



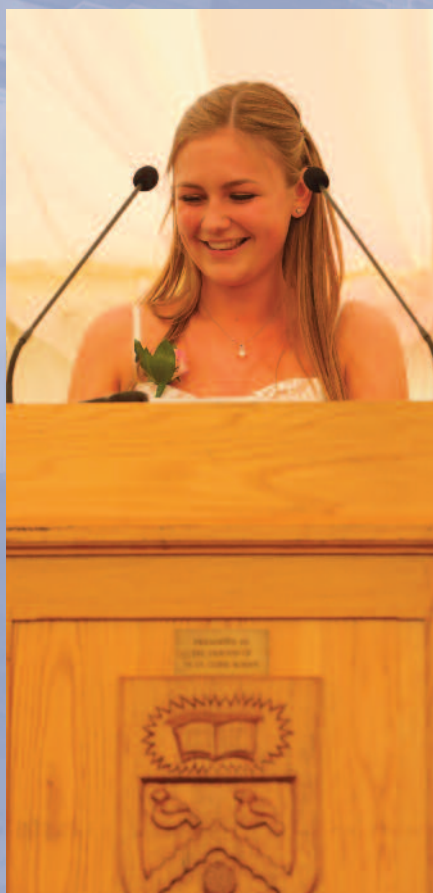
SIXTH FORM

Studies & Enrichment

2024 ~ 2026



DEAN CLOSE
SCHOOL
CHELTENHAM



Sixth Form Studies

A LEVEL CHOICES AVAILABLE FOR STUDY

Art
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Drama and Theatre
Economics
English Literature
French
Geography
Government and Politics
Greek
History

History of Art
Latin
Mathematics
Further Mathematics
Media Studies
Music
Photography
Physical Education
Physics
Product Design Technology
Psychology
Sociology
Theology, Philosophy & Ethics

Contact Registrar:
registrar@deanclose.org.uk



DEAN CLOSE SCHOOL

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A word from the Headmaster

"It's very different, Sir" is the most common response that I get from sixth-formers in answer to the question, "How would you compare the life of the sixth-former to that of a member of Year 11?"

It is different; deliberately and necessarily so. Our aim in the Sixth Form is to prepare pupils for life beyond School. For the vast majority this will mean being equipped with all the necessary skills and character traits needed to flourish at university. For some it will mean being launched into a specific vocation.

In the classroom, the emphasis moves from the recall of facts to an added emphasis of judgement and analysis. Sixth-formers are able to specialise, which changes the atmosphere as they are studying in smaller groups with pupils who have made the same, active choice. It is not enough to simply listen and take notes. They have to play a full part in the shaping of the lessons and to have a more direct involvement in the curriculum.

This choice and responsibility is a continued theme in other areas of Sixth Form life from co-curricular activities, chaplaincy, excursions, lectures, debates, community action and school leadership. The relationship between the School and the pupil starts to shift. The most successful sixth-former is the one who fully engages in all that is on offer.

The key indicator of how different life is in the Sixth Form is the tutor system. Pupils are able to select their individual tutor from the full list of Common Room, whom they meet each week, which is unusual. It is a significant commitment on our part to ensure that we are able support and guide pupils in a specific fashion. There is no typical Dean Close sixth-former: each is provided with the opportunities so they can choose the right path for themselves, meaning every journey is different.

Bradley Salisbury



Sixth Form

The Sixth Form is a distinct part of the School community and consequently its members enjoy new privileges and responsibilities.



Sixth-formers serve on numerous school committees, captain sports' teams, and play prominent roles in drama and music, with the most talented having opportunities to perform concertos or direct a play. Those who demonstrate initiative are encouraged, for example, to start up their own societies or organise charity events. A team of pupil leaders covering different aspects of school life, working with the Head of School to support fellow pupils and staff, is responsible for much of the School's leadership and sixth-formers play a major role in every House.

Pupils take great pleasure in leaving their uniforms behind to dress in business suits. Many comment on how they enjoy their relationships with tutors and teachers, which become more adult, and greater freedoms such as boarders going into town at weekends.

There are regular opportunities to hear and meet high profile speakers, who are experts in their fields. Recent lectures and events have covered topics as diverse as, international security, artificial intelligence, media language, polar exploration, insights into police work, Aristophanes and politics, and climate change.



Personal Tutor

The School greatly values the individual, something that is borne out in the one-to-one tutorial system. This system is designed to ensure that each pupil has an adult who takes a particular interest in them, not just academically, but in terms of their wider well-being and interests. Sixth-formers choose their own tutors, often picking someone who teaches one of their A level subjects, and the tutor-pupil relationship is usually a very strong one that can last a lifetime. This is a crucial time with impending choices about careers and university options and tutors work closely with their tutees, supporting them as they make these important decisions.

Every sixth-former meets at least once a week with their tutor to discuss things from an academic and pastoral view. The content of these meetings will vary according to individual needs, but will include: managing workload, time planning, learning how to work independently, discussing assessments and helping with exam preparation. Tutors also help with decisions on co-curricular activities, give advice on university applications, share in successes, and can support and advise through difficult times. The tutor system works in conjunction with the Boarding and Day Houses and the academic departments to ensure life in the Sixth Form is as happy and successful as possible.



A level Choices

A level courses are linear, meaning that you will study for the full two years in order to obtain the A level qualification, sitting your exams at the end of the course. Dean Close is committed to offering a coherent academic programme that will allow all pupils to enjoy their learning and to be successful in public examinations.

Full details of the A level programme can be found on the School website.

