also study the development of gender and learn about different methods of research in psychology. The second module involves the study of obedience and conformity, memory and forgetting, and symptoms and treatments for anxiety disorders. Students are encouraged to design and carry out their own experiments for many of the topic areas. The course involves independent study and varied use of ICT

### A2

The A2 course consists of the following components:

- Unit 3: Child Development and Applied Options (Social Development or Cognitive Development, mood disorders and schizophrenia, forensic psychology)
- Unit 4: Approaches, Debates and Methods in psychology

For the first module we study children's development, we also study mood disorders and schizophrenia as examples of atypical behaviour. In Unit 4 students will compare different approaches to psychology, and study debates such as nature versus nurture, and psychology and science. They'll also further develop their understanding of research methods.

Level	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	PSYB1 - Introducing Psychology	1 ½ hrs	50%	25%
	PSYB2 - Social Psychology, Cognitive Psychology and Individual Differences	1 ½ hrs	50%	25%
<b>A2 Modules</b>	PSYB3 - Child Development and Applied Options	2 hrs	-	25%
	PSYB4 - Approaches, Debates and Methods in Psychology	2 hrs	-	25%



# Religious Studies

D J Janke

## Availability

A qualification at GCSE level is not essential but the specification builds on the knowledge and background gained in the study of RS at GCSE. An ability to write essays and a good level of English are also desirable.

## Subject

This is a broad subject requiring a variety of important skills and techniques. The course is designed to enable candidates to develop an interest in and enthusiasm for the study of religion and moral philosophy. The subject is treated as an academic discipline and pupils are helped to achieve a critical approach to religious enquiry.

The course focuses on two distinct themes:

**Religious Ethics** focuses upon the nature of morality and moral decision making. Students will consider different arguments concerning the objectivity of moral truth as well as exploring a number of normative ethical systems which attempt to provide answers to contemporary moral issues. Students will become familiar with thinkers such as Aquinas, Bentham, Mill, Kant and Fletcher as well as important challenges to their philosophical arguments.

**The New Testament** modules begin by considering the historical background to the Synoptic Gospels, focusing upon the Roman occupation of Palestine as well as the influence of religious groups such as the Pharisees, Zealots and Essenes on early Christian thought. In addition to this a critical appraisal of the life of Jesus is undertaken by students, focusing primarily – though not exclusively - on selected material from Mark's Gospel. In the A2 module the theme of Jesus as teacher and healer is examined in greater detail. The significance of parables and miracles to Jesus' ministry are also explored and evaluated in some detail.

## Course: OCR

Level	Exam	Time	% of AS	% of AL
<b>AS Modules</b>	1. Religious Ethics	1½ hrs	50%	25%
	2. New Testament: <i>Synoptic Gospels</i>	1½ hrs	50%	25%
<b>A2 Modules</b>	4. Religious Ethics	1½ hrs	-	25%
	5. New Testament	1½ hrs	-	25%



# Sculpture/Ceramics

A J Wilkie

## Availability

Sculpture/Ceramics is available at both AS and A2 levels. The subject is available to pupils who have gained at least a grade B at GCSE in either Art or Sculpture/Ceramics. Access to the AS/A2 course is at the discretion of the Ceramics teacher. Pupils with less than a B must discuss the situation with both their Sculpture/Ceramics teacher and the Head of Art.

## Course

The AS and A2 courses follow the Edexcel specifications 8FAOI and 6FAO, 6FO2 respectively, which have the same structure as Art AS/A2. It allows and encourages students to look and observe, explore and experiment and learn to think through problems to a successful solution. Its focus is to learn about sculpture, constructing in 3D using materials such as clay, wire, acrylic and plaster. It requires students to think primarily about form and space. They develop knowledge and understanding of the achievements of artists, craftspeople and designers from different cultures, past and present and use these to inspire their own work. Students are encouraged and expected to visit as many exhibitions and galleries as possible in order to see Art and Design in context.

