



# BRADFIELD COLLEGE

SIXTH FORM CHOICES

# SIXTH FORM CURRICULUM FROM 2019

Bradfield's Sixth Form curriculum – both the subjects offered and how they are taught - is exciting and progressive. Within our offering, there are two pathways to consider.

Pupils opting for A levels will choose from over 20 subjects. All are assessed at the end of the second year of the course. Pupils will commit to three; four if opting for Further Mathematics. A Level pupils will also complete the Extended Project Qualification (EPQ) which takes the form of either an extended piece of academic research, a theatrical production or an artefact. More details on the EPQ can be found in this booklet.

Alternatively, pupils may choose to follow the International Baccalaureate Diploma Programme (IBDP). This booklet outlines the detail of the Diploma Programme and the optionality within it.

Whether choosing the A Level route or the IBDP pathway, Bradfield's Sixth Form is an enriching and challenging environment, one where intellectual engagement and curiosity are at the centre of the learning experience but equally where important skills befitting pupils' professional and private lives are developed.

This booklet is interactive and provides detail of the various courses offered. It outlines the material covered and gives a sense of the type assessment pupils can expect throughout the two years of study.

## **Extending your learning**

Bradfield is a busy school. Departments provide a range of stimulating enrichment activities designed to take pupils' learning and intellectual development beyond the classroom. All departments contribute to the Minerva lecture programme which runs throughout the year. Departments also run their own academic society alongside any number of trips and competitions.





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# EPQ

The EPQ is a personal research project on a topic of your choice which gives you the opportunity to discover more about any area of interest. The EPQ is awarded UCAS points and so becomes an integral part of your university application.

## Why do the EPQ?

- Study a subject entirely of your own choice
- Develop your ability to learn independently
- Prepare for the transition to undergraduate study
- Strengthen your university application

## When?

You start in September with an online course. This replicates how many university courses are taught and helps begin the process of choosing a research question. You then have until the end of the Lower Sixth to finish your project

## Your EPQ

Your project can be in the form of

- Presentation
- 5000 word essay
- Performance
- Model (artefact)

The qualification will consist of your chosen project, a production diary/log of the process and a short presentation reviewing your EPQ journey before you submit your final project.

## What the press say about the EPQ

<http://www.bbc.co.uk/news/av/education-33837041/can-extended-project-qualifications-boost-university-chances>

## Want to know more?

If you want to find out more about EPQ, follow the links below. or speak to Mr Booth who will be more than happy to answer questions.

AQA website: <http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993>





## Past projects



Reading a  
Horse's  
Behaviour

Of Mice  
and Men  
Production

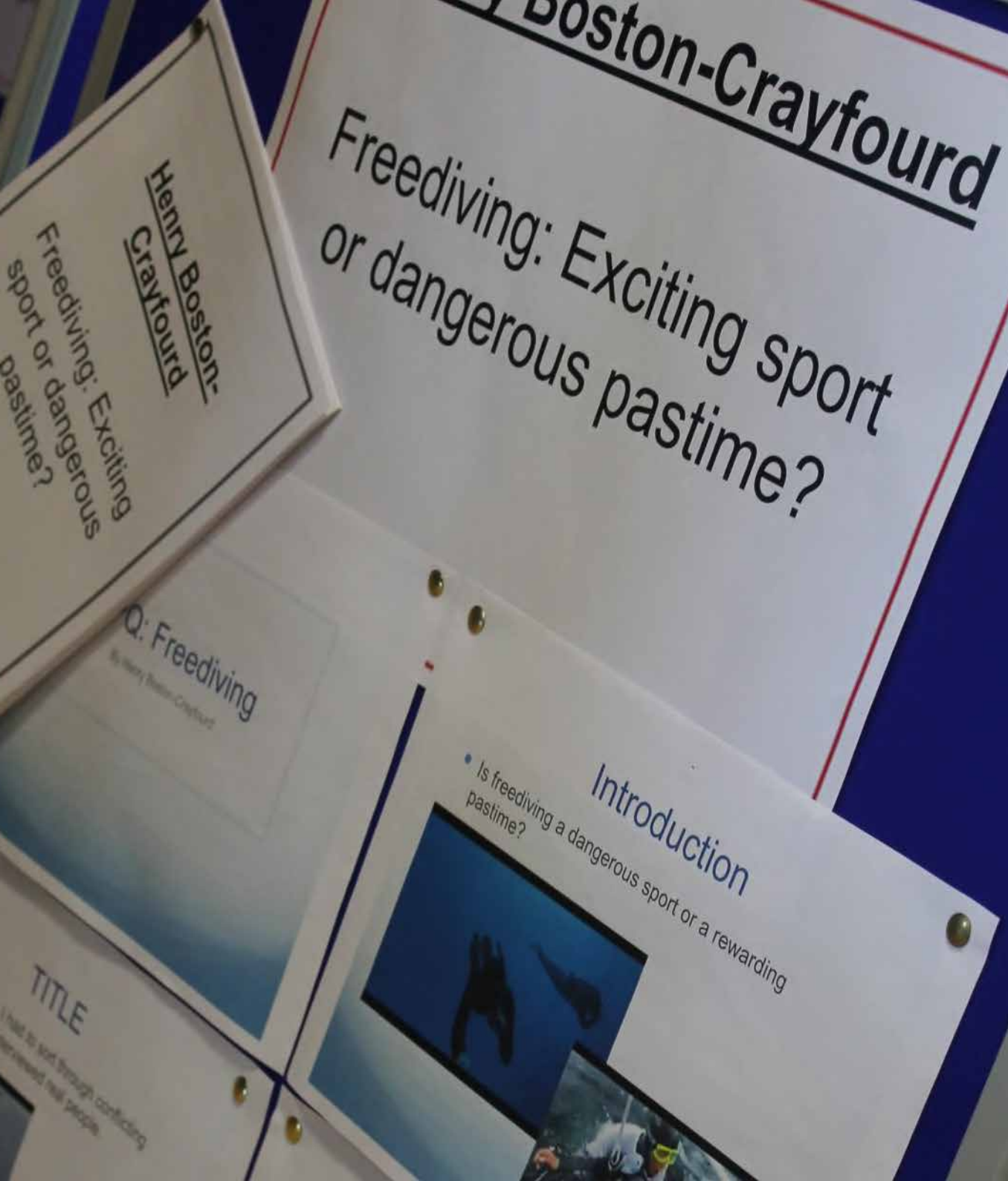


1850 And All That...  
History Magazine

What the press say about the EPQ

[BBC News](#)

[Telegraph](#)



# IBDP

## What is the International Baccalaureate Diploma Programme?

In the IB Diploma Programme (IBDP), pupils are required to study six subjects (three at Higher Level and three at Standard Level) together with the Core which consists of Theory of Knowledge, Extended Essay and Creativity, Activity and Service (CAS). They are encouraged to think across the curriculum and to appreciate the benefits of learning in one subject within the context of all their areas of study.

## What are the educational benefits?

**SCOPE** - Ideal for those who are all-rounders and who wish to continue with subjects that they love.

**MATHEMATICS** - We are one of only three developed countries in which young people are not obliged to continue with Mathematics until the age of 18. Most careers require a good grasp of Mathematics.

**MOTIVATION** - IBDP keeps pupils on their toes, allows for more teacher contact time and teaches pupils how to meet deadlines and how to manage their time.

**SKILLS FOR LIFE** - IBDP develops the key skills that are essential for employment, university and life in general such as time-management, communication and prioritisation, amongst many others.

**PROVIDES CHALLENGE** - IBDP provides the opportunity for pupils to push themselves to their potential in many areas.

## What universities think

- Universities fully appreciate skills developed by the IBDP
- 57% greater likelihood of attending one of the 20 top UK universities
- 4% higher chance of getting a 1st at university than A Level

(Higher Education Stats Agency)

The IBDP is seen by admissions officers to have some stand-out positive qualities. Pupils are more able to persevere and complete a task, they possess the skills to thrive at university and are able to think and work independently. (ACS International Schools/IBSCA/IB survey done by MRS)

For more information on the International Baccalaureate Diploma Programme [click here](#) to visit the Bradfield College website or read the [IB OVERVIEW PUBLICATION](#).





# IBDP CORE

## The Extended Essay

The Extended Essay is an in-depth study of a focused topic. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. This is a unique opportunity that carries significant academic and personal benefits in the immediate and long-term. It prepares pupils for the demands of university-style independent study, in addition to benefitting university applications as it can provide valuable stimulus for discussion on a personal statement or at interview.

In recent years, students have investigated the following topic areas:

- The neglected Chagas disease which is common in South America
- Artificial Intelligence
- UN intervention in the Balkans in 1990s
- Abstract art
- Female Genital Mutilation by the Massai tribe in Kenya

### WHAT THE PUPILS SAY

“Doing my experiment has been a great experience and will undoubtedly help with my Internal Assessments next year and at University as I want to study Biochemistry. It has showed me the importance of preliminary work and that experiments might not work the first time but you have to keep going.”

“The Extended Essay extends your knowledge and understanding about a topic you love, and what is better than being able to choose what you dive into.”

“It’s really satisfying! Once you’ve finished, you feel an amazing sense of pride.”

## CAS - Creativity, Activity. Service

CAS is at the core of your IBDP and at the core of what Bradfield has to offer.

The Core area of study rewards you for the activities that you already do and challenges you to broaden your horizons by trying new things.

CAS projects allow you to design and run an event around something that you are passionate about.





## The Colour Run - Part of the pupil-run Mental Health Awareness Day CAS project



### Theory of Knowledge

A programme of study that challenges preconceptions and teaches you how to think for yourself. It looks critically at things taken for granted in areas like Science, Ethics and the Arts and challenges the certainty of many things held to be beyond doubt. For example: how confident can we be that every event has a cause; how might one establish that the belief paedophilia is wrong is actually true; how can we trust experts' judgements in the arts when there are no clear criteria supporting them? Historians speak of the "facts" of history but the existence of such things may well be something we need to challenge. Economists and Social Scientist measure all manner of things but the metrics of measurement are often open to question, making the measurements themselves of questionable value.

The discussion is not just the dry stuff of the classroom. There is a study day to Oxford which involves visits to places like the Ashmolean Museum, the University Museum and the Oxford Botanical Gardens. There are evening workshops where things are looked at in a more relaxed setting. The course concludes with an investigation which focuses on something chosen by the student, looking at it from the perspective of TOK, using skills developed over five terms of study.

# TUTORING AT BRADFIELD



In the Sixth Form each pupil has a house-based tutor, often the same tutor that will have helped to guide the pupil through the Lower School. The aim of this is to continue to develop the relationships that have been built up between pupil, tutor and parents, working in conjunction with Housemaster/Housemistress. This allows the tutor to get the very best out of the pupil in terms of all aspects of their school experience whether it is through academic or co-curricular pursuits. It may be that the tutor does not teach one of the subjects that their tutee is studying, but the necessary advice and guidance in those subjects areas can come through the relevant departments. The role of the Sixth Form tutor is:

- to help pupils think about how they learn, how they work and to help them set specific targets; in particular to try and develop the greater level of independent learning required at Sixth Form;
- encourage and guide with regard to the EPQ, Theory of Knowledge, Extended Essay, CAS and the Learner profile;
- offer guidance on work experience/ placements;
- support pupils on decisions regarding university application (here in the UK and overseas) and to advise on their personal statement for the UCAS application.

Tutors will continue to monitor the co-curricular contribution of their tutee with particular emphasis on academic societies and lectures, cultural events, wider reading and developing the personal and interpersonal skills essential for life beyond the College.