Dean Close offers a range of programmes of study that are tailored to the needs and abilities of each pupil. The principles that underpin these programmes are that:

- **All pupils study towards A levels**
- **All pupils take an option or options in the Enrichment Block**
(in some circumstances this may be a fourth A level)

The majority of pupils will take THREE A levels and an option from the Enrichment Block. However, other combinations may be possible, including:

- **TWO A levels and an option or options from the Enrichment Block**
- **THREE A levels, one of which will be in the Enrichment Block**
- **FOUR A levels and an option from the Enrichment Block**
- **FIVE A levels and an option from the Enrichment Block.**

If you have other options that you would like to follow, we would encourage you to discuss these with the Director of Studies to see how the School can best meet your needs.

A level Courses

Art

Biology

Business

Chemistry

Classical Civilisation

Computer Science

Drama and Theatre

Economics

English Literature

French

Geography

History

History of Art

Gratin/Latin/Greek*

Maths (single)

Further Maths (double)

Media Studies

Music

Photography

Physical Education

Physics

Politics

Product Design Technology

Psychology

Sociology

Spanish

Theology, Philosophy & Ethics



Notes

* Gratin is **viewed as one A level choice**. **If you complete the full course you will achieve 2 A levels, Latin and Greek**. This will be delivered using an additional three lessons within the timetable. You may choose Latin as a single choice or Greek as a single choice if you do not want to do Gratin.

Further Maths is available as a separate subject option. Students must also take single Maths. This will normally account for a pupil's Enrichment Block option. The final decision on suitability of this course lies with the Director of Sixth Form Studies in conjunction with the Head of Maths.



The Co-curricular programme

Some **activities** presently offered include:

The Sixth Form opens up a wide range of opportunities to develop specific intellectual, sporting and cultural interests. Besides the obvious enjoyment that is derived from these activities, university admissions tutors value active participation in drama, outdoor pursuits, community action, sport and music as they provide obvious opportunities for the development of leadership and organisational skills. Furthermore, involvement in these activities inevitably promotes virtues such as patience, tenacity, resourcefulness and commitment. All students are expected to be fully involved in the co-curricular programme.

CCF - This provides a wide range of activities, both military and non-military, which develop leadership, confidence, self-reliance and discipline skills as well as giving a taste of life in the Armed Forces. Sixth formers can opt for officer training, leading to supervisory roles as NCOs.

Community Action - The thriving Community Action programme works on projects within the local community and the wider world. It encourages young people to see how rewarding it is to make a difference through local projects including supporting the children's ward at Gloucester Royal Hospital; helping children with disabilities; visiting nursing homes regularly to establish relationships with residents; assisting in a variety of charity shops and reading with asylum seekers who want to learn English.

Drama - For a school of its size, Dean Close Drama really packs a punch and expects a great deal in terms of acting standards and commitment. There is a policy to perform works of major playwrights as well as the best of contemporary drama, with up to ten productions annually.

Duke of Edinburgh - With so many students packing every moment of their school day with constructive activity, the Duke of Edinburgh Award scheme complements all that the Dean Close has to offer. On average 12 students complete their Gold Award each year on both walking and cycling expeditions.

Music - There are over 50 concerts each year, ranging from informal lunchtime recitals to major choral and orchestral events, providing performing opportunities for musicians at every level of ability. Chapel Choir and Chamber Choir sing evensong in St Paul's Cathedral and Tewkesbury Abbey each year. There are also ample opportunities for bands to perform both informally and as part of RocSoc.

Sport - Dean Close has a tradition of performing at a high level on the sports field and teams regularly achieve results that might not be expected of a School of this size. During the last few years, teams have represented the School in a number of National Finals in Hockey, Rugby and Equestrian events.

Uganda Project - In 2004 the School established a link with the Nyakatukura Memorial School in Uganda. Since then it has been committed to raising money for specific projects including building a girls' dormitory and drainage system. Every two years a group of pupils from Dean Close visit the School and involve themselves in teaching lessons, playing with the children and basic maintenance around the campus.



Community Action in Uganda



Flecker Library

The Flecker Library is Dean Close School's central nexus of discovery, exploration and development. Our purpose: to support learning, cultivate advanced information literacy and champion the unmatched potency of reading. Our dedicated goal: to empower pupils through a wide-ranging, specialist information service.

Within its warm, wooden boughs, the Flecker Library offers both a haven for imagination, study and research, and a professional environment facilitated by technology and modern innovation. Our ever evolving catalogue of academic non-fiction, biographies, young adult novels, contemporary fiction, graphic novels, and literary classics, unwaveringly supports reading and research for both learning and leisure.

The library catalogue can be accessed both on and off site, providing users with the ability to search for and reserve resources they wish to borrow. As well as being home to over 14,000 books, pupils also have access to journals, magazines and a thriving DVD and digital media library. From Shakespeare to French Cinema, there

is a vast range of films and documentaries with which pupils can supplement their learning.

The ground floor of the Library affords ample space for individual learning underneath the vaulted ark of the Flecker Hall, while the first floor hosts a full IT suite for independent work and research. Our second floor is designated for library teaching and Sixth Form group work, offering further presentation facilities and additional computers. Dedicated Wi-Fi enables pupils to work on their own devices. Extending our physical limits, pupils have access to a comprehensive selection of online academic journals, digital periodicals, subject-specific study centres, encyclopaedias, and a streaming portal for documentaries and feature films. Staffed by three dedicated and specialist librarians, we are available all day to assist in learning, resource discovery and research.

Exam Success

Success at A level requires range and depth of knowledge, critical application of understanding, and a fine-tuned academic

skill set. Working closely with their subject teachers, the Library strives to provide pupils with the right opportunities and assistance to extend knowledge, challenge thinking and develop key information management skills in preparation for the academic and professional demands of their future.

We are an ever-changing library for an ever-changing world. Visit us now at dcslibrary.com.

Zach Suckle

Head of Library & Careers





departments provide. You will be expected to read around your subject and do more than the bare minimum of completing the homework tasks. There will never be a time when you can claim, 'I do not have any work to do!'