Level	Module	Assessment	% of AS	% of AL
<b>AS Modules</b>	1. Art and Design Coursework	Internally set and marked. Externally moderated.	60%	30%
	2. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.	40%	20%
<b>A2 Modules</b>	3. Art and Design Coursework <ul style="list-style-type: none"><li>• Practical work</li><li>• Personal Study</li></ul>	Internally set and marked. Externally moderated		30%
	4. Art and Design Externally Set Assignment	Practical project		20%

## Facilities

The pottery studio is well equipped with electric throwing wheels, spray booth and large electric kiln. There will be access to Art facilities including drawing studios and the History of Art Library.



# Spanish

M Harris

## Availability

Spanish is available at both AS and A2 levels. For pupils to benefit fully from this course, we recommend that they have an A grade or A\* in this language at GCSE.

## Subject

With over 300 million native speakers, Spanish is spoken in 21 countries and is the third most widely spoken language in the world. The increasing importance of Spanish as a world language makes it a good choice for those who wish to gain real competence, as they will find their skills are in demand.

Pupils continue to build on the four GCSE skills, with an emphasis on listening, understanding and speaking. Spanish is the normal means of communication in the classroom, and discussion on a wide range of topics is encouraged.

## Course

Students take the AQA qualifications. The streamlining of Language AS and A levels into 4 units over two years is part of a move to make them more accessible. The layout of the exams is as follows:

Unit	Description of Unit	Time	% of AS	% of AL
1	Listening , Reading and Writing	2 hrs	70%	35%
2	Speaking	15 mins	30%	15%
3	Listening , Reading and Writing	2 ½ hrs		35%
4	Speaking	15 mins		15%

Topic areas studied at AS level are broadly: media, popular culture, lifestyle and relationships. Topic areas studied at A2 include Environment, Multicultural society and Contemporary Social Issues. Two cultural topics are also studied, for example a period of the 20<sup>th</sup> century history of a target-language country; the work of an author, film director, architect, musician or painter from the target-language country; a region of a target-language country.

Units 1 and 3 are taken in the department's state-of-the-art language laboratory. Comprehension questions will be largely familiar from GCSE, and there will be questions involving careful use of language and writing at greater length. Unit 4 includes an essay on one of the cultural topics.

Units 2 and 4, the orals, start with a discussion based on a card on a topic in the specifications which is prepared for 20 minutes beforehand. The candidate then has a conversation with the examiner (usually the Head of the language) ranging over three of the four topic areas (AS) or both the cultural topics studied (A2).

## Department

Over the past five years, the department has expanded rapidly, reflecting the increasing interest in the Spanish language throughout the world. We have five Spanish teachers at Clifton and a Spanish assistant, who takes conversation classes in small groups. The department is well resourced, with books on Spanish and Latin American literature, artists, history and geography. We subscribe to *El Pais* newspaper and other magazines and there is a wide collection of films, video and audio material and



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## Spanish *continued*

satellite television to support pupils in their everyday language learning. The Modern Language department's Language Laboratory is an exciting and easy-to-use resource for oral and listening tasks.

### Exchanges

The importance of speaking fluently in a foreign language cannot be over-stressed. Pupils should therefore be prepared at some stage during their course to spend a period of time in Spain or Latin America, either as a "paying guest" with a Spanish-speaking family or by means of an exchange, such as the Clifton-Mexico exchange. We can also advise on a wide range of language courses in Spain.

The prospects for young people with real competence in Spanish are excellent. It is not only the specialist linguist who can benefit, but also the banker, the insurer, the international lawyer, the engineer, the doctor, the economist, the journalist and many others. Spanish is therefore not only selected with other traditional Arts subjects, such as English, History, French or Latin, but also as an excellent back-up subject with Sciences, Mathematics, Geography or Economics. We would expect Lower Sixth Formers studying a language to take part in exchanges and trips organised by the school. Our experience shows that this gives a boost to students' skill and confidence and helps them achieve their potential in exams.