During the Sixth Form pupils will:

- meet formally with their tutor every week, although further informal meetings and discussions are inevitable (and indeed encouraged);
- be proactive! Pupils are encouraged to raise academic or pastoral concerns they might have at the first opportunity.

# SUBJECTS



To return to this page from any subject click the arrow at the top of the second page of each subject



Denotes a subject which is offered on the IB Diploma Programme

## THE GARRETT LIBRARY BRADFIELD HORIZONS

ART, PHOTOGRAPHY  
& VISUAL ARTS



BIOLOGY



BUSINESS

CHEMISTRY



CLASSICS



COMPUTER SCIENCE



DESIGN

DRAMA &

THEATRE STUDIES

ECONOMICS



ENGLISH LANGUAGE



ENGLISH LITERATURE



ESS - ENVIRONMENTAL  
SYSTEMS & SOCIETIES



FILM



GEOGRAPHY



HISTORY



HISTORY OF ART



MATHEMATICS



MODERN FOREIGN

LANGUAGES

FRENCH



GERMAN



SPANISH



ITALIAN AB INITIO (IB only)



MUSIC



PHYSICAL EDUCATION

SPORTS, EXERCISE &



HEALTH SCIENCE

PHYSICS



PSYCHOLOGY



POLITICS

RELIGIOUS STUDIES

# THE GARRETT LIBRARY

## Why should I use the library when everything is available on the internet?

Good question! Henry Ward Beecher is quoted as saying:

***“A library is not a luxury but one of the necessities of life,”***

But what is the Library’s place in the digital age?

## The Garrett Library has...

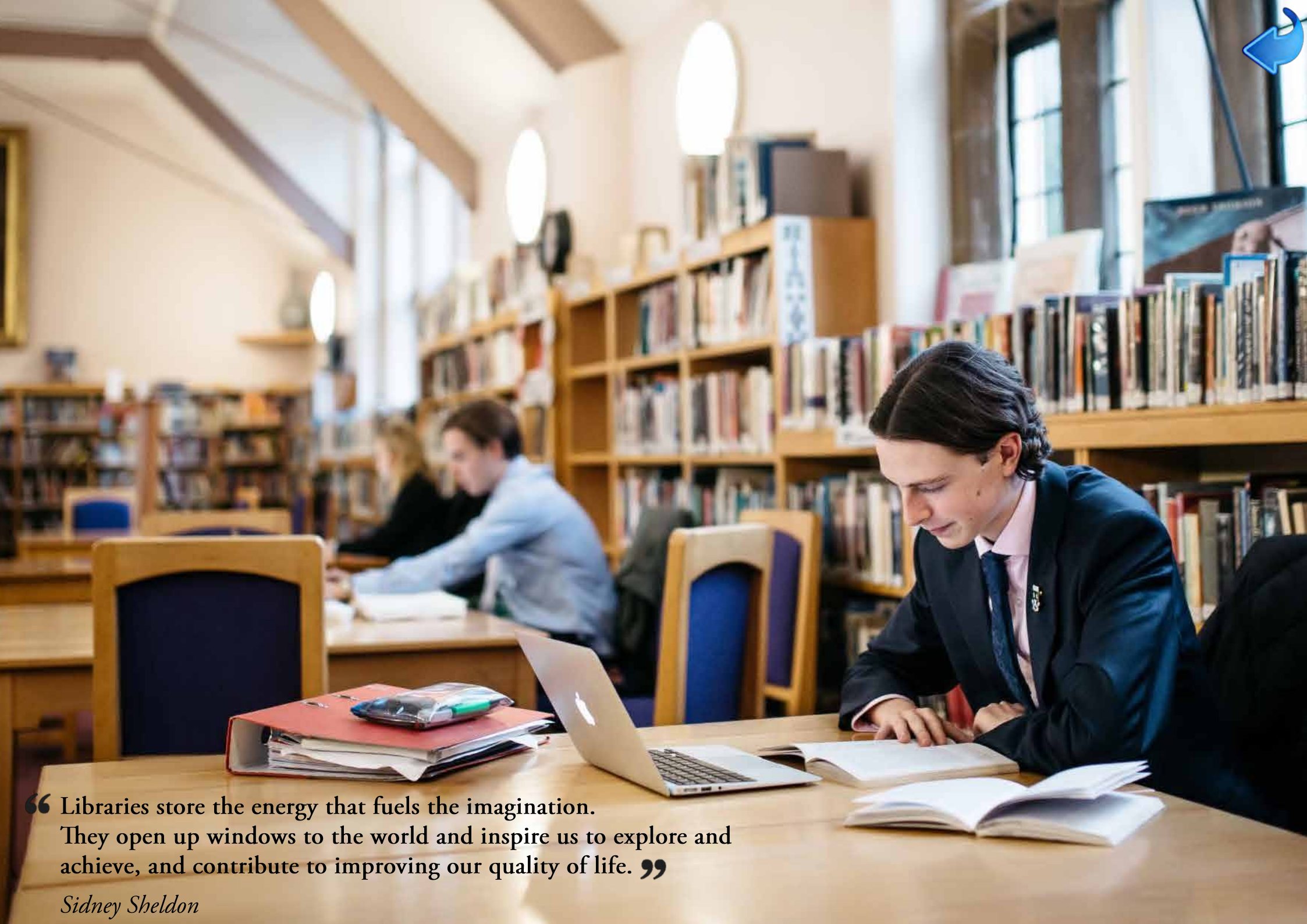
- 30,000+ quality resources including university level online resources to support IBDP and A Level;
- A friendly library team led by chartered librarian Mrs Stannard (MA MCLIP) who can show you how to find premium resources quickly and efficiently, preparing you for the higher level research and study during your time at Bradfield;
- Fast acquisition of resources via the British Library for Extended Essay and Extended Project Qualification research;
- Flexible space for all styles of work and learning including an IT suite and Sixth Form area;
- Research skills provision including referencing and evaluating information taught by a chartered librarian;
- Quality electronic databases;
- Evening opening specifically for the Sixth Form pupils.



***“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”***

Neil Galman





“ Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. ”

*Sidney Sheldon*

# BRADFIELD HORIZONS

## Supporting pupils as they look beyond Bradfield

During your time at Bradfield, you need to work out what you are going to do when you leave. These are big questions to be answered that could affect the rest of your life.

95% of Bradfield College pupils go on to university, mostly in the UK but increasingly in the US and Europe. Others decide to go straight into work to do an apprenticeship, join the armed forces or to go to drama or art college. Working out what you're going to do next requires research and planning.

Bradfield Horizons is here to help you work out which is the best option for you after school.

### What?

What are you good at? What do you enjoy doing? What can you imagine studying for the next three or four years? What subjects do you need to apply for your chosen degree course? What grades do you need to get? Should you do A Levels or IB? What is the benefit of doing an EPQ? What job would you like to do? What about a gap year?

### Where?

Where do you want to go to university? The UK? The US? Somewhere else in the world? Where is the best place to study your chosen subject? Where do you want to work? Where do you want to be in five/ten years' time?

### How?

How do you know what you're good at? How can you achieve your goals? How do you apply to university? How do you prepare for ACT's/SATS and American applications? How do you write a personal statement? How do you get work experience?

## University in the US

If you are thinking of going to university in the US, then take a look here:

<https://collegereadiness.collegeboard.org/sat>

<http://www.act.org/>

<http://www.fulbright.org.uk/>





## Discover the world of work

Bradfield Horizons offers pupils many opportunities to learn about the world of work. There are 'Meet the Professionals' evenings where you can talk to people across industry about their career, soft skills workshops from building your CV and personal brand to interview practice and starting your own business. We can help you plan work experience. We also hold industry and sector specific seminars to build understanding on what certain professions are really like.

## Bradfield Horizons is here to help

One of the best ways of working out what you want to do next is to chat about it. You are welcome to come and see us at any time. We can give you ideas about courses or apprenticeships that might interest you, show you the best websites to help with your research and provide you with options that you may not have thought about. We offer advice on university courses and careers; as well as a range of opportunities to develop your employable skills through leadership, teamwork and presentations.

## Contacts and useful links

EMAIL - [horizons@bradfieldcollege.org.uk](mailto:horizons@bradfieldcollege.org.uk)

UCAS

Student Ladder  
1 steps to success

best  
course4me.com

icould

Which? University

# ART, PHOTOGRAPHY & VISUAL ARTS



The Art and Photography courses begin with observation of the real world: recording, analysis and creation of a visual response to the surroundings. Art makes students look at things anew – even mundane ordinary aspects of the world. The ‘feel good’ reasons that are usually given for selecting Art as a subject are given because they are right. Art does fill the soul. There is something about taking and editing an image, smearing pencil and paint across a piece of paper or sculpting form with your hands. Communicating with colour and shape and form awakens the imagination; it opens a door to ‘now’. If you love making Art, you’ll miss it when it’s gone. And if you do choose to study Art, chances are, it will be your favourite lessons of the day. Just ask a current Art pupil.

## In the Sixth Form

The Art Schools in the Sixth Form is made up of Art and Photography. Art is available on both IBDP and A Level programmes. All pupils in the Sixth Form studying in any area of the Art Schools will learn how to do things in more detail than at GCSE level. Pupils will work on more ambitious natured projects and will decide on their own way of working and topics studied. Out of lesson time most will choose to complete all work in the excellent facilities where teachers are always on hand on days of their choice. They will learn of its great benefits and atmosphere. All will be able to see Art first hand on trips to exhibitions locally, nationally and internationally. Every Sixth Form pupil, who opts for the trip, will be able to go to New York to see the very best in contemporary work. Pupils may choose to work in traditional methods or with more experimental materials such as installation or moving image.

## Where can Art take you?

While Art and Photography continues to be a desirable and obvious option for students wishing to pursue ‘traditional’ creative careers, such as Fine Art related courses, Architecture or Design, the internet has seen an explosion of new roles emerge. Demand for web designers, app designers, software designers, graphic designers, digital illustrators, multimedia artists, video producers, online publishers, animation artists and game designers.

Art is also a subject that enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.





“ Art seems like a break in the day. It allows you to express yourself and study topics of your own choice in materials you most enjoy. It seems like a subject that is as much pupil led as possible ”



Although the department will supply the all materials and media, required at a small termly cost, sketch-books, colour printing and extra materials will be recharged, but at a significantly lower cost than if bought elsewhere. Trips to galleries and other destinations will also be recharged as additional costs. While the department has cameras, it would be advantageous (essential for the best outcomes) for those pupils choosing Photography to have their own Digital SLR Camera and external hard drive.

### **Want to know more?**

Further information can be gained through the Department and by visiting:

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

# BIOLOGY



Biology is one of the most popular subjects for Sixth Form Bradfieldians. Both the A level and the IB Biology courses cover a wide range of biological topic areas that are the norm for most post-16 programmes of study in this subject.

Various teaching and learning styles are used in the department including videos, self-study, presentation and computer research.

The course is very hands-on and includes a large proportion of practical investigative work. ICT is part of the non-assessed practical work and includes data logging, graph plotting, spread sheets, using databases and computer simulations.

## Why choose Biology?

Biology is a rapidly developing science, as is evident from the daily reporting of biology related stories in the media. The advancement in our understanding of the subject is having great impact on our lives. For example, at the cellular and molecular end, developments in neuroscience and modern genetics will have an impact on our laws and ethics. Meanwhile, our understanding of ecology and the economic impact of the rapid decline in global biodiversity is crucial for the sustainability of our own species. Biology provides you with a perspective on the world unlike any other.