- Sixth-formers to undertake post-16 courses which are demanding and of sufficient breadth to enable them to differentiate themselves in a competitive university admissions, apprenticeships, and job market.
- All pupils to play a full and committed part in the co-curricular life of the School.

Entry

At Dean Close we believe the most appropriate qualification in preparation for entry to university is the GCE A level. It is the most widely recognised qualification in the UK by a substantial margin, and allows pupils to study subjects in which they have a particular interest to a good level of depth, whilst being able to broaden their curriculum through a very wide choice of subject areas. In order to undertake the full A level course we expect pupils to have obtained at least six Grade 6 passes at GCSE. However, it is our experience, that if you do not gain a 7 in the subject of your choice at GCSE - or related field in the case of subjects which appear in the Sixth Form but not at GCSE - you are likely to find the course extremely demanding. The decision about suitability to study a particular subject lies with the Director of Sixth Form Studies.

Expectations

The choice of subjects is very important and should be made in conjunction with your tutor, Housemaster/mistress and parents/guardian. You should have a real interest in the subjects and show some evidence of having the necessary skills to cope with the course through the work you have done at GCSE. A level study is more intensive than that involved in the

courses you are currently studying. They require more developed skills of independent study and a real commitment to extending your academic interests and abilities.

We Expect

- You to work independently and to take responsibility for your learning. This will typically involve taking full advantage of the resources that the Library and academic

How do you **choose** your A levels

Choose subjects that you will enjoy.

A levels are hard enough without having to struggle with a subject you only chose because it will look good on a UCAS application. If you are happy in your work you will be far more successful.

Choose subjects you will be good at.

For many careers or courses, grades matter more than subjects.

Check your combination of subjects.

Ensure that the combination of subjects you choose meets the requirements of any careers or courses that you are considering. You can do this and still keep your options open – very few careers or courses specify more than one or two subjects within their overall requirements.

Please note that it is only possible to run courses, at A level, if there are sufficient takers. The provision of courses described in this booklet represents the School's intentions at the time of publication and may be subject to change.



Academic **Results** and Leavers' Destinations



At Dean Close, pupils of all abilities achieve excellent results at A levels across a broad range of subjects. Whilst each cohort may vary slightly in ability, typical results, based on the last five years are:

- 20% - 35% - A*
- 40% - 50% - A*/A
- 75% - 85% - A*- B
- 100% pass

The average UCAS points score for every exam taken is 43 points (where A=48 and B=40) which is a reflection of the quality of teaching and learning and a strong tribute to the effort and performance of every Dean Close pupil in the Sixth Form. The Headmaster meets personally with every Sixth Form pupil to work through their UCAS

interview and to discuss their form. Furthermore, the Careers Department is on hand to provide university and careers advice, counselling, testing, contacts and practical assistance, with particular attention given to UCAS forms and personal statements.

About 90% of pupils are successful in gaining a place at their first or second choice university. In a typical year, a number of leavers gain a place at Oxford or Cambridge, and over 50% of leavers go on to Russell Group universities or similar. A small number also win places at elite Drama, Music and Art Schools.

Popular **Degree Course** Requirements



Degree Course	Possible Requirements
Anthropology	Biology is recommended for some courses.
Art Foundation	Art A level plus a good portfolio. Some institutions may accept DT, depending on the course. Check with the colleges you are interested in.
Biology	Biology and another science (normally Chemistry).
Chemistry	Chemistry, and sometimes Maths and/or another science.
Dentistry	Chemistry plus Biology usually required. Check individual institutions.
Economics	Many universities require Maths A level – please check carefully.
Engineering	Maths and Physics (or Maths and Chemistry for Chemical Engineering).
Law	Any, but preferably traditional ‘academic’ subjects – high grades will generally be necessary.
Medicine	Chemistry and Biology.
Natural Sciences	Maths required at most institutions.
Physiotherapy	One science – usually Biology. Some universities ask for TWO sciences, so please check carefully.
Psychology	A science subject such as Psychology or Biology is usually required.
Sports Science	Some universities require Biology and another science.
Veterinary Science	Chemistry and Biology.

Think about... whether the specification plays to your strengths

Talk to your current teachers for an honest, informed assessment of your potential in individual subjects. What's essential, what's preferred and what's useful for university course. Bear in mind that some careers and courses need particular A levels and increasingly universities are looking back to GCSE results when making their offers. Some courses (such as Medicine) might specify a certain numbers of Grade 8s at GCSE.



A level subjects



Art & Design (Edexcel)

Why study Art at A level?

The course is directed at all those with a genuine interest, aptitude and enthusiasm for the subject regardless of their future intentions and aspirations.

Are you a creative and original thinker who enjoys independent research? Do you relish the opportunity for hands-on experimentation with materials as a means to visually communicate your ideas? If so, then this is the subject for you. If you are intending to study art and/or design at a higher level, and/or are hoping to enter a career where an art and design background would be relevant or useful, this course must be considered essential to achieving such goals.

With a view to careers, other than Fine Art, the following fields stem from the study of art and design: Architecture, Landscape Architecture, Fashion and Textiles, Interior Design, Printing, Photography, Media Studies, Graphic Design, Theatre Design, Product Design and Teaching, while industries of all descriptions are becoming increasingly interested in employing people with creative skills and imagination.

What will I learn?

The Edexcel A level Art & Design specification encourages an adventurous and enquiring approach. The Fine Art endorsement will enable you to explore and develop skills in an exciting range of two and three dimensional media within your study either as free-standing or related experiences.

Work produced will aim to demonstrate skilful use of the formal elements, advanced creative skills and give visual form to individual thoughts, feelings, observations and ideas.



The course aims to develop:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills.
- Aesthetic understanding and critical judgement.
- Knowledge and understanding of art and design in contemporary society and in other times and cultures.

The studio based courses are regularly enhanced and enriched by exhibitions, masterclasses and trips.