# Theatre Studies

K J Pickles

## Availability

Theatre Studies is available at both AS and A2 levels. Owing to the linguistic and literary demands of this course there is a minimum entry requirement to AS Theatre Studies of Grade B in GCSE English and Grade B in GCSE Drama where this examination has been taken by the candidate. Whilst it is possible to join the course without a formal qualification in Drama, such candidates will be expected to show evidence of their practical interest in the Theatre Arts.

Whilst some of the academic material is presented through practical work, it should be noted that the examination is 60% written in content. Workshops are offered regularly both in school and off site at places such as The Globe, RADA and The National Theatre, London and the Royal Shakespeare Company at Stratford upon Avon. These workshops may be based on such themes as theatre practitioners, vocal production or mask work amongst other opportunities each year. Regular theatre visits and trips are offered both locally in the many theatres in and around Bristol and Bath or in London and these encompass classical, contemporary and musical theatre productions.

## Subject

There can be few A level subjects that require the student to develop such an exciting breadth of interpersonal and academic skills. Students are encouraged to expand their interest in and enjoyment of drama and theatre, both through experience as audience members and through their own development of dramatic and theatrical skills. Through studying and attending a range of plays from different periods and of different styles, the student develops a critical sensitivity and breadth of understanding that is then applied to their own practical work and written analysis. The course encourages a self-disciplined approach to ensemble acting to promote both a confident and an accomplished performance.

## AS Course

### Unit 1 (DRAM1) Live Theatre Production Seen and Prescribed Play

60% of AS, 30% of A Level

1 hour 30 minutes written examination and one question from each of two sections:

Section A – response to live theatre performance seen during the course

Section B – the student's response from the study of a set play

### Unit 2 (DRAM2) Presentation of an Extract from a Play

40% of AS, 20% of A Level

Practical performance of an extract of a published play

The assessment also includes candidates' preparatory and development work and supporting notes

## A2 Course

### Unit 3 (DRAM3) Further Prescribed Plays including Pre-Twentieth Century

30% of A Level

2 hour written paper

Study of two further set plays

### Unit 4 (DRAM4) Presentation of Devised Drama

20% of A Level

Practical performance of devised drama in group work

The assessment also includes candidates' preparatory and development work and supporting notes



# Three-dimensional Design

M R Barnacle

## Availability

The Three Dimensional Design course at AS and A2 is for those who wish to continue their studies in the field of designing and making. It is available to students who have achieved at least a grade B in either Design Technology, Ceramics or Art.

## Subject

The Three Dimensional Design syllabus at AS and A2 is concerned with the generation and development of product design ideas using appropriate observational, research and drawing skills and the practical realisation of product design concepts using workshop based skills and processes in woods, metals and plastics.

## Course

The AS and A2 courses follow the Edexcel Art and Design – Three Dimensional Design: Product Design specifications 8TD01 and 9TD01 respectively. These place considerable emphasis on investigative, experimental and creative practical work, allowing students to involve themselves in in-depth studies of designing and making in personal, contemporary and historical contexts and to build on the creative and practical skills that they began to develop at GCSE. **Prospective candidates should be aware that the course in Three-Dimensional Design does require a heavy and time consuming commitment to coursework.**

Level	Module	Assessment	% of AS	% of AL
<b>AS Modules</b>	1. Art and Design Coursework	Internally set and marked. Externally moderated.	60%	30%
	2. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.	40%	20%
<b>A2 Modules</b>	3. Art and Design Coursework <ul style="list-style-type: none"><li>• Practical work</li><li>• Personal Study</li></ul>	Internally set and marked. Externally moderated		30%
	4. Art and Design Externally Set Assignment	Externally set. Internally marked. Externally moderated.		20%

## Facilities

Clifton has a well equipped Design department that includes design studios, a computer room with Graphics and CAD programs, a scanner, digital cameras and A3 colour printers, CNC (computer controlled) manufacturing equipment and a large practical workshop fitted out for the making of products in wood, metals and plastics.