## Beyond the classroom

We believe strongly in offering the students the opportunities to explore the aspects of biology that inspire and motivate them; this not only fuels their enthusiasm for the subject but also helps them go above and beyond syllabus requirements – something that Universities are very keen on. These opportunities include:

- The Anatomy and Dissection Society;
- MedSoc;
- Senior Biology Society (linked to the Biology Olympiad);
- The Experimental Biology Society;
- Essay/Research Competitions.





## Areas of study

- Cells, Enzymes, Nucleic Acids and Molecular Biology;
- Plant Biology;
- Reproduction, Inheritance and Genetics;
- Ecology and Evolution;
- Human Health and Disease;
- The Nervous System and Human Physiology  
Statistical Analysis.

## Field Work

Field work is an important experience for Sixth Form biologists and there will be opportunities to take part in off-site visits. The ecology and statistical analysis sections will partly be covered when visiting field studies centres locally or further afield.

## Want to know more?

If you want to find out more about studying Biology in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mrs Doherty who will be more than happy to give you a course overview.

IB Resources

<http://www.ibo.org/en/programmes/diploma-programme/curriculum/sciences/biology/>

A Level Overview

<http://firefly.bradfieldcollege.org.uk/science/biology/a-level>

# BUSINESS

## Why study Business?

Business provides pupils with in depth knowledge of how small businesses are set up and operated. The course looks at larger organisations including GlaxoSmithKline, Tesco, Sainsbury's, Morrisons, Asda, Aldi and Lidl and provides an understanding of how businesses function. Pupils will investigate the economy and also look at international and global business. Business offers pupils the ability to keep up to date with current happenings.

## Edexcel A Level Business

The Edexcel course is broken down into four themed areas:

- Marketing and People;
- Finance and Operations;
- Business Strategy;
- International Business.

## Undergraduate opportunities

- A Business type degree is the most popular degree course chosen by Bradfield pupils
- Business degrees will contain some of the A-Level material providing pupils an excellent head start to their higher education
- A Business degree will open up a huge number of doors post university
- Whatever your career choice, most will end up working for an organisation of some description

## Want to know more?

If you want to know more about studying Business in the Sixth Form you can click on the image below to read the Edexcel course specification. Alternatively why not pop into the department and speak to Mr Rippon who will be more than happy to give you a course overview.

## Useful links





**THE ENTREPRENEUR**  
always searches for change  
responds to it and exploits it  
\_\_\_\_\_ as an \_\_\_\_\_

**OPPORTUNITY**

*Peter Drucker*

# CHEMISTRY

Chemistry is a practical science and in the sixth form there is a huge emphasis on learning through practical work. You will quickly become familiar with the art of titrations, use of quick-fit apparatus and the beauty of transition metal chemistry.

## Global challenges

Chemistry will play a major role in providing the solutions many of the challenges our planet faces such as:

- Renewable energy;
- Climate change;
- Next generation healthcare;
- Food security;
- Aging population;
- Sustainability of resources.

## Key skills

Like most subjects, Chemistry is able to provide pupils with opportunities to develop Key Skills such as:

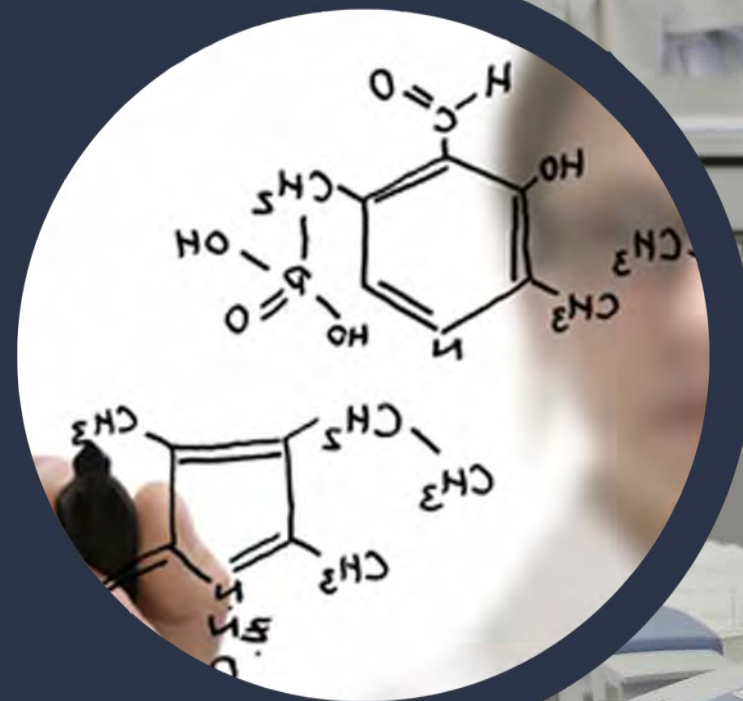
- Numeracy;
- Presentation of data;
- Communication;
- Information Technology;
- Problem solving.

## Chemistry Practical Society

Sixth form Chemists are encouraged to participate in the Chemistry Practical Society where you have the opportunity to undertake exciting practical work and publicise it!

## Areas of study

- |           |   |
|-----------|---|
| PHYSICAL  | • Quantitative based reasoning          |
|           | • Precise measurements and calculations |
| INORGANIC | • Chemistry of elements                 |
|           | • Periodic Table                        |
| ORGANIC   | • Carbon compounds                      |
|           | • Diversity of life                     |



“ I enjoy studying Chemistry as it enables me to understand how biological processes happen and we are able to explore the subject at far greater depth than GCSE ”



## Beyond the classroom

The Chemistry Department run a number of enrichment activities for the Sixth Form. These include talks by university lecturers, Oxbridge extension classes, The Cambridge Chemistry Challenge for Lower Sixth pupils and the Royal Society of Chemistry Olympiad for Upper Sixth pupils.

## Undergraduate opportunities

The study of Chemistry at University offers excellent career prospects. These include developing new life-saving drugs, helping to protect the environment, restoring priceless pieces of art, making new materials for faster computers, formulating new hair and beauty products, accountancy and banking.

## Want to know more?

If you want to find out more about studying Chemistry in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Dr Walsh who will be more than happy to give you a course overview.

IB Resources

<http://www.ibo.org/en/programmes/diploma-programme/curriculum/sciences/chemistry/>

A Level Overview

<http://www.ocr.org.uk/Images/180070-a-level-chemistry-a-fact-sheet.pdf>

We encourage pupils to subscribe to *Chemistry Review*, a magazine which is aimed at A-Level pupils. Click on the cover to find out more



# CLASSICS



The history, thought, art and civilisation of the ancient Mediterranean world through the study of its languages and literature

## What do you get from studying Latin and Greek?

- Universally respected and highly transferable linguistic and analytical skills;
- Close reading of some of the most influential literature in history;
- Special awareness of the foundations of modern European languages and literature, drama, music and art, law and politics, shaping our identities and perceptions of our world;
- Privileged access to courses at the most prestigious universities in the UK and abroad – an impressive feature on an application for any field of undergraduate study.

## What do you do in Classics in the Sixth Form?

- Read Latin and/or Greek texts;
- Demonstrate your command of Latin and/or classical Greek through your skills in unseen translation and composition;
- Communicate your observations, analysis and evaluation concisely and in excellent English in essays;
- Become adept at identifying trends and anomalies in partial and incomplete data to build a better and more reliable “big picture”.

## Classicists

**Make money** in finance, law, marketing, management consultancy, the digital world (Martha Lane Fox, Mark Zuckerberg)

**Serve and manage** national fortunes and world peace in government, in uniform, on show and behind the scenes at home and abroad (Boris Johnson, Baron Evans of Weardale)

**Change the world** through their studies beyond Classics in social, life, computing and physical sciences (Francis Fukuyama, Baroness Susan Greenfield, Nobel prize winning physicist AJ Leggett, Sir Tony Hoare)

**Create and communicate** as writers, musicians, and actors (JRR Tolkien, JK Rowling, Chris Martin of Coldplay, Tom Hiddleston)

**Preserve and promote** values in museums, hospitals, religion. May also aspire to becoming teachers







## Beyond the classroom

Enhance your experience and deepen your understanding with visits to museums and sites in the UK and abroad, attend lectures and talks by visiting academics, contribute to your personal profile at university application through external essay competitions and other independent projects and enjoy recitation of ancient poetry especially in Bradfield's Greek play. Watch the trailer for our production of Antigone here:



**“This is tough, uncompromisingly difficult stuff - but also offers entry into an astonishing world, a lost world that paradoxically offers itself up vividly and excitingly through its literature”**

### Want to know more?

If you want to know more about studying Classics in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mrs Caffrey who will be more than happy to give you a course overview.

A Level Resources

<http://www.ocr.org.uk/qualifications/by-subject/classics/>

IB Resources

<http://www.ibo.org/en/programmes/diploma-programme/curriculum/language-acquisition/classical-languages/>

# COMPUTER SCIENCE

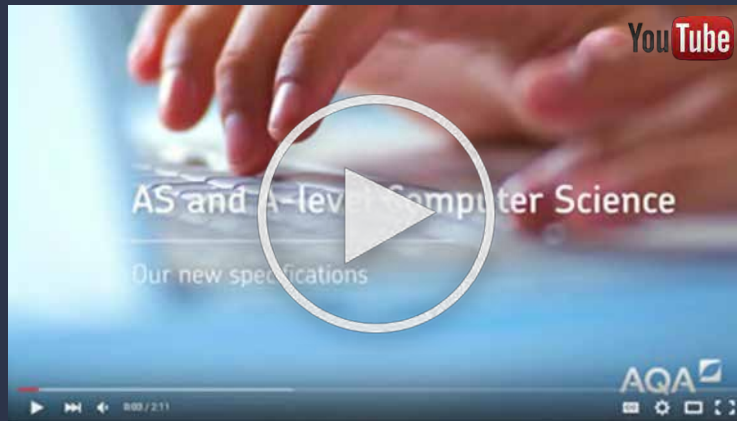


## Why study Computer Science?

We all use computers every day. In all likelihood, you have one in your pocket right now! There are limits to what a computer can do, but these are pushed every year by students like you.

Whether at A-Level or IB, the course focuses on the skills pupils need to progress to higher education or thrive in the workplace. It is not just about programming, although that is a major component.

The emphasis is also on computational thinking--a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill and means using abstraction and decomposition.



## Want to know more?

If you want to know more about studying Computer Science in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Roush or Mr Gumbs who will be more than happy to give you a course overview.

A Level Specification: [www.aqa.org.uk/subjects/computer-science-and-it](http://www.aqa.org.uk/subjects/computer-science-and-it)

IB Specification: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/sciences/computer-science/>





## Useful links



Programming with Python is free, effortless and very much like using standard English.

[www.python.org](http://www.python.org) • [www.pythonschool.net](http://www.pythonschool.net)

The Bradfield College Firefly Computer Science pages are up to date and contain all the lessons which have been covered since Sep 2014. Have a look to get a flavour of the lessons and topics.

<http://firefly.bradfieldcollege.org.uk/computer-science>

# DESIGN

Studying Design at A level offers a challenging, but supportive, environment where excellence and enterprise make up the core of the curriculum.

As designer's we are problem solvers, looking to produce the next best thing to take the world by storm. Ultimately though, products need to be bought and so not only need to function well, but to look attractive too.

By the end of the course A level Design students will have used a wide range of equipment and machinery, gained experience of using materials such as woods, metals, plastics and modelling materials, and produced two final projects, with a portfolio alongside.