Throughout the course you will be required to keep work journals for each unit. The work journal can be defined as a combination of sketchbook and time-based record which contains evidence of the development of your ideas and should show your understanding of meanings, contexts and your ability to make skilled judgements, using appropriate visual/verbal form. The work journal is

a vital tool in supporting and stimulating the artistic process and has a major role in the production of preparatory work. Such study is essential in meeting the assessment objectives of the course at all stages.

How am I assessed?

The two year course is divided into two assessable units:

Component 1: Personal Investigation (60%)

Incorporates three major elements: supporting studies, practical work and a personal study:

- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words continuous, written prose. It comprises 12% of the total qualification.

Component 2: Externally Set Assignment (40%)

Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

- Preparatory studies will comprise a portfolio of practical and written development work based on the theme and suggested starting points provided in the ESA paper which is released on Feb 1st of the second year of the course.
- During the 15 hour period of sustained focus under exam conditions, students will produce final outcomes extending from their preparatory studies.

Ella Davidson Head of Art

Biology

Why study Biology at A level?

Biology is the study of life, covering everything that we are and how we function. From understanding the distant evolutionary past to our future survival, advances in biological fields from ecology to medicine and biotechnology will be vital for the human race in the coming decades.

Studying Biology A level will teach you the basics of the subject, inform you about the issues that affect all living things on the planet today, and help you to understand more about the functioning of your own body. As well as opening the door to future study in the biological and related sciences, it will also help develop your analytical and investigative skills and provide you with the tools to critically evaluate Science and how it is represented in the press.

Essential for study of medical and biological subjects at university (for which some courses may also require Chemistry), Biology also combines well with almost all other subjects. Every year we have had pupils successfully gain places for Medicine, or for Biological Sciences at top HE institutions including Oxford and Cambridge.

Experiments, Practical Work, and Biology beyond the Classroom

Biology is a practical subject best illustrated through hands-on laboratory work. The new A level course embeds a wide range of experiments and investigations to develop of biological techniques and a variety of study skills. By the end of the course, students will be confident in planning their own practical work and in critically evaluating their own and others' experimental designs and data.

Students will have the opportunity to carry out field work in the School grounds and the local countryside where they study the effects of various biotic and abiotic factors on species diversity.



Students have the chance to take part in the Intermediate Biology Olympiad in the Trinity Term of Year 12 and the Senior Biology Olympiad in the Lent Term of Year 13, as well as being stretched and stimulated in Biochemistry, MDV, and Ethics sessions.

Course and Assessment

The specification consists of 8 units: Biological Molecules; Cells; Exchange; Genetics & Diversity; Energy Transfer; Homeostasis and Response; Genetics, Populations and Evolution; Control of Gene Expression.

There is no coursework or controlled assessment. Instead practical skills are developed over the two years of the A level and the progress and mastery of these skills tracked and monitored through the completion of a practical folder.

There are twelve 'core' practical investigations that students will complete, as well as many others that will also be carried out throughout the course.

The A level is examined at the end of the course with students sitting three 2 hour papers. Paper 1 is on material from Units 1-4; Paper 2 is on material from Units 5-8; and Paper 3 is on all material from Units 1-8 including a focus on all relevant practical skills.

Studying Biology at Dean Close gives you the opportunity to gain an excellent understanding of a subject that underpins all human, animal and plant life and the chance to experience it at first hand, through practical work and field study, as well as to hear perspectives from experts in the field.

Dr Andrew Martin Head of Biology

Business

Do you see yourself as the next Sir Alan Sugar? ...or maybe a Dragon?

Are you interested in running your own business?

What about going global and following in the footsteps of Sir Richard Branson and Virgin?

Why should I take Business?

The last two decades have seen a revolution in attitudes to entrepreneurial activity and the development of globalisation. As a result, Business has become one of the fastest growing A levels, offering pupils an opportunity to find out how real businesses organise themselves to achieve a wide range of objectives in a highly competitive global economy.

What will I learn?

You will learn about risk, what makes a successful entrepreneur, financing your business, marketing, human resource management, organising business operations, strategic decision making, investment appraisal, the global environment and much, much more.



A level Business is non-vocational, despite the fact that it uses real business case studies as its foundation.

What help will I get?

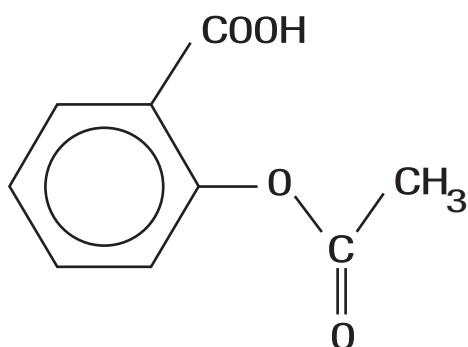
Business is taught by experienced teachers with a track record of success. Delivery is via taught lessons using current business examples, backed up with the latest texts and online

resources. The Department works with the DCS Business Club to provide pupils the opportunity to hear from successful people in business and to source examples of aspects of the specification in applied settings.

Jonathan Hardaker Head of Economics & Business

Chemistry

What is this?



If you have tried to come up with an answer then you may want to study Chemistry at A level. The answer will be revealed as well as explanations of what is really going on in your IGCSE chemistry. Chemistry at A level suits anyone who has an enquiring mind and is fascinated by the composition of materials and enjoy finding patterns in behaviour that can be explained.

But isn't chemistry really difficult?

Dean Close Chemistry results at A level are very good. Although it is a challenging subject that should not be attempted by someone who found IGCSE difficult, if you are keen to study Chemistry, you should rise to and enjoy the experience.



Why should I study Chemistry?

- 1) Doing Chemistry can be fun and you will have the opportunity to carry out many practicals that were considered too dangerous lower down the School.
- 2) If you want to stretch yourself, Chemistry will provide the opportunity to do so and will look impressive on your CV.
- 3) It is an essential subject if you want to carry on towards a career in the medical profession or to study any science at a higher level.