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## Sector E Choices

### **BTEC First Diploma in Public Services**

This course allows members of the CCF the opportunity to direct their training and achievement in the CCF towards a certificate that enjoys public recognition, as well as developing their own awareness of citizenship, leadership, personal development and public service.

Some of the work required to complete the course will be done during CCF time but this Sector E course provides the theoretical and practical training to allow pupils to achieve Merit and Distinction results if they make the commitment.

To achieve a Pass, candidates must complete 6 units:

- The Public Services
- Public Service Skills
- Public Service Fitness
- Outdoor Activities & the Public Services
- Land Navigation with Map & Compass
- Expedition Skills

Other activities that will count towards higher levels in the diploma include the CCF MOI/Leadership course; other leadership courses; representational sport; DofE Bronze, Silver or Gold Expeditions; additional outdoor activities.

The course is only available to members of the CCF. Anyone interested must speak to Mr Scorgie first in order to establish their suitability for the course.

### **Chinese (Mandarin)**

There are two different Chinese courses available in Sector E<sup>1</sup>. Native speakers who take Chinese at AS and A2 level follow a one or two year course of study and are taught by a native speaking teacher. All four skills of speaking, listening, reading and writing are examined at AS level. Only reading and writing skills are examined at A2 and students must submit a pre-prepared essay on a topic of their choice.

The beginner's course is for students with no previous knowledge of Chinese who would like an opportunity to try a different and exciting language. It is a non-examined one-year course that will enable students to "survive" in the language by learning Chinese for everyday situations. Students will also acquire a basic written vocabulary.

### **Pippard**

The Pippard Society is a one-year programme of study for the top scholars in the L6th who are anticipating applying to Oxford or Cambridge for any course, or Medicine and Natural Sciences at any university. To be eligible for the course, pupils must obtain the normal Oxbridge GCSE criteria. The society was launched in Sep 2010.

The programme consists of core strands including Critical Thinking and the Extended Project Qualification (EPQ), and optional modules. The Critical Thinking element follows an abridged version of the AS course for about half a term, but without the expectation of taking an examined module in it.



The course tests the ability to think logically and critically and to be able to construct cohesive arguments. It practises the skills of thinking rationally and objectively about arguments and evidence. Complementary and contradictory arguments can be broken down into main points, supporting evidence, assumptions and flaws; once these have been identified an attempt can be made to develop a single rational line of argument. Examples of the topics that might be discussed include:

- The cost-benefit analysis of mass vaccination programmes
- Should the national speed limit in built-up areas be raised to 40 mph?
- Should Rugby be an Olympic sport?
- Should it be legal for members of the police force to strike?

The skill of logical and critical thinking is valued by many professional bodies. It is increasingly common for universities to assess it in their selection procedures by means of separate exams such as:

- LNAT – Law Admission Test – used by many universities for Law
- BMAT – Bio-Medical Admissions Test – used by many universities for Medicine or Biological Sciences
- TSA – Thinking Skills Assessment – used by Cambridge for Computer Science and Engineering and Oxford for P.P.E.

The Extended Project Qualification is a research project selected by pupils towards the end of the L6th, chosen ideally from within the area they are intending to study at university. The research task is completed over the summer holidays, and may then be a significant area to discuss within their UCAS personal statement.

The four options areas are:

- Preparation for Medicine- a course involving the study of scientific concepts used in medicine, as well as ethical and career issues.
- Natural Sciences- more challenging science for those looking at a combined science course, engineering etc.
- Social Sciences- likely to be of interest to those considering Economics, Politics, History, Law etc as degree options
- Literature and Languages- the chance to study a broader range of literature to appeal to those considering MFL or English Literature degrees etc.

## **GCSE Dance**

This is an examined two year course for anyone wanting to study dance. The syllabus centres on both practical and written work and involves a variety of dance styles from contemporary to ballet. The practical elements require a performance of the Set Dance, a group or duo performance piece linked to a professional dance work and two pieces of choreography one of which is a solo based on 3 motifs taken from a professional dance work, the other can be either a solo, duet or group choreography based on a stimulus. The written elements examine the appreciation of dance through the study professional dance works such as Bird Song (Davies), the process and craft of choreography and good studio practice.