## Key skills

Clients depend on designers to execute a vision or develop new ideas, but the qualities they acquire not only help create the best designs, but are transferrable to other university courses or disciplines. Some of those qualities include:

- A great designer has excellent communication skills. They are good listeners and able to engage in meaningful conversations
- A great designer has a strong sense of humility and recognises that people have varying tastes. They are not afraid of criticism and can handle recommendations for change
- A great designer works well with others. Often, designs require the input of other designers, and a great designer must be able to work well with anyone involved in the design process
- A great designer has an excellent sense of vision and can grasp what it is a client is asking for. A great designer is able to visualize the end result and set a clear goal



“ Design is the most immediate, the most explicit way of defining what products become in people’s minds. ”

*Jonathon Ive - Senior President of Design at Apple*

“ Good design is making something intelligible and memorable, great design is making something memorable and meaningful. ”

*Dieter Rams - German Industrial Designer  
(Vitsae 606 Universal Shelving System)*



## Undergraduate opportunities

Studying Design at A Level develops a methodical approach to solving problems that is widely appreciated by employees. Design can lead into university courses such as:

- Engineering;
- Product design;
- Industrial design;
- Architecture;
- Interior design;
- Branding and marketing;
- Graphic design.

As a graduate in one of the above courses, you will have acquired a high-level skill set, equipping you to see from the start of a design right the way through to manufacture. Almost all degrees in Design offer a sandwich course with placement opportunities, the leading universities offer placements with large multinational companies such as Sony, Unilever, Boots, Adidas, Jaguar Land Rover and Bosch.

## Want to know more?

If you want to find out more about Design you can follow the useful links below. Or why not pop into the department and speak to Mr Fuller who will be more than happy to give you an overview.

A Level Specification: <https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

# DRAMA & THEATRE STUDIES

A Level Drama & Theatre Studies is ideally suited to anyone with an interest in going to the Theatre, understanding the Theatre and becoming a Theatre Maker. It is helpful to have studied Drama at GCSE, but not essential.

## Areas of study

### COMPONENT ONE: DRAMA AND THEATRE

A written examination will test pupils knowledge of two Set Texts and Live Performances they have seen over the course. 40% of the A Level.

### COMPONENT TWO: CREATING ORIGINAL DRAMA (Practical)

Pupils will devise an original piece of Theatre influenced by the work and methodologies of a theatre practitioner. 30% of the A Level.

### COMPONENT THREE: MAKING THEATRE (Practical)

Pupils will explore three texts through the methodology of a prescribed practitioner and perform an extract for examination. 30% of the A Level.

## What pupils have done this year

So far this year, the LVI class have adapted a children's book into a piece of Theatre that they have performed to local primary schools and are now touring to prep schools. Pupils have also begun studying the life and work of Bertolt Brecht which they are using to devise their own piece of Epic Theatre and have started reading their first Set Text, "Antigone" by Sophocles.

## Transferable skills

Those who study Drama refine their collaborative skills, their analytical thinking, their approach to research and reflection, develop their confidence and creative thinking. The transferable skills Drama offers makes it an ideal subject for any future career path.

## Want to know more?

Further information can be gained through the Department





“ Every artistic venture is a risk, and it has to be that way, so you do as much preparation as you can until you turn up on set. Some might work and some might not, but that’s what makes it interesting. ”

*Matt Smith, Actor*



## What other subjects fit with Theatre Studies?

Pupils who study A Level Theatre Studies will also find it works well with subjects such as English, English Literature, Philosophy, Art, Film Studies and Classics.

Pupils may also be surprised to find that many successful businesses value the transferable skills the subject offers. After all, leading a team, giving presentations and thinking imaginatively are key skills of any successful business person, so A Level Theatre Studies is also a good fit with subjects such as Economic and Business Studies.

*“People trained to study the plays of Shakespeare, say, have already learned to play with big concepts and to apply new ways of thinking to difficult problems”*

*Amos Shapira, CEO CellCom*

*“Theatre gives you an appreciation of what makes people tick.”*

*Michael Eisner, Former CEO Walt Disney Company*

## What about after College?

Higher Education value and respect the skills A Level Theatre Studies gives pupils.

Pupils who study the subject can continue the subject at University as a discrete subject or as part of a Combined Studies Degree.

At Higher Education, pupils may specialise in areas such as Acting, Directing, Stage Management, Set Design, Costume or Dramaturgy.

# ECONOMICS



## What is Economics and why study it?

This is a modern, dynamic and relevant subject, which focuses on the events of the last decade. It is an interesting mixture of current affairs, the more abstract field of Economic Theory and the role of specific institutions such as the EU, the World Bank, the MPC at the Bank of England, the IMF, the WTO, OAFIC etc.

Anyone studying the subject at Bradfield is not simply taught Economics but is expected to develop the skills of investigating, understanding, analysing, interpreting and evaluating the arguments put forward by economists and politicians.

## What will you study?

- What is the most efficient way to organise the world's resources?;
- Why are some countries wealthier than others?;
- What does Brexit mean for the UK economy?;
- What sort of economic policies are being offered by different political parties?;
- Who wins and who loses from globalisation?;
- Are we likely to have higher living standards than our parents?

## Undergraduate opportunities

You will find Economics a very useful and relevant qualification for many degree courses in:

- Economics • Business Studies • Accountancy • Law • Management and many other degree courses

It also opens doors to a wide range of careers. The course is highly regarded by universities not only because of its value as a social science but also because those who have taken it are better equipped to live in the adult world.

## Want to know more?

If you want to know more about studying Economics in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Irvine who will be more than happy to give you a course overview.

A Level Specification: <http://www.ocr.org.uk/qualifications/as-a-level-gce-economics-h060-h460-from-2015/>

IB Specification: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/individuals-and-societies/economics/>







Useful links



# ENGLISH LANGUAGE

English Language in the Sixth Form enables you to explore language and social contexts or language in use in the world around you. You will learn how advertising works, explore language and gender, child language and language change.

## Key skills

You will learn valuable skills which will prepare you for university and beyond:

- Analysis;
- Evaluation;
- Creativity;
- Communication;
- Information Technology;
- Extended Projects.

## Undergraduate opportunities

Studying English Language or Linguistics at university is not only fascinating in itself but offers a range of excellent career prospects:

- Advertising;
- Journalism and Media;
- Law;
- Business...and many more.

Having an in-depth understanding of the relationship between language and society is invaluable in many fields.

## Beyond the classroom

The English Language Department run a range of enrichment activities for Sixth Form students including talks by visiting lecturers, trips to media companies and even a field trip to Harry Potter World.





## Want to know more?

If you want to know more about studying Applied Linguistics in the Sixth Form you can follow the useful links below. Alternatively why not pop into the Department and speak to Ms Bebbington who will be more than happy to give you a course overview.

IB Resources

<http://www.thinkib.net/englishalanglit/page/2528/principles>

A Level Overview

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/spec-at-a-glance>



# ENGLISH LITERATURE



“ Maybe this is why we read, and why in moments of darkness we return to books: to find words for what we already know. ”

*Alberto Manguel*

## An introduction to English Literature

Whether you choose to study English at A level or at IB, you will spend your time involved in collaborative discussion on a range of texts. This is a subject that rewards pupils with inquisitive minds and encourages independent thought.

## Beyond the classroom

The English Department runs a range of enrichment activities for pupils studying the subject in the Sixth Form. These include:

- Theatre and cinema trips;
- Visits from university lecturers and academics;
- Workshops and writers;
- External essay competitions.

## Other study options

English is a core subject and goes with everything! Universities class English Literature as a ‘facilitating subject’, which means that it is one of the most commonly ‘asked-for’ subjects in their entry requirements. Therefore, whether you plan to study arts, humanities or sciences at university, English Literature would be a superb choice of subject at A Level or IB.

## Want to know more?

If you want to know more about studying English Literature in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Longmore who will be more than happy to give you a course overview.

IB Resources: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/language-and-literature/>

A Level Overview: <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>



What makes Gatsby ‘great’?  
Is Shakespeare ‘much ado about nothing’?  
Heathcliff: sex symbol or psychopath?  
What did Freud make of fairy tales?  
Why was Byron “mad, bad and dangerous to know”?



## Great opening lines



*"It was a queer, sultry summer, the summer they electrocuted the Rosenbergs, and I didn't know what I was doing in New York."*  
(The Bell Jar by Sylvia Plath)

*"Ten days after the war ended, my sister Laura drove a car off a bridge."*  
(The Blind Assassin, by Margaret Atwood)



*"Lolita, light of my life, fire of my loins. My sin, my soul."*  
(Lolita by Vladimir Nabokov)

# ENVIRONMENTAL SYSTEMS AND SOCIETIES

ESS involves practical investigations and also develops an understanding of how socio-economic, cultural and political factors help to shape environmental behaviour.

## Why choose ESS?

As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study a transdisciplinary course such as this as part of your diploma, you are able to satisfy the requirements for both groups 3 and 4 of the IBDP hexagon, thus allowing you to choose another subject from any hexagon group (including another group 3 or 4 subject). Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme.

## ESS works for you if...

- You are a scientist who wants more science;
- You find science difficult;
- You want practical applications for your scientific knowledge;
- You want the opportunity to study an extra language or arts subject.

## Course questions

- What is the impact of acid rain on our College buildings?;
- What does The Lorax teach us about sustainability?;
- Why do populations go extinct?;
- How will we in the UK benefit from forecast Climate Change?;
- How many people can live on planet Earth?;
- What is the best way to provide our food?





## Course topics

- Foundations of Environmental Systems and Societies;
- Ecosystems and Ecology;
- Biodiversity and Conservation;
- Water, Food Production Systems and Society;
- Social Systems and Society;
- Atmospheric Systems and Society;
- Climate Change and Energy Production;
- Human Systems and Resource Use;
- Internal Assessment (coursework).

## Want to know more?

The Environmental Systems and Societies course is offered at SL only. If you want to know more about studying Environmental Systems and Societies in the Sixth Form you can follow the useful links below.

Alternatively why not pop into the department and speak to Mrs Foad and Mr Hill who will be more than happy to give you a course overview.

IB Resources: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/sciences/environmental-systems-and-societies/>

# FILM



Studying Film in the Sixth Form will test both your practical and academic skills and will challenge you to develop your curiosity, passion and courage. The course is designed to introduce pupils to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate.

You'll study British, American and World Cinema, choose your own areas of interest to research and produce your own short films and screenplays which could be entered into National Film competitions.

Find out the answers to questions such as:

- What moral responsibilities do filmmakers have?;
- Is it possible for film to represent the world without transforming it?;
- What makes a film British?;
- How is the zolly shot created and used in films?

## Core areas of assessment

- Reading film: meaning and response
- Exploring key elements of film form
- Contextualising film

## Areas of study

### VARIETIES OF FILM AND FILMMAKING PERSPECTIVES

- American film
- British film
- Global film;
- Documentary film;
- Film movements - Silent film, Expressionism, Experimental, New Waves, Neo-Realism
- Film theories - post modernism, feminist theory, formalism & structuralism

### FILM PRODUCTION

- Exploring film production roles
- Producing short films, storyboards and screenplays
- Evaluating and reflecting on the process of film production





“ Film is art. Film is culture.  
Film is communication. ”

## Trips

- Regular trips to independent and mainstream cinemas;
- Study days at London’s British Film Institute;
- Visits to film studios.