What help will I get?

You will be taught by two teachers who will offer help and guidance throughout the course.

What will I learn?

The course follows the AQA chemistry syllabus which can be found on the following web link <http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405> or the syllabus can be found in the Upper or Lower Sixth sub folders within the Chemistry folder on the pupil network of Dean Close School.

Dale Chapman Head of Chemistry

Classics: Latin & Greek ■ Classical Civilisation

Latin and Greek

Why study Latin and Greek? What will I learn?

Post GCSE, the aims of the department are two-fold: firstly we aim to sharpen and develop the linguistic skills thus far acquired (to enable the scholar to cope with the wider range of syntax and vocabulary to be encountered) and, secondly, to develop the historical perspective necessary to appreciate each author in his period. No one should think of tackling A level Latin or Greek unless he or she is excited by literature, history and language. We try to grapple with the great minds of the past, to study contemporary problems and we are ever conscious of the derivation of our native tongue. We believe that the discipline required to master the language is of great value; we know that the business world and the professions value the Classics graduate for his or her clear thinking and analytical ability. We also believe that the past has valuable lessons for the present. Latin and/or Greek can be successfully combined with any arts or, indeed, scientific subject. University classics departments are crying out for Classics scholars and B/C grades may ensure entry to all but Oxbridge, Durham and Bristol. Meanwhile Classics scholars have pursued successful careers in accountancy, banking, computing, law and business.



How am I assessed?

Latin (OCR)

Candidates must sit four papers:

Paper 1 (33% of the total A level) requires the translation of one prose passage into English and one verse passage into English. Over the course of two years, candidates study texts written by a range of authors in order to develop linguistic competence.

Paper 2 is a prose composition or comprehension paper worth 17 % of the total A level. This examination is designed to enable candidates to demonstrate their knowledge of Latin syntax and accidence either through translating a passage of English into Latin or by answering questions, both of a literary and grammatical nature, on an unseen passage of Latin prose.

Paper 3 (25% of the total A level) is a prose literature paper for which candidates study two prose set texts in depth and some additional literature in translation.

Paper 4 (25% of the total A level) is a verse literature paper which examines candidates' knowledge and understanding of two verse set texts as well as some additional literature in translation in order to understand the context from which the set texts have been taken.

Authors studied at A level include Cicero, Pliny, Tacitus, Livy, Seneca, Virgil, Ovid, Horace, Catullus and Tibullus.

Classical Greek (OCR)

Candidates must sit four papers:

Paper 1 (33% of the total A level) requires the translation of one prose passage into English and one verse passage into English. Over the course of two years, candidates study texts written by a range of authors in order to develop linguistic competence.

Paper 2 is a prose composition or comprehension paper worth 17 % of the total A level. This examination is designed to enable candidates to demonstrate their knowledge of Classical Greek syntax and accidence either through translating a passage of English into Classical Greek or by answering questions, both of a literary and grammatical nature, on an unseen passage of Classical Greek prose.

Paper 3 (25% of the total A level) is a prose literature paper for which candidates study two prose set texts in depth and some additional literature in translation.

Paper 4 (25% of the total A level) is a verse literature paper which examines candidates' knowledge and understanding of two verse set texts as well as some additional literature in translation in order to understand the context from which the set texts have been taken.

Authors studied at A level include Thucydides, Plato, Xenophon, Plutarch, Homer, Sophocles, Euripides and Aristophanes.

Classical Civilisation (OCR)

This is an opportunity to study a range of different subject areas and sources that include the literature, history and visual/material culture of Greece and Rome. Candidates sit three written papers:

Paper 1 The World of the Hero. The important and ever popular literary genre of epic forms the basis of OCR's mandatory component The World of the Hero (H408/11). This component will explore both Greek and Roman epic, with the study of either Homer's Iliad or Odyssey and Virgil's Aeneid. The works of Homer are the foundation of the Western literary canon, and the Greeks themselves considered them the cornerstone of Greek culture. In his Aeneid Virgil pays homage to Homer, but also to Rome and its leader, the emperor Augustus. With their unique composition, and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world.

Paper 2 Greek Art: The 6th–4th centuries BC were a period of great change in the Greek world, and this is reflected in the art which was produced during this era. In this component candidates will gain a thorough knowledge and understanding of Greek art but they will also gain some understanding of, and insight into, the context in which it was created, particularly the areas of religion, society, values and history/politics. Candidates will have the opportunity to explore and engage with a range of the visual arts produced by the Greeks in 6th–4th centuries BC, including free-standing sculpture, architectural sculpture and vase painting.

Paper 3 Greek Religion: Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine oracular

intervention. Religion was also an important tool for the creation of local and Panhellenic identities, as well as of competition between the Greek city-states.

Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for candidates and help develop their sense of the central role religion played in the life of everyday people.

Students will also explore the nature of the gods and their relationships with mortals. Key to this is the depiction of the gods by Homer and Hesiod, whom Herodotus credited with giving the Greeks their first understanding of the characters of the Pantheon; also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

Francesca Stewart Head of Classics

Computer Science

Why Study Computer Science?

If you are constantly tinkering with your computer wondering "What happens if I change this?" and "How does it work?", or if you have a fondness for problem solving, mathematical reasoning and logic then A level Computer Science may be the perfect choice for you.

A level Computer Science is accepted as an appropriate qualification for entry to many degree courses and gives a very good start for pupils wishing to take Computer Science at degree level. Whether you chose to Study Computer Science at university or not, you will find the practical skills you have developed through the course to be invaluable in supporting further study in science and engineering courses at undergraduate level.

It is expected that pupils will achieve a minimum of a grade 5 in GCSE Mathematics and GCSE Physics in order to take this subject in the Sixth Form. GCSE Computing is not necessary.