Summary of scheme assessment:

<b>Unit</b>	<b>Assessment</b>	<b>% of GCSE</b>
<b>Unit One</b> Critical Appreciation of Dance Written paper (1 hour)	Written	20%
<b>Unit Two</b> Set Dance	Practical	20%
<b>Unit Three</b> Performance in a duo/group	Practical	20%
<b>Unit Four</b> <b>Choreography</b> Task A – Solo composition (1 – 1 ½ mins)	Practical	15%
Task B – solo/duo/group (solo 1 ½ - 2mins duo/group 2 ½ - 3mins)	Practical	25%

There will be opportunities to visit the theatres in Bristol and London etc. during the year and pupils are encouraged to participate in the dance opportunities on offer at school to increase their dance awareness and ability. For more detailed information on the course go to: AQA website; Performing Arts – Dance

### **A Level Dance**

During this two year course students will gain a greater knowledge of many aspects of dance for example performance, choreography, anatomy and good studio practice. Students will also have the opportunity to study professional dance works such as Revelations (Ailey) and Cinderella (Ashton), as well as studying a specific period of dance history such as Diaghilev's Ballets Russes 1909 – 1929 and Modern Dance in Britain 1965 – 1985.

<b>Unit</b>	<b>Assessment</b>	<b>% of A Level</b>
<b>AS Dance</b> <b>Unit One</b> <b>Understanding Dance</b> (1 ½ hours) Section A – structured questions (20 marks) Section B – two essay questions (40 marks)	Written	40% of AS 20% of A2
<b>Unit Two</b> <b>Choreography and Performance</b> Practical coursework – internally assessed Section A – solo choreography and performance (60 marks) Section B – performance in a duo/trio (30 marks)	Practical	60% of AS 30% of A2



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## Advanced ICT (AS Level)

This course is open to all students with an interest in developing their ICT skills to an Advanced Level. This will help them work more productively and understand some key concepts underpinning much ICT, such as developing software solutions to real problems in Unit 1, and studying the impact of ICT on society in Unit 2.

Students will be expected to work with a large degree of independence. This will enable them to pursue what they are interested in, but it means they must be motivated to develop their skills and knowledge in the areas covered.

### Course structure

Students complete Unit 1 in the Lower Sixth, and Unit 2 in the Upper Sixth. Examinations are taken in the summer session of each year.

#### ***Unit 1: Practical Problem Solving in the Digital World***

50% of AS

1 hour 30 minutes written examination

Section A: short answer questions

Section B: structured questions

Students also submit a report on a system they have developed during the year

#### ***Unit 2: Living in the Digital World***

50% of AS

1 hour 30 minutes written examination

Section A: short answer questions

Section B: structured questions



## Modern Language GCSE/AS/A levels

*For Chinese (Mandarin) please see p55*

'In ten years' time a million people will be living abroad and commuting to Britain, in places such as Hanover, Barcelona, Marrakesh and Verona.' *The Independent, July 14<sup>th</sup>, 2006.*

Clifton offers an unusually wide range of languages: available in Sector E, depending on staffing, are French, German, Italian, Russian and Spanish. This is an excellent opportunity to learn a new language from scratch: no prior knowledge is required. Learn enough to feel at home in Berlin, Rome, Moscow and Madrid! Who knows, the language you learn here may turn into your chosen subject at University, as has happened to several recent sector E students. You may also have the opportunity of spending one of your years at University abroad.

We find that it is perfectly manageable to cover the GCSE course in the two years of the Sixth Form, and it is sometimes possible in one. You will normally be familiar with what a language GCSE involves, and you will find that learning a new language at 16+ is much easier and quicker: you already know *how* to learn a language and you will be quicker to spot the similarities between the languages you know. In addition, classes tend to be small, civilized groups, conducted in a friendly way, so sector E languages are a rewarding way to learn a language and enhance your CV.