## Films on the syllabus

- A Trip to the Moon (Méliès, 1902)
- Vertigo (Hitchcock 1958)
- La Jetée (Marker 1962)
- Daisies (1966 Chytilová)
- One Flew Over The Cuckoo’s Nest (Forman 1975)
- Trainspotting (Boyle 1996)
- Pan’s Labyrinth (Del Toro 2006)
- No Country For Old Men (Coen Brothers 2007)
- Pitch Black Heist (Maclean 2011)
- Stories We Tell (Polley 2012)
- Wild Tales (Szifrón 2014)

## Useful links

For further information follow the links below to speak to Ms Stables who will be happy to give you a course overview.

IBDP Resources - [https://ibpublishing.ibo.org/d\\_6\\_filmx\\_gui\\_1702\\_1/apps/dpapp/index.html?doc=d\\_6\\_filmx\\_gui\\_1702\\_1\\_e&part=1&chapter=1](https://ibpublishing.ibo.org/d_6_filmx_gui_1702_1/apps/dpapp/index.html?doc=d_6_filmx_gui_1702_1_e&part=1&chapter=1)

A Level - WJEC Board - <http://www.wjec.co.uk/qualifications/film-studies/eduqas-film-studies-as-level-from-2017/>

Award winning pupil productions - <https://vimeo.com/user19138955/albums>



# GEOGRAPHY



Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences.

As pupils study geography, they encounter different societies and cultures. This helps them to realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Geographical questions

- How might the UK benefit from global warming?;
- What are the consequences of the growing demand for water in California?;
- Why is Curitiba in Brazil the envy of urban planners throughout the world?;
- Should millions of pounds be spent on schemes to protect coastlines vulnerable to erosion?;
- Is China recolonising Africa by stealth?;
- What happens when the oil runs out?

## Field trips

- Reading;
- Oxford;
- Manchester;
- Christchurch Bay;
- East London.

## Want to know more?

If you want to know more about studying Geography in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Kidson who will be more than happy to give you a course overview.

IB Resources: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/individuals-and-societies/geography/>





## The Guardian, August 2015

*“Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Geographers get to learn data analysis and learn geographic information systems. They can turn maps from a two-dimensional representation of a country’s physical contours into a tool that illustrates social attributes or attitudes: not just where people live, but how, what they think and how they vote. They learn about the physics of climate change, or the interaction of weather events and flood risk, or the way people’s behaviour is influenced by the space around them.*

*All these are not just intrinsically interesting and valuable. They also encourage ways of seeing and thinking that make geographers eminently employable”*

## Careers with Geography

<http://www.rgs.org/NR/rdonlyres/295E4D93-E974-44CE-845E-26344F91903B/0/Careerswithgeography.pdf>



# HISTORY



Study History at Sixth Form to be immersed in an exciting instalment every week. Follow the story, fall in love with the heroes and despise the villains. History is one of the very few subjects that allows such excitement in every lesson. Not only is the content fascinating but both A-Level and IB History give you the tools to create an argument and analyse exactly why something happened. Don't just accept the past, or indeed the present, question it.

A Level and IB History offer a broad and detailed study of at least 200 years of worldwide History including:

- Europe;
- Asia;
- Africa;
- French Revolution—brought to life with a trip to Paris;
- Napoleon.

Fall in love with the story first, engage with the arguments and prove the experts wrong.

## Why should we care about any of these issues?

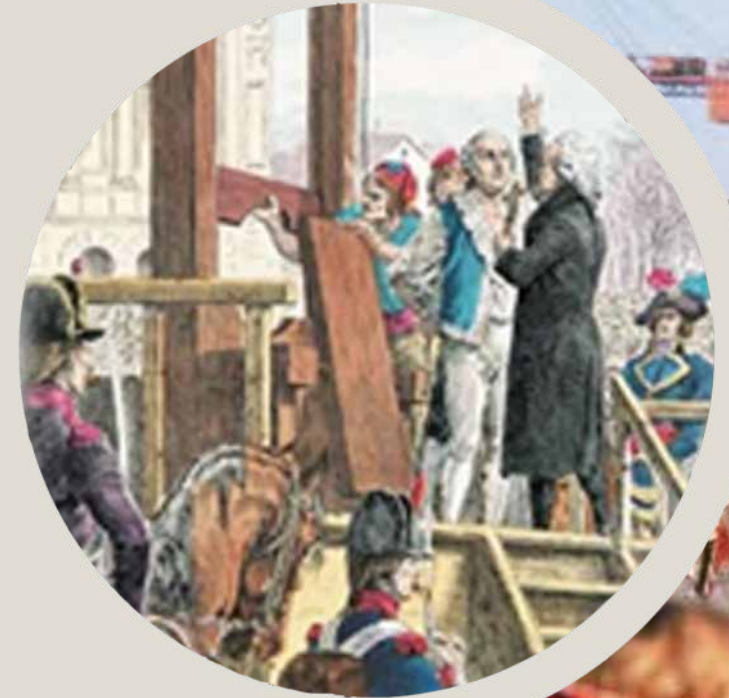
- Why did Louis XVI have his head chopped off?;
- Did the death of 600,000 soldiers during the failed Russian invasion of 1812 really account for Napoleon's downfall?;
- What is Germany?;
- What were the Wars of the Roses?;
- Why did Stalin create his own man-made famine?;
- Is Mao comparable to Hitler?.

## Want to know more?

If you want to find out more about studying History in the sixth form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Best who will be more than happy to give you a course overview.

IB Resources: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/individuals-and-societies/history/>

A Level Overview: <http://www.ocr.org.uk/qualifications/as-a-level-gce-history-a-h105-h505-from-2015/>





## Undergraduate opportunities

History is a highly regarded subject by all universities, it requires analytical and decision making skills that set you up for many careers in the future such as:

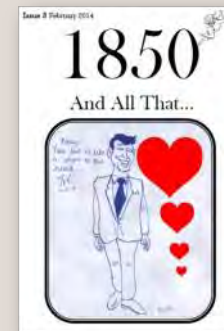
- Journalism;
- Law;
- Business management.

As a history graduate you will have gained skills highly valued by employers, such as analytical and critical reasoning, oral and written communication and research skills.

It may surprise you to know that Prince Charles, the novelist Salman Rushdie, comedian Sacha Baron Cohen (Ali G), and ex-England footballer (and Reading FC manager) Steve Coppell all studied History at university.

## Other study options

History complements a series of subjects, although alongside a combination of a language, English literature and History of Art could provide excellent balance. However, the subject also can sit alongside Maths and Sciences as evidence to universities of extended writing and analytical skills



Don't just take our word for it, read the thoughts of A Level Historians in the department publication

# HISTORY OF ART



History of Art is a life enhancing study of works of art throughout the history of civilization; from ancient Greece to the 21st Century. Art is a visual language that can tell us as much about our past and present cultures as any written word.

## Where could studying History of Art lead me?

- History of Art is the fifth most popular undergraduate course for Bradfield leavers;
- Oxford, Cambridge and most other Russell Group universities offer History of Art;
- One important aim of History of Art is to produce what may be called ‘visual literacy’, the ability to assess images of all kinds critically and perceptively;
- Employers value the interpretive, evaluative, discursive and analytical skills that the subject helps to develop;
- This unique combination of visual sensitivity and intellectual research is valuable in areas such as journalism, advertising, marketing, publishing and law;
- More directly related careers include those in research, conservation, museum and gallery administration, commercial galleries and auction houses.

## What do you study?

- Reconstruct the past and understand present cultures through works of art;
- Consider why works of art were produced and for whom;
- Unlock the meanings of works of art;
- Discover how works of art have been created;
- See how art explains why our society is what it is today;
- Discover powerful themes such as love, sex, death, war, poverty, slavery, freedom and morality to name but a few.

“ History of Art encourages us to learn about cultures from the past through painting, sculpture and architecture and consequently explains why our society is what it is today ”





“ Art is not what you see, but what you make others see. ”



### Do I get to view actual works of art?

Yes! There are organized visits to galleries and museums in London throughout the academic year and opportunities to view works of art abroad. You will most certainly get the chance to travel to enhance your study. In previous years pupils have visited Rome, Florence, Venice, Padua, Pisa and New York.

“ History of Art is the only subject I have ever done where I would still turn up to the classes even if I wasn't taking the exam ”

### Want to know more?

If you want to find out more about studying History of Art in the Sixth Form follow the links below. Also, why not pop into the department and speak to Mrs Bond and Mr Goad who will be very happy to give you more details.

#### Resources

Find out more about History of Art at Bradfield:

[https://prezi.com/adkuyf7rw5xt/history-of-art-at-bradfield/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/adkuyf7rw5xt/history-of-art-at-bradfield/?utm_campaign=share&utm_medium=copy)

The IBDP Art History specification:

<https://bradfieldcollege.fireflycloud.net/history-of-art/ibdp-art-historyexamination-may2020-onwards>

The Edexcel History of Art specification:

<https://bradfieldcollege.fireflycloud.net/history-of-art/a-level>

# MATHEMATICS



## **IB Mathematics: Applications and Interpretation (Standard Level)**

A practical and highly useful course of study, this will build on the skills learnt at IGCSE, and equip you for the Mathematics of business and life. The course is assessed by two short final examinations and an Internal Assessment. The modern and practical nature of the course means the use of technology, including graphical calculators, is essential.

## **IB Mathematics: Applications and Interpretation (Higher Level)**

A modern and practical course of study, which will go into more depth than the course above. It is viewed by some universities as equivalent to A level Mathematics and will support application to some Science degrees (please check university websites for full details). The course is assessed by three final examinations and an Internal Assessment. The modern and practical nature of the course means the use of technology, including graphical calculators, is more of a focus than algebra.

Recommended: 8 or 9 in Mathematics GCSE

## **IB Mathematics: Analysis and Approaches (Standard Level)**

This course develops the algebraic content of GCSE Maths into the more advanced study of Calculus, Trigonometry and Statistics. The course is assessed by two final examinations and an Internal Assessment. As well as using graphical calculators, key algebra skills will be developed.

Recommended: 8 or 9 in Mathematics GCSE.

## **IB Mathematics: Analysis and Approaches (Higher Level)**

A challenging and mathematically abstract course which goes into far greater depth than the course above. It is viewed by some universities as equivalent to A level Mathematics and will support an application to the most mathematical of degree courses. The course is assessed by three final examinations and an Internal Assessment. As well as developing the strongest algebra skills, use of technology, including graphical calculators, will complement understanding.

Recommended: 9 in Mathematics GCSE.

## **Want to know more?**

Speak to any Maths teacher to find out more about studying Maths in the Sixth Form. You may also want to speak to current Sixth Form pupils studying the subject. Some videos of interest may be found at:

<http://firefly.bradfieldcollege.org.uk/mathematics/videos-and-audio>







“ Pure mathematics is, in its way, the poetry of logical ideas. ”

*Albert Einstein 1879-1955*



## A Level Mathematics

The traditional Maths course at advanced level gives pupils the essential tools required to study and understand abstract ideas in a wide range of contexts. This qualification includes pure maths, mechanics and statistics. Pupils enjoy its challenge, its clarity, and the fact that you know when you are right.

A level Mathematics is a facilitating subject which supports progression to the following degree courses and careers: Mathematics, Physics, Engineering, Architecture, Materials Science, Design, Computing, Business, Chemistry, Geography, Geology, Economics, Accounting, Medicine, Veterinary Medicine, Biology, Psychology, Philosophy, Sociology.

Recommended: 8 or 9 in Mathematics GCSE.

## A Level Further Mathematics

This subject can be chosen as a Fourth A Level subject. Pupils often take it because they want to study Mathematics, Physics or Engineering at degree level and would find a stronger mathematical background helpful. This qualification includes pure maths, mechanics and statistics.