Pupils will be based in computer suites which are especially equipped to facilitate the delivery of the course. They will be able to access their files using Dean Close School networked PCs, remote access via the Internet is also available. A selection of microcontrollers and associated kits will be made available for possible use in A level projects or co-curricular activities.

What will I learn?

Pupils will take a detailed look 'under the hood' of computer systems to learn about what really goes on inside those chips and circuit boards. They will investigate the nature and role of software, taking a practical approach; by designing and developing their own software applications using various programming languages including; Python, Java Script and SQL.



They will learn how data is processed, represented and stored by computers, creating algorithms that can be applied to solve computational problems. They also use Office productivity software to demonstrate and document progress throughout the course, and are expected to do a substantial amount of both practical and theory work outside the classroom.

How am I assessed?

Specification: OCR Computer Science

Computer Systems (40%) 2.5 hours

This unit gives a broad overview of Computer Science, looking at the elements of a computer system (hardware/software/operating systems), the structure and nature of data, the role of the processor and the implications of computer use. Pupils also examine the role and importance of databases to commerce and business.

Algorithms and Programming (40%) 2.5 hours

This unit focuses on computational thinking, including designing, creating and evaluating computer programs.

A variety of practical tasks are covered in different computer languages, such as Visual Basic and Python. Pupils are encouraged to develop practical skills in a number of areas and will create desktop programs, mobile apps and robotics-based solutions.

Programming Project (20%)

Pupils research and design a complex information system and create a working program to solve a real-world problem. The project and accompanying documentation form the assessment for this unit.

Darren Fitzgerald

Head of Computer Science

Drama and Theatre

What will I learn?

Shakespeare said in Hamlet that theatre "holds the mirror up to nature"- in other words, all theatre is about looking at ourselves as complex existential human beings: it attempts to examine us with all our strengths and frailties. The great practitioner Stanislavski said, "Love the art in yourself, not yourself in the art". And so, you will need to have an enthusiasm for the theatre - this does not mean a passion for your own ego and performance. Drama and Theatre is not about stardom or self. Candidates will need to be able to act, and act well, and have preferably achieved at least a grade 6 (preferably a grade 7-9) in GCSE Drama.

What does A level Drama and Theatre involve?

There is a strong practical element to the course (60%) but there are also important theoretical aspects, and the artistic and intellectual ability to transport a text from page to stage is a core part of the subject; hence design, costumes, period, background are all just as important as ideas on how to perform or direct a role. Drama and Theatre involves learning about different dramatic interpretations and possibilities. The course also involves watching and critiquing a number of plays both in School and elsewhere. In the past these have included:

** Performances in Stratford (RSC), Malvern, Cheltenham, London, Bath and others.*

** An all-day visit to Stratford: workshops with professional actors, visits to Shakespeare's birthplace and tomb, and a performance at the RSC.*

** An all-day visit to The Globe Theatre in London, with workshops from professional actors and directors, followed by a performance at The Globe.*

** Regular visits to the Bacon Theatre (our own school theatre) to see RSC and NT Live broadcasts - this is a terrific facility we often avail ourselves of*

** Visits to see productions by Kneehigh, Frantic Assembly, Vamos and others*

** discovering and exploring links with OD actors and others locally and nationally in the industry*

Why take A level Drama and Theatre?

First and foremost, we hope that it will engender and develop a love of theatre for its own sake. In this department, you will learn about great plays and playwrights, great actors and great drama teachers and practitioners - Stanislavski, Brecht, Artaud. You will encounter new and exciting theatre, such as Frantic Assembly and Kneehigh Theatre. You will discover exciting iconic actors of the 20th Century such as Marlon Brando, Judi Dench and Laurence Olivier. You will get to perform drama to the highest standard you can achieve, as well as creating and devising your own drama for an audience. An A level in Drama and Theatre will provide the foundation for most Drama courses. However, studying the subject does not mean that a career in acting is the only option; it will open up opportunities in the arts, advertising, PR, journalism, theatre management and film. We find that Drama and Theatre improves confidence, public speaking and sense of organisation and self-discipline. It is also a myth that this subject is a "soft" subject - many pupils from Dean Close who have studied it have gone on to Oxbridge and Russell Group universities. One young man who studied medicine at Cambridge also did Drama and Theatre - "because I think it will make me a better doctor", he said.

What are the nuts and bolts?

Component 1: Written exam: 3 hours. Two set plays and a question on Live Theatre. 40% of total.

Component 2: Devised drama: working notebook and practical performance. 30%



Component 3: Practical exploration of three extracts, including performance of one and reflective report: 30%

The Director of Drama will be delighted to meet any prospective candidates to talk through an application to study this subject. Please contact him via Admissions.

Andrew Shakeshaft Director of Drama

Economics

The profile of Economics has never been higher. The credit crunch, bankers' bonuses and fears of a Euro meltdown have rarely been out of the news in recent years. The economic implications of Brexit and trade wars now dominate the front pages.

Why should I take Economics?

The need to understand Economics has never been greater. The economic implications of Brexit continue to rumble on, compounded by huge levels of national debt following the response to the global pandemic and, now, a cost of living crisis. Knowing what is happening, why it is happening and what can be done about it has never been more important. Economics provides you with a rational analysis of the world around you and provides you with tools you need to make sound financial and political decisions in your adult life.

Economics is an academic subject that is held in high regard by universities. Scholars wishing to read straight Economics at highly selective universities should consider combining Economics with Mathematics (often compulsory), although it is important to note that there is little mathematical content to the A level course.



What will I learn?

In the study of Microeconomics you will learn how we seek to address the basic economic problem of limited resources meeting unlimited wants. In order to find answers, you will study how free markets operate, why they fail and what governments can do to intervene. We also look at the nature of competition amongst firms and how firms make pricing and output decisions. Finally, we examine how labour markets determine wages and what you may need to do to maximise your earnings.