It has been possible recently for students to study for a French, German or Spanish AS in sector E if their combination of subjects, e.g. Double Maths and Sciences, would normally make it impossible for them to choose the language.

These students have to be able to manage the course on fewer lessons than normal, so they need to be linguists of unquestioned ability, and be prepared to work in their own time. In addition to lessons in sector E times, a weekly class with the Assistant helps with the development of the spoken language and preparation for the oral exam.

If you are considering one of the AS courses, contact the Head of the language concerned at the earliest opportunity, since these courses are not guaranteed to run and will depend partly on demand.

For more information about the course, please refer to the section on each individual language in the main part of this booklet, or see below regarding GCSE Italian and Russian.

### Russian GCSE

As a sector E subject motivated and able pupils can learn Russian for either one or two years up to GCSE level. Taking the exams at the end of two years is not compulsory but will be assessed on an individual basis. Depending on the ability level of pupils, taking AS/A2 exams could be a possibility.

The course covers not only the language and grammar of Russian but the culture, geography, history and politics of the largest country on earth. We will watch Russian videos, listen to "interesting" Russian folk and pop music and delve into the dark world of Russian fairy tales. Lessons are varied and timings flexible to cater for all those who are interested in taking this difficult but rewarding course. Give it a go and push yourself and challenge your preconceptions about this wonderful and rich language and culture. Ooveedimsya!

Those interested should contact Mr Heard for more information.



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## Italian GCSE / AS level

Italian is often considered the world's most beautiful language, and it is a very rewarding one to learn. A knowledge of other European languages, particularly closely related ones such as French, Spanish and Latin, makes it relatively easy to pick up, and even a basic knowledge makes it easier to appreciate Italian food, Opera, the sights of Rome, Florence and Venice, in short *la dolce vita*.

Progress clearly depends on ability and willingness to commit; five students recently achieved A\* in Italian, three of them after only one year. Two students then sat AS the year after. Italian complements Art History, Music and other languages particularly well. For more details please see Mr Siddons.

## Performance Directing Course (combining Music and Drama)

This course is specifically aimed at any students interested in Drama, Music or Musical Theatre and hoping to take a significant role in the direction of House Music, House Drama or perhaps just wanting to understand more about the production process and how to work with people to achieve success.

A full range of theatre and music skills is considered both in performance, design elements and technology.

This course would be a useful extension for all students of Theatre Studies, Music and those with a general interest in the performing arts. The course is taken by a member of the Music and Drama departments.

## Professional Certificate LAMDA

### Requirements and benefits:

This is a professional certificate (similar to a diploma) and is usually taken post school level but we have so many students who are able to take this valuable examination and who would like to be able to teach LAMDA when they leave school that this qualification has proved very popular indeed. You will need to have Grade 8 Acting or one of the communication examinations at Grade 8 and on completion will receive the initials PCert LAM at the end of your name and also will qualify for UCAS points.

### What is it:

It comprises of three sections:

- Coursework essay (3000 words)
- Practical work – recital
- Viva = interview on knowledge of social and political history and of nine literary figures of the 20<sup>th</sup> century

**There is one lesson of 1 ¼ hours weekly and then the opportunity of rehearsals for the practical unit on top of this. The results have been very pleasing indeed since starting this only two years ago and the students who have undertaken it have given very positive feedback on the experience.**