This [list](#) summarises the undergraduate degree courses requiring or preferring Further Mathematics for entry September 2018 (please check university websites for full details).

Recommended: 9 in Mathematics GCSE.

# MFL

## Why choose a modern language in the Sixth Form?

- 49% of employers are disappointed with English graduates' foreign language skills;
- Up to a quarter of firms may have lost business due to inadequate language skills amongst staff;
- Only 6% of the world's population speak English as a first language;
- 74% of employers are looking to employ people with conversational language skills;
- According to recruitment agencies, salary uplift for those using languages at work can be anything from 8–20%.

As well as the fact that people who speak a foreign language are better placed to get a good job in today's global workplace, there is an enjoyable side to learning a language: nobody ever says "I wish I couldn't speak a foreign language." Along with giving up a musical instrument, the inability to speak a foreign language is one of the most common regrets amongst adults. Here are some good reasons why it is a good idea to study a foreign language in the Sixth Form:

- Being able to speak a foreign language opens doors and is a fun way to make connections with other people and cultures;
- You will learn communication skills. In a recent UCAS survey, good communication skills are rated by employers as the most important proficiency an employee should have, and one that is the most frequently lacking;
- A language always looks good on your CV and on your UCAS form. Admissions Tutors in universities will be impressed if your Sixth Form choices include a Modern Language;
- A language is always appreciated by an employer – industry and commerce are desperate for good linguists;
- It opens your mind and you become aware of other cultures and ways of thinking;
- It will improve your self-confidence;
- A modern language is not just a school subject – it's real, used by millions of people every day;
- A language has its own culture: music, humour, cuisine, art, sport, theatre, cinema...you can learn about them too!
- From a cultural point of view, you will learn to appreciate the fact that other nationalities think in different ways to ourselves, and that therefore there is a responsibility on all of us to accept differences and to build bridges. Learning the language is the first and most important step on this journey.

Facts from [www.languageswork.org.uk](http://www.languageswork.org.uk)

LEARNING LANGUAGES IS NOW MORE IMPORTANT THAN EVER

<http://www.independent.co.uk/news/education/education-news/fall-in-number-of-students-taking-modern-foreign-languages-brexite-british-council-prompts-concerns-a7877491.html>

<http://theconversation.com/how-britains-monolingualism-will-hold-back-its-economy-after-brexite-72244>

# INDEPENDENT



**BRADFIELD TO SUPPLY LANGUAGE PUPILS    SIXTH FORM CHOICES LOOM**

## **Lack of foreign-language skills ‘threatens the UK economy’**

**EXCLUSIVE** 

The UK’s economy will suffer and young Britons will be unable to compete for jobs internationally unless the nation’s poor reputation in foreign tongues can be shifted, MPs warn. Baroness Coussins, a crossbench peer and chair of the APPG said: “The next government will need to take clear, urgent and coherent action to upgrade

the UK’s foreign-language skills. Otherwise our young people will continue to fall behind their European and global peers in education and employability; our export growth will be stunted; our international reputation will suffer and our security, defence and diplomacy needs will be compromised.”

*The Independent, Monday 14 July 2014*

# FRENCH



## Why choose French?

- A world language - more than 200 million people speak French on the five continents. French is the second most widely learned foreign language after English;
- A language for the job market - an ability to speak French and English is an advantage on the international job market, opening the doors of French companies around the world. France is a key economic partner of the UK;
- The language of culture - French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. French is the language of Victor Hugo, Molière, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane;
- The other language of international relations - French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts;
- A language for learning other languages - French is a good base for learning other languages, as well as English, since 50% of current English vocabulary is derived from French;
- The language of love and reason - first and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, a valuable skill for discussions and negotiations.

## Course highlights from the current Upper Sixth

- Learning about the culture of France and Francophone countries;
- Reading the novels *No et Moi* and *Monsieur Ibrahim et Les Fleurs du Coran* - it is very rewarding being able to understand a foreign language at this level;
- Lessons are a lot more interactive than in other subjects;
- Discussing controversial topics that further our understanding of global issues as well as the French language.

## Skills that you will develop

- Cultural understanding, adding an international dimension to everything you do
- Confidence in conversation, presentations and communication
- Flexibility and adaptability
- Team-working, problem solving
- A broader understanding of key global issues





## Taking French further

Possible courses that include French at university:

- French Studies
- European Law and French
- International Relations and French
- French and International Business
- French and Politics
- Art History with French
- Accounting and French

## Beyond Higher Education

Possible jobs as a French graduate after university:

- Education (teaching both French and English in English speaking countries and English abroad)
- The diplomatic service
- Security services
- Accountancy
- Business
- Journalism
- Law
- Industry
- Finance

## Want to know more?

If you are interested in studying French in the Sixth Form then please drop into the Languages Department and speak to Mr Etherington or Mrs Hayes who will be more than happy to give you a greater insight into the course.

IB Information

<https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>

A Level Information

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html>

# GERMAN



## Why choose German?

- Knowledge of German opens doors to business, science, academia, arts, media, tourism and a rich and colourful cultural heritage, not to mention green and creative industries;
- German and English share the same roots, with many similar words, the structure is logical and pronunciation is straightforward;
- German is the language employers want and German companies are global market leaders;
- Course content is flexible, adaptable and relevant.

## Course highlights according to current Sixth Formers

- German society: films and cultural events – fun and inclusive;
- Interactive lessons with a chance to see current issues from a new perspective, debate and understand cultural diversity;
- Small groups, team work and support from native speakers;
- Our partner school in Munich – going on an individual exchange.

## Partner school in Munich

We have a link with a grammar school in Munich which allows us to organise trips and exchanges on a flexible basis. [https://en.wikipedia.org/wiki/Wilhelmsgymnasium\\_\(Munich\)](https://en.wikipedia.org/wiki/Wilhelmsgymnasium_(Munich))

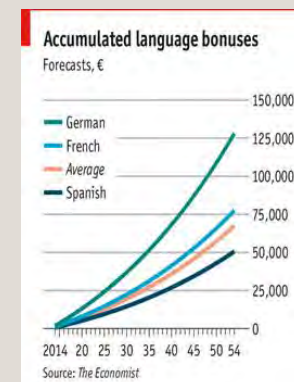
## Want to know more?

If you are interested in studying German in the Sixth Form then please drop into the Languages Department and speak to Mrs D'Cruz who will be more than happy to give you a greater insight into the course.

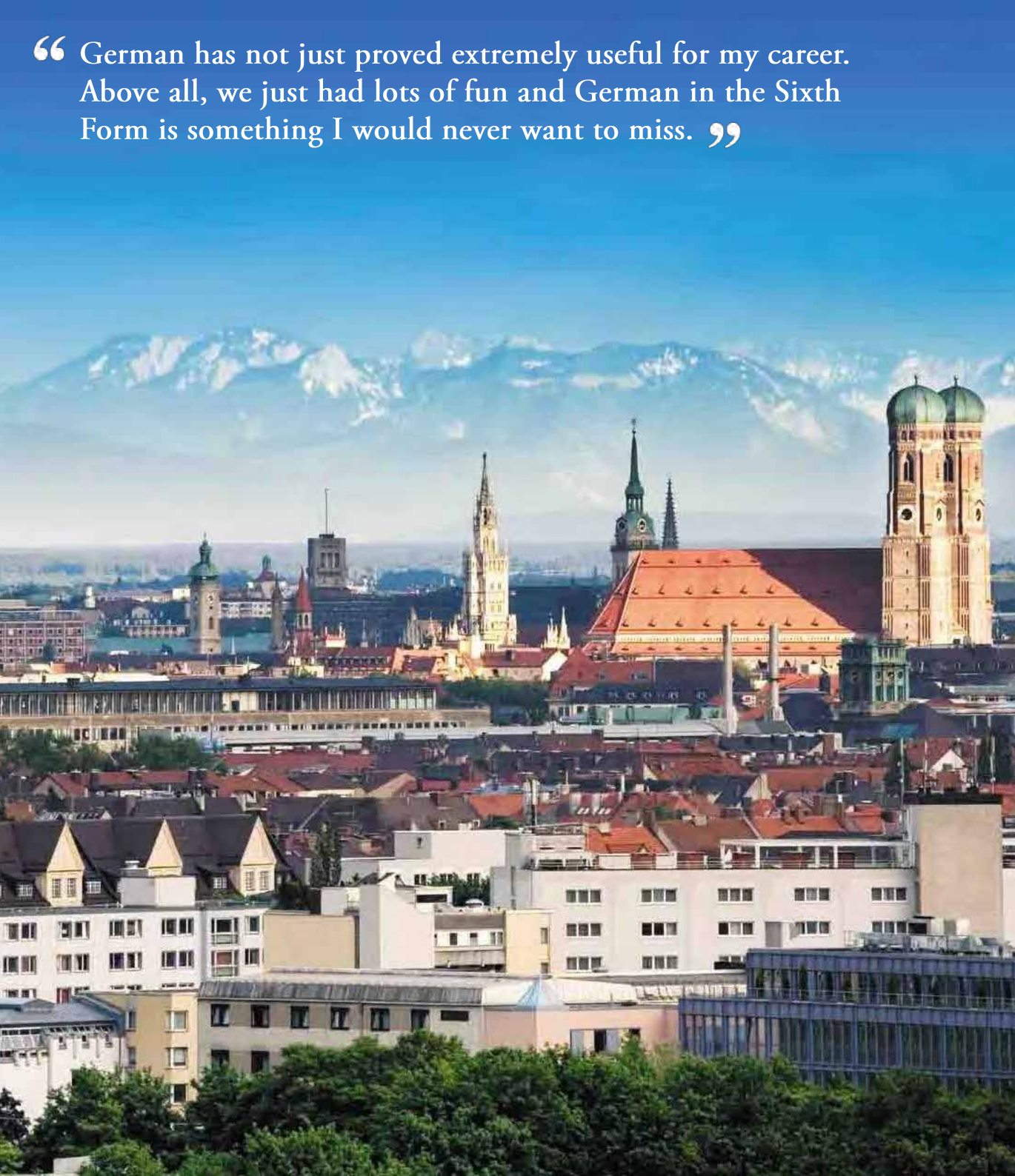
Syllabus Content:

A Level German: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

IB German Language & Literature: <https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>



“ German has not just proved extremely useful for my career. Above all, we just had lots of fun and German in the Sixth Form is something I would never want to miss. ”



## Taking German further

Apart from a straight languages degree with or without literature, there are many exciting courses at University which can be combined with German

- International Relations/International Business/ European Studies/International Management/Politics/ Law
- Music/Art History/Philosophy/Film/Theatre
- Other languages and Liberal Arts with German and study abroad

## Curious?

Curious? Check out these website for reasons to learn German:

<https://www.goethe.de/ins/gb/en/spr/wdl.html>

<http://www.fluentu.com/german/blog/why-learn-german/>

<http://www.telegraph.co.uk/news/2017/08/17/britain-must-reverse-decline-foreign-language-learning-thrive/>

The  
Economist

“ I would emphasise the point that there is currently a shortage of well-qualified graduate linguists in the UK and, within that, there is an even more acute shortage of well qualified Germanists. ”

*Robert Evans - Admissions Tutor at the University of Birmingham*

# SPANISH



## Why choose Spanish?

- 400,000,000 people speak Spanish worldwide;
- Some employers only choose graduates with an MFL qualification – proficiency in Spanish is sought after;
- Learn about current Hispanic culture: not just Spain but Latin American too;
- Not text book centred – fluid, up to date courses with ever changing course material to keep it relevant and current. Interesting issues discussed and investigated.