In the study of Macroeconomics you will learn about how the Government seeks to fulfil its traditional objectives in the wider economy of low unemployment, low inflation, a trade surplus and economic growth. In addition, we consider action that can be taken to reduce inequality, debt and environmental degradation as well

as looking further afield to how Economics can be deployed to improve standards of living for those in less economically developed economies.

What help will I get?

You will be taught by experienced teachers with a track record of success. Throughout the course we use real life scenarios and the latest economic data to ensure that the course is directly relevant to current events and builds a rational understanding of the real world.

Extension opportunities include external essay competitions, clinics and excursions.

Jonathan Hardaker Head of Economics



English



about the influence of contextual factors on the texts you study and find out about literary theory. You will learn how to think, how to structure ideas, develop arguments logically, and write with fluency and control. These skills are essential for any career that involves communication and problem-solving. We also want you to enjoy the cultural richness of Literature through trips to the theatre, lectures, the Cheltenham Festival of Literature and a literary day out at the end of your Lower Sixth year.

What will I study?

The two year course consists of **FOUR** components:

Component 1 – DRAMA - Shakespeare (*Hamlet*), plus one other drama text (for example, Webster's *The Duchess of Malfi*)
Worth 30% of the final A level

Component 2 – PROSE - a study of two novels that are linked by a particular theme, for example *Childhood* ('*Atonement*' and '*Hard Times*') or *Women in Literature* ('*Tess of the D'Urbervilles*' and '*Mrs Dalloway*')
Worth 20% of the final A level

Component 3 – POETRY – contemporary poetry (an anthology) and one studied author, for example Coleridge, Keats, TS Eliot and Larkin
Worth 30% of the final A level

Component 4 – COURSEWORK – one extended comparative essay (2500-3000 words) referring to two texts, for example '*Beloved*' and '*Dracula*'
Worth 20% of the final A level

Emma Gillett Head of English



Why study A level English Literature?

A Level English Literature continues to enjoy an unrivalled reputation as academically rigorous and enriching.

The EDEXCEL course is both challenging and rewarding in equal measure. You will come to know and love some of the most famous works of Literature by some of the greatest writers that ever lived, including Shakespeare, Thomas Hardy, Toni Morrison and TS Eliot. You will end up knowing thought-provoking Literature inside out. You will never forget it. Literature is not only an appreciation of the written word and an aesthetic engagement with our beautifully multi-layered English language, it is also an engagement with history, politics, psychology, scientific theory, philosophy and theology. You will learn

Geography

Why study Geography at Dean Close?

Geography is an increasingly popular subject at Dean Close with many opting to continue to study some aspect of Geography at university. Staff are passionate about the subject and have a wide range of experience both in the classroom and in the wider school setting. Specific interests include Geology, Glaciation, GIS, Demography and Urban Regeneration.

Geography is concerned with the multicultural society and interdependent world in which we live, where incidents in one place are caught up in chains of events spanning the globe. The world in which we live is likely to change more in the next 50 years than it has ever done before and as geographers our understanding of that change is more important than ever. Students will at all times be encouraged to look beyond the classroom and enhance their geographical skills by an active awareness in all contemporary environmental issues using the full range of media resource. Geographers more than any other subject group, have considered the inter-relationships between different aspects of economic, social, environmental, political and cultural issues. Geography looks to the future and will prepare students for the world of the 21st century – **Geography provides an education for life.**

Geography Career path - Geography has never been so important to industry, commerce, retail, economics and the environment. A level Geography enables students to develop a wide variety of transferable skills that are in great demand, including the collection, analysis and interpretation of data and the effective communication of the findings through a variety of mediums. Literacy, numeracy, statistical and ICT skills will be enhanced throughout the course.

What will I learn? Geography develops the ability to combine scientific principles with economic awareness, environmental concern and an appreciation and tolerance of peoples' attitudes and values. The continued growth of global population and the inevitable strain on global resources will play a key role in shaping the 21st century world. Geography is therefore a very contemporary subject, tackling a wide variety of issues and questions in both the physical and human environment.

Fieldwork is an integral part of the A level OCR course, not only as a fundamental basis for the Individual Investigation, worth 20% of the A level, but it also allows students to observe in detail and measure and quantify the real world rather than study it from the isolation of the classroom. A mandatory element of the A level course is four days of field work spent in Slapton Ley field studies centre in Devon. This is a fantastic opportunity for the students' to collect primary data and create individual investigation hypothesis.

Assessment - A level Geography students will have discreet human and physical teachers. The Geography A level has 4 components: **Physical Systems**, (Paper 1) students develop an understanding and appreciation of Landscape Systems, contextualised through coastal landscapes and Earth's Life Support Systems, which encompasses the water and carbon cycles vital to our planet. **Human Interactions**, (Paper 2) through the study of Global Connections, Human Rights and Changing Spaces; Making Places, students gain an insight into the nature of places and the fluidity of their meanings and representations. **Geographical Debates** (Paper 3) allows students to explore in depth two from a choice of five of the most challenging, dynamic and



fascinating issues of the 21st century. With choices between such wide-ranging topic areas as climate change, disease, food security, oceans and tectonic hazards and finally **Investigative Geography** (Paper 4/5) allows students to undertake an **independent Investigation** linked to any aspect of the specification to satisfy their intellectual curiosity. This component is designed to encourage students to deepen their knowledge and understanding of their chosen topic whilst developing a number of geographical and study skills relevant to Higher Education or within the world of work.

Sarah Rath Head of Geography

Government & Politics

Why study Politics?

Politics affects everyone, everywhere at any time. The study of Politics at A level gives you an understanding of the political processes of the UK, an awareness of both the development of British politics and its current state, knowledge of important political ideologies and an understanding of international political issues.

The study of Politics helps you to understand how and why decisions are made on your behalf which will impact on your life, your future and your career. Politics complements many subject choices – especially Economics, History and Philosophy – because it affects all areas of human activity and is multi-disciplinary.