## University destinations of Clifton College pupils 2006-2011

<b>2011</b>	<b>No's</b>	<b>2010</b>	<b>No's</b>	<b>2009</b>	<b>No's</b>
Durham (6)	<b>10</b>	Durham (6)	<b>8</b>	Imperial (3)	<b>7</b>
Leeds (30)	<b>10</b>	Leeds (26)	<b>8</b>	Manchester (27)	<b>7</b>
Cardiff (35)	<b>8</b>	UCL (7)	<b>6</b>	Oxford (1)	<b>6</b>
UCL (5)	<b>7</b>	KCL (16)	<b>6</b>	Oxford Brookes (55)	<b>6</b>
Nottingham (16)	<b>7</b>	Nottingham (20)	<b>6</b>	Durham (8)	<b>5</b>
SOTON (19)	<b>4</b>	Birmingham (22)	<b>6</b>	KCL (11)	<b>5</b>
Manchester (32)	<b>4</b>	Manchester (30)	<b>6</b>	Cardiff (29)	<b>5</b>
Ox Brookes (48)	<b>4</b>	Cardiff (34)	<b>6</b>	SOTON (16)	<b>5</b>
Cambridge (2)	<b>3</b>	Imperial (3)	<b>5</b>	Warwick (6)	<b>4</b>
LSE (3)	<b>3</b>	Exeter (12)	<b>5</b>	UCL (7)	<b>4</b>
Exeter (10)	<b>3</b>	Bath (13)	<b>5</b>	Exeter (13)	<b>4</b>
York (11)	<b>3</b>	Plymouth (61)	<b>5</b>	Bristol (10)	<b>4</b>
Bath (12)	<b>3</b>	Leicester (15)	<b>4</b>	Leeds (31)	<b>4</b>
Loughbro' (20)	<b>3</b>	Oxford (1)	<b>3</b>	UWE (65)	<b>4</b>
Reading (33)	<b>3</b>	Loughborough (16)	<b>3</b>	York (9)	<b>3</b>
Plymouth (58)	<b>3</b>	Newcastle (25)	<b>3</b>	Nottingham (16)	<b>3</b>
Bournem'th (62)	<b>3</b>	Reading (35)	<b>3</b>	Newcastle (20)	<b>3</b>
<b>2008</b>	<b>No's</b>	<b>2007</b>	<b>No's</b>	<b>2006</b>	<b>No's</b>
UCL (7)	<b>8</b>	Manchester (26)	<b>16</b>	Oxford (1)	<b>8</b>
Nottingham (16)	<b>8</b>	Nottingham (14)	<b>10</b>	UCL (5)	<b>7</b>
Manchester (27)	<b>7</b>	Oxford (1)	<b>7</b>	Durham (10)	<b>7</b>
SOTON (16)	<b>6</b>	Oxford Brookes (54)	<b>7</b>	Oxford Brookes (54)	<b>7</b>
Cardiff (29)	<b>6</b>	UCL (5)	<b>6</b>	Edinburgh (11)	<b>6</b>
Durham (8)	<b>6</b>	Cardiff (16)	<b>6</b>	KCL 917)	<b>5</b>
Oxford (1)	<b>5</b>	Edinburgh (11)	<b>6</b>	Bristol (7)	<b>5</b>
Cambridge (2)	<b>5</b>	Imperial (3)	<b>5</b>	SOTON (22)	<b>5</b>
Imperial (3)	<b>5</b>	Durham (10)	<b>5</b>	Imperial (3)	<b>5</b>
Royal Holloway (30)	<b>5</b>	Leeds (34)	<b>5</b>	Cambridge (2)	<b>4</b>
Sheffield (22)	<b>4</b>	Exeter (28)	<b>5</b>	Birmingham (33)	<b>4</b>
Edinburgh (18)	<b>4</b>	Reading (31)	<b>4</b>	Leeds (34)	<b>3</b>
Oxford Brookes (55)	<b>4</b>	Cambridge (2)	<b>3</b>	Newcastle (25)	<b>3</b>
Plymouth (62)	<b>4</b>	Royal Holloway (12)	<b>3</b>	Exeter (28)	<b>3</b>
Bath (15)	<b>3</b>	KCL (17)	<b>3</b>		
Bristol (10)	<b>3</b>	UWE (67)	<b>3</b>		
		City (53)	<b>3</b>		



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### Explanatory notes:

1. Entry in these lists is conditional upon at least 3 Cliftonians going to that university in the given year.
2. The league table positions in brackets for 2006/07 are from The Times Good University Guide 2007.
3. The league table positions in brackets for 2008 onwards are from The Times Good University Guide dated the following year.