## Develop confidence and skill

- Work as a small group to improve receptive and productive skills;
- Presentations in the target language;
- Classes are gradually eased into using Spanish as the normal language of the classroom;
- Considered by current U6th to be more interactive than other subjects;
- Encourage understanding and acceptance of cultural diversity;
- Opportunities to enter external competitions such as the Canning House Essay competition.

## Course highlights according to Sixth Form pupils

- Spanish Society – bringing the Sixth Form hispanists together – fun and inclusive;
- Learning more about Spanish culture – Spanish Civil War/ Federico García Lorca (A level) – Jordi Sierra i Fabra (IB);
- The chance to discuss and learn about current issues such as: immigration, world poverty and the environment;
- Encourage understanding and acceptance of cultural diversity;
- Opportunities to enter external competitions such as the Canning House Essay competition.



“ I enjoy languages and I wanted to be able to expand my knowledge of the language further and find out more about the culture of Spain. ”





“ I’ve always had a passion for Spanish. It’s so useful nowadays in such a multicultural world and it’s such a beautiful language. ”



## Taking Spanish further

There are some very exciting courses at Universities that include languages – gone are the days of just studying literature

- Hispanic Studies
- Law and Spanish
- International Relations and Spanish
- International Business / Management and Spanish
- Liberal Arts with study abroad
- Art History with Spanish
- Arabic and Spanish
- Film Studies and Spanish
- Accounting and Spanish

## Want to know more?

If you are interested in studying Spanish in the Sixth Form then please drop into the Languages Department and speak to Mr Denhart who will be more than happy to give you a greater insight into courses offered.

IBDP Specification (IBO) (Higher Level, Standard Level & Ab initio): <https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>

A Level Specification (Edexcel): <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html>

The Selected Poems of



# ITALIAN AB INITIO



## Why learn Italian?

- Many people rate Italian as the most beautiful spoken language in the world;
- Italian developed from Latin and an estimated 60% of the English vocabulary also comes from Latin. Knowing Italian may help improve your scores in English;
- Knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the culinary arts, interior design, fashion, furniture design and cars;
- Italy's cultural importance spans from antiquity through the present, of which the Roman period and the Renaissance are perhaps the two most influential moments;
- According to UNESCO, over 60% of the world's art treasures are found in Italy. Some of the most famous Western artists, from Giotto to Michelangelo, were Italian;
- Italian literature boasts some of the world's most famous writers and thinkers, from Dante, Boccaccio, Petrarca and Machiavelli, to Verga, Svevo, Pirandello, and Gramsci, to name a few;
- Italian is the language of humanism, opera, film, science, political thought, fashion, design, and cuisine.

## What to expect from Italian Ab Initio

At the end of the language ab initio course candidates will be expected to demonstrate an ability to:

- Communicate information and some basic ideas clearly and effectively, in a limited range of situations;
- Understand and use accurately the essential spoken and written forms of the language in a limited range of situations;
- Understand and use a limited range of vocabulary in common usage;
- Use a register that is generally appropriate to the situation;
- Show an awareness of some elements of the culture(s) related to the language studied

## Want to know more?

If you are interested in studying Italian as part of your IB course in the Sixth Form then please drop into the Languages Department and speak to Mr Somma who will be more than happy to give you a greater insight into the course.

IB Resources: <https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>





# MUSIC



## Music is...

- A world language;
- An Art;
- Creative;
- Historical;
- Mathematical.

## What to expect from the course

PERFORMING - Instrumental/vocal tuition, creating your recital programme

CREATING - Developing harmonic language, creative composition

DEVELOPING MUSICAL UNDERSTANDING - Listening and analysing, classical/popular/world music, music for film and television

## Beyond the classroom

The Music Department is buzzing with activity and you will have the opportunity to:

- Take leading roles in productions, concerts and gigs;
- Conduct your own composition performed by professional musicians;
- Join co-curricular music ensembles: Sinfonia, Concert Band, Big Band, String Group, Jazz Band, Choir, Chamber Choir and many more;
- Benefit from hearing lectures by outside speakers;
- Experience Performance, Musicianship and Alexander Technique classes;
- Join professional musicians on stage at concerts in the Music School.

## Did you know?

Our musicians achieved 100% A\* - A in the Summer 2017 GCSE exams.

“ Learning about music from different cultures and different periods throughout history is fascinating. There is so much variety but yet so many connections in the musical language. ”





## Undergraduate opportunities

Music graduates are not confined to their field of study. A degree in Music is highly valued and viewed as a rigorous academic discipline. Graduates go on to do a wide range of jobs in a variety of different industries:

- Performer;
- Editor;
- Marketing;
- Legal;
- Music Therapist;
- Consultancy;
- Management;
- Composer;
- Media Production;
- Finance;
- Teacher;
- Broadcasting;
- Banking.

*“Composition gives me the chance to be creative. You get lots of individual help and attention from teachers and having my composition played by professional musicians was an amazing experience.”*

### Want to know more?

If you are interested in studying music in the Sixth Form then please drop into the music department and speak to Mr Lowe who will be more than happy to give you a greater insight into the course.

IB Resources: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/the-arts/music/>

# PHYSICAL EDUCATION

## Why study Physical Education?

Do you have a passion for sport? Are you interested in finding out how the body works during physical activity, what personality profile is best for elite performers or where your nearest cheese rolling competition is? A Level PE answers all these questions and more in an immersive and varied course which covers areas ranging from Anatomy and Physiology to Sport Psychology in both theoretical and physical modules.

The department now offers an IB alternative in Sports, Exercise & Health Science. See pages 64-65 for more information.

## Areas of study

### EXERCISE AND SPORT PHYSIOLOGY

- Health components of physical fitness
- Cardiovascular and respiratory systems

### HISTORY OF SPORT

- Develop a knowledge of recreation pre and post industrial revolution
- Role of 19th Century Public Schools in sport

### SPORTS PSYCHOLOGY

- Information processing during performance
- Development of motor skills

### SOCIO CULTURAL STUDIES

- Funding and governing bodies
- Social and cultural factors that affect participation in physical activity

### BIOMECHANICS

- Linear motion
- Fluid mechanics

## Want to know more?

If you want to know more about studying Physical Education in the Sixth Form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Clark who will be more than happy to give you a course overview.

A Level overview: <http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>





## Undergraduate opportunities

Sport Science is a highly regarded subject by many universities. The fact that the subject has both theoretical and practical components makes it a very attractive subject as universities love their students to have more than one string to their bow. The three main Physical Education degrees are:

- Sports Science;
- Sports Management;
- Sports Performance and Coaching.

You can also study:

- Sports Journalism;
- Psychology;
- PE Teaching;
- Physical Therapy;
- Events Coordination.

## OTHER STUDY OPTIONS

Physical Education complements a range of subjects (in particular Biology) and relates well to other Advanced GCEs in the Social Sciences, Psychology, Natural Sciences and Business Studies.

“ I really enjoy the different components of A Level PE. Every lesson is different and even if you are struggling in one section you have the other components to look forward to. ”



# SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS)

## Why study SEHS?

Modern sport is widely viewed as a science, which incorporates many aspects such as Psychology, Physiology, Biomechanics and Skill Acquisition. It is this science that also provides a foundation for physical health and well-being, which has a significant relevance to everyday life. In a world where many millions of people are physically inactive and afflicted by chronic ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

Sports, Exercise and Health Science (SEHS) sits in IB group 4. It is available at Standard and Higher Level.

## Core topics

- Anatomy
- Exercise Physiology
- Energy Systems
- Movement Analysis
- Skill in Sport
- Measurement & Evaluation of Human Performance

Pupils will also be able to choose two options selected from:

- Optimising Physiological Performance
- The Psychology of Sport
- Physical Activity & Health
- Nutrition for Sport, Exercise & Health







## Additional Higher Level topics

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

There will be an opportunity to plan and carry out experiments specifically targeted at assessing physiology/psychological performance in relation to sport. SEHS is not a soft option and there are no marks awarded for being good at sport. The best way to describe the course is 'applied physiology of human performance', which means there are elements of Biology, Chemistry and Physics but they are all related to Sport, Health and Fitness. It will suit pupils who are interested in sport and health, and, who would like an opportunity to gain a greater understanding of the anatomy of the human body. A requirement of studying SEHS is that the pupil has at least grade 7 in GCSE Biology.

## Want to know more?

Follow the link below or speak to Mr Clark who will be more than happy to give you a course overview.  
<https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/sports-exercise-and-health-science/>

# PHYSICS



## Why study Physics?

- A growing but specialist subject. In 2018, fewer than 33,000 students took Physics A-Level, compared to almost 59,000 who took Biology and almost 68,000 who took English. It's a subject that is growing in popularity, but still makes you stand out from the crowd.
- Money - According to a recent report by PricewaterhouseCoopers, Physics graduates earn around £187,000 more during their career than someone with A Levels but no degree, whereas History and English graduates increase their earnings by only about half as much.
- Universal and fundamental
- Practical, fascinating and challenging
- Valued by universities and employers

## Global challenges

Physics will play a major role in providing the solutions many of the challenges our planet faces such as:

- Energy crisis and climate change
- Space exploration and travel.
- Medical diagnosis and treatment
- Quantum computing and hi-tech materials
- Advanced theoretical concepts (e.g. dark matter and Grand Unified Theories)

## Key skills

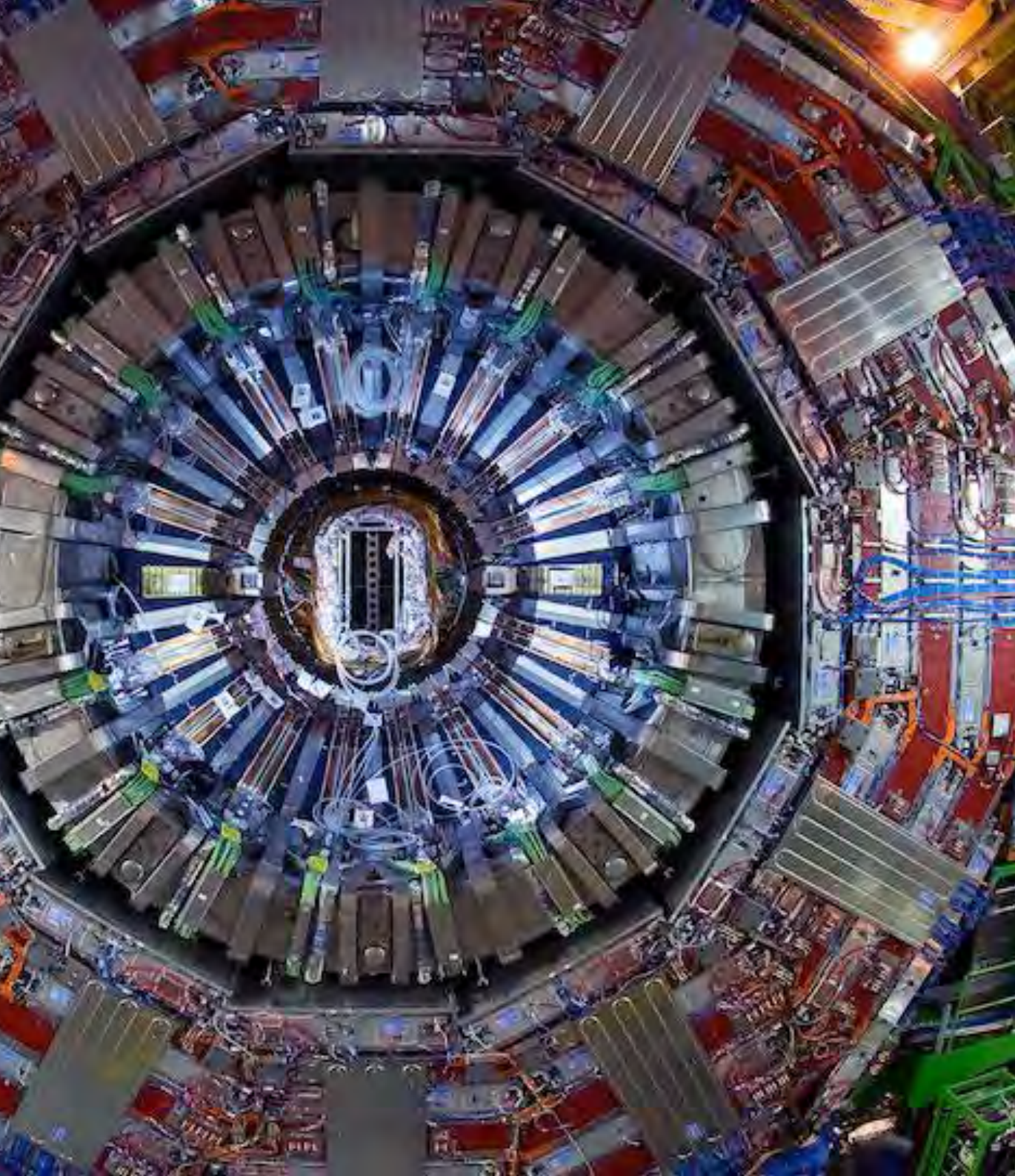
Like most subjects, Physics is able to provide pupils with opportunities to develop Key Skills such as:

- Creative problem solving and analysing
- Investigating
- Researching
- Comprehension
- Presenting information clearly
- Using IT
- Working in a team and independently
- Time management
- Numeracy

## Want to know more?

If you want to find out more about studying Physics in the sixth form you can follow the useful links below. Alternatively why not pop into the department and speak to Mr Stead who will be more than happy to give you a course overview :  
A Level specification: <http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408/spec-at-a-glance>  
IB Specification: <http://www.ibo.org/en/programmes/diploma-programme/curriculum/sciences/physics/>





## Beyond the classroom

The Physics Department run a number of enrichment activities for the Sixth Form including:

- British Physics Olympiad/Oxbridge extension classes
- Problem-solving challenges at Escape Rooms
- Astronomy at the on-site observatory
- Talks by visiting speakers on topics such as the nuclear deterrent, Formula One and medical physics
- Regular support and exam workshops

Next year we hope to offer:

- Visits to Diamond Light Source and other facilities at the Rutherford Appleton Laboratories (RAL)
- Physics events at Oxford University
- Particle Physics Masterclass at RAL
- Trip to CERN

## Undergraduate opportunities

- Applied Sciences (Atomic/Nuclear establishments, tech firms, military)
- Research and academia (University research, Space Agencies, CERN)
- Engineering (Civil, Mechanical, Aeronautical, Automotive, Electronic, Materials etc.)
- Computing
- Finance

We encourage pupils to subscribe to the 'Physics Review' magazine which is aimed at A Level and IB pupils. Click on the cover to find out more.



# PSYCHOLOGY

Bradfield have been offering Psychology at Higher Level since 2017 and have enjoyed successful results to date. The course is a demanding yet exciting and comprises of both core and option modules. The examination is set over three papers plus and Internal Assessment (coursework).

## Core topics

- Biological Levels of Analysis
- Cognitive Levels of Analysis
- Sociocultural Levels of Analysis

## Optional modules

- Health Psychology
- Abnormal Psychology

## Internal assessment

- 2,000 word experimental study which is 20% of the overall grade

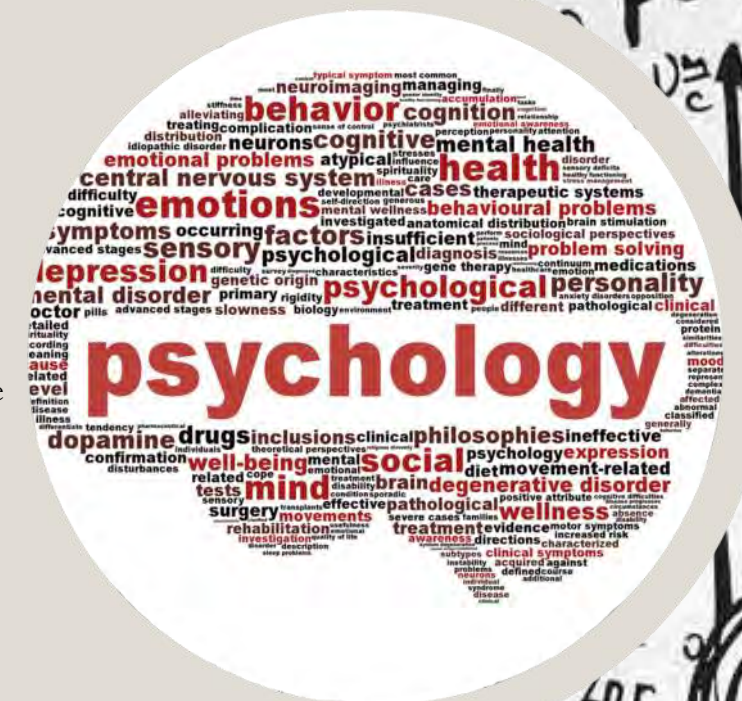
As part of the course we believe it is crucial pupils see how psychology can work in the real world so we will be inviting in external speakers to talk to our pupils as well as trips to listen and talk to leaders in various fields of psychology, such as 'Psychology in Action' at Warwick University and Professor Elizabeth Loftus who is listed as one of the most influential female psychologists ever.

Psychology is a subject where pupils learn best when the theoretical aspects are supported by practical work therefore, alongside their assessed experimental study, pupils will carry out a significant amount of practical work both in and out of school. Alongside this, we also offer a Psychology Society where pupils have the opportunity to discuss psychology outside the realms of the curriculum. This is often pupil driven and previously we have discussed and debated Stockholm Syndrome, Serial Killer Profiling, Stereotyping, Social Identity etc.

The course is well suited to those pupils who first and foremost have a genuine interest in 'why we do what we do' be it biologically, cognitively or behaviourally. Due to the vast amount of research and critical thinking, the course is also suited to those students who thrive on making links and justifying decision and/or behavioural consequences.

## Want to know more?

Further information can be gained through the Department and talking to Miss Rowlands (HoD), Mr Clegg and Miss Spillane.



$R_3 = 20m$   
 $F_A = \rho g V$   
 $w = D \Delta$   
 $w = 0$

$y = \rho \sin \varphi$

$x^2 + y^2 = r^2$



# POLITICS

## What is Politics?

It is not just boring old men dressed in suits...

If you are looking for a new challenge after GCSE, then Politics is a dynamic and 'live' subject. Not a day goes by without a news story appearing that is directly relevant to the A Level Politics course. Just look back at 2018, another turbulent year which saw the seemingly never-ending Brexit negotiations; question marks over May's leadership of country and party; and the ongoing saga of the Trump White House! You will learn lots of new phrases and terminology, so an appetite for reading is essential.

## Why study Politics?

According to the pupils:

- "It is fast paced"
- "Scope for debate and opinions on a range of issues"
- "Unique and different to other subjects I take – not just textbook learning"
- "Expanding my knowledge of current affairs"
- "It gives you a good understanding of the way we're governed and why it's important"
- "It has great links to other subjects like History, Philosophy and Economics"
- "Prep work is usually varied and enjoyable"

## What can you do with Politics?

You don't have to want to be Prime Minister to study Politics!

The subject keeps many doors open and Politics (or related subjects) graduates have a wide choice of career pathways. Prospective University courses & destinations of some of the current UVI pupils include:

- Politics & International Relations at Bristol University
- Law with Politics at Manchester University
- History & Politics at Warwick University
- Arabic & Persian Studies at SOAS University of London

All assessment is by exams only. Three written exam papers at the end of the two years of study. No coursework!





If you don't do politics...  
there's not much you do do

## What you will study

### UK POLITICS:

- Political parties, electoral systems, voting behaviour and the media;
- The UK constitution and sovereignty;
- Parliament;
- The Prime Minister and Cabinet.

### POLITICAL IDEAS:

- Socialism, liberalism, conservatism, feminism;
- Core principles and key thinkers;
- How they apply in practice to human nature, society and the economy.

### COMPARATIVE POLITICS - THE UNITED STATES

- The US constitution;
- Congress versus the Presidency;
- Republican versus Democrat;
- Civil rights in the US.

### Want to know more?

If you want to know more about studying Government and Politics in the Sixth Form you can click on the image (right) to read the Edexcel course specification.

Alternatively why not pop into the department and speak to Dr Rees who will be more than happy to give you a course overview.



# RELIGIOUS STUDIES

## Why study Religious Studies

RS gives you an opportunity to engage with some of the most significant questions that human beings can ask themselves. You will look at arguments for and against the existence of God, the purpose of evil and suffering, whether humans have free will, how people decide whether an action is right or wrong. You will also look at real-life ethical debates such as abortion, IVF and the death penalty.

- Is abortion ever morally justifiable?
- Are there good arguments to support belief in a God?
- If God is omniscient and knows everything, does He know what I will do tomorrow? If He knows what I will do then do I have any choice to do something different?
- Does Science provide an exhaustive explanation of life?
- Is it possible to believe in miracles today?

These are questions that people have discussed as long as people have discussed anything at all! Philosophers believe the answers to such questions are not a matter of opinion, but issues of logic or reason. Differentiating what is **reasonable** from what is not is often not straightforward. Religious Studies is a challenging subject that will teach you to think.

## Undergraduate opportunities

Philosophy and Ethics is both a highly regarded and popular subject at all universities. It requires analytical, evaluative, critical thinking, problem solving, and discussion skills that set you up for many careers and professions in the future such as:

- Journalism
- Law
- Medicine
- Business Management
- Teaching/Lecturing
- Archaeology
- Social Work
- Film/Media

“ *I am studying History, Economics and RS. It is RS that expands my perspective over historical matters and justifies the policies enforced in our economy. By committing to P&E you are guaranteed to maintain a balanced and open-minded view of different topic areas, this comes in handy when you are unsure on what to study at university.* ”

Live your life as  
though your  
every act were to  
become a  
universal law.

Immanuel Kant





## Religious Studies provides opportunities to...

- Develop the ability to make responsible judgments on significant moral teaching and issues;
- Consider moral values and attitudes of individuals, faith communities or contemporary society;
- Study relationships between religion and culture;
- Develop skills in reasoning on matters concerning values, attitudes and actions.



### Want to know more?

If you want to know more about studying Religious Studies in the Sixth Form please speak to a member of the department or ask someone in the Lower Sixth who is currently studying the course what it is like.

**YOU DO NOT HAVE TO HAVE STUDIED RS AT GCSE TO DO THIS AT A LEVEL**

*“Applying religious philosophical theories to real life issues is quite figuratively “food for thought”. The subject at A Level provides a different outlook to modern and historical issues that date back two millennia. It's a fantastic subject that enriches the mind and intellect of all.”*

**“Science without religion is lame,  
religion without science is blind.”**

Albert Einstein



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## BRADFIELD COLLEGE

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