What will I learn?

Politics A level provides the opportunity to explore key contemporary political issues, both domestic and international. In Component 1 students examine the functioning of Politics in the UK, with topics including Democracy and Participation, Political Parties in the UK, the Electoral System and Voting Behaviour and the Media. Students explore the key political ideologies of Conservatism, Liberalism and Socialism, and in Component 2 will also study feminism. Component 2 also examines the structure of the UK Political system, through studying the Constitution, Parliament, the Prime Minister and the Government and the relationship between the different branches of government. Component 3 is a comparative study, where students will explore the equivalents of all the above topics in the USA.



How am I assessed?

Politics is a linear A level, with students sitting three 2 hour exams at the end of the two year course. If you would like to know more about the course and its assessment or are considering Politics at A level, ask a member of the department to discuss it in more detail.

Are there other opportunities?

We are extremely fortunate to be able to welcome a number of politicians to Dean Close each year. Sixth Formers have the opportunity to meet and question a number of politicians, including our local MP Alex Chalk.

- Each year Politics students have the opportunity to visit the Houses of Parliament
- A number of students are offered work placements with local MPs at the House of Commons
- Many Politics students take part in the European Youth Parliament competition
- The Politics department runs regular debates in school on current issues to give students an opportunity to practise their public speaking.
- Each year a number of students go on to study Politics or a variety of Politics-based degrees at university including PPE and International Relations, as well as other degrees such as law and journalism.

History

History

The History Department seeks to create an enjoyment of the study of History, combined with a rigorous approach to learning. The Department is staffed by enthusiasts with a commitment to bringing the subject to life using a variety of techniques. We encourage our students to develop the skills of critical enquiry, analysis and the construction of sharply focused and detailed argument. In so doing, our aim is that each student achieves their individual potential in the subject. In the long term, we wish their study of History to give them the capacity to understand and appreciate the world, both past and present.

What does History offer?

History offers the opportunity to study a range of complex issues in depth. The subject pairs very nicely with a number of other subjects, notably Economics, Politics and English. The skills of these subjects complement each other nicely, and the content of History, Economics and Politics courses also supplement each other. History teaches you to analyse and evaluate many different types of information, to express yourself in a clear and precise manner as well as enables you to gain an understanding of different people and cultures. Sixth Form historians are naturally inquisitive, interested students who love to debate issues and get to the root of an argument. Students studying History go on to many different professions including Law, the Civil Service, Journalism or working in the city. Each year a number of students from Dean Close go on to study History and History-based degrees at university, including Oxford and Cambridge.

What will I learn?

A level History is a linear course, with the exams coming at the end of the two years. The topics taught at Dean

Close examine two pivotal moment in British and European History, of interest in and of themselves but also due to their contemporary resonance. You may have come across these topics at GCSE or possibly before, which will give you a broad outline of some of their aspects, but we will be studying them in much greater depth and will go well beyond what you have already learnt. You will also be fine if this is the first time you have encountered these topics.

Outside the classroom: There are a number of opportunities to meet historians and visit key sites in the Sixth Form, with annual trips to Gloucester Cathedral, The Imperial War Museum's Holocaust exhibition and the Tower of London. Every other year the department offers a residential trip to a location related to the Sixth Form topics, for example the recent trip to Berlin.

Alison McShane Head of History and Politics

At Dean Close School the course currently offers the following:

<p>Component 1: Breadth Paper – 40%</p> <p>Germany 1871-1991</p>	<p>Part 1: Empire to democracy</p> <ul style="list-style-type: none"> The Kaiserreich 1871-1914 Empire to democracy 1914-1929 <p>Part 2: The impact of Nazism, war and division</p> <ul style="list-style-type: none"> The Nazi experiment 1929-1949 The Federal Republic of Germany 1949-1991
<p>Component 2: Depth Paper – 40%</p> <p>Religious conflict and the Church of England</p>	<p>Part 1: The break from Rome (c1529-1547)</p> <ul style="list-style-type: none"> The Church in (c1529) The break from Rome Change and reaction <p>Part 2: The establishment of the Church of England</p> <ul style="list-style-type: none"> A more Protestant nation The restoration of Papal authority The establishment of the Church in England
<p>Coursework – 20%</p> <p>For their coursework, pupils conduct an independent piece of research on a topic from a range of options offered by the department. Recent topics have included:</p>	<ul style="list-style-type: none"> The reasons for the fall of the Roman Republic, 133BC – 31BC The causes of the French Revolution The reasons for the fall of Tsarism in Russia The outbreak of the English Civil War The development of the Women's Suffrage Movement in the UK.

History of Art

Examination Board: Edexcel

The study of Art in its historical and contemporary forms gives students crucial knowledge of world civilisations. It gives students visual and analytical skills that can be applied in many walks of life as well as the tools with which to understand how images and objects work to shape our social and political identities. The edexcel specification has been designed to fulfil the following objectives:

- to foster an understanding of the relationship between society, culture, technology, politics and art and to make comprehensible the ways in which art has been used and interpreted both in the past and in the present;
- to develop understanding of how visual language is used by artists to communicate ideas, including formal characteristics, materials, techniques, and processes;
- to ensure that students are presented with a range of material that allows them to analyse and make critical judgements about art;
- to give students an opportunity to study a sufficient range of artists and works of art to ensure an appropriate depth and breadth of understanding of specified movements/periods and themes.

The examination consists of two written papers, each of three hours duration

Paper 1: Visual Analysis and Themes

(50% of the qualification)

Section A: Visual Analysis: For each of the three most important art forms (painting, sculpture, architecture)

students must answer a single compulsory question that requires them to comment upon an unseen photograph of a work of art.

Section B: Themes: Students will study Identities in Art and Architecture and War in Art and Architecture. For each theme students must answer a single compulsory question in two parts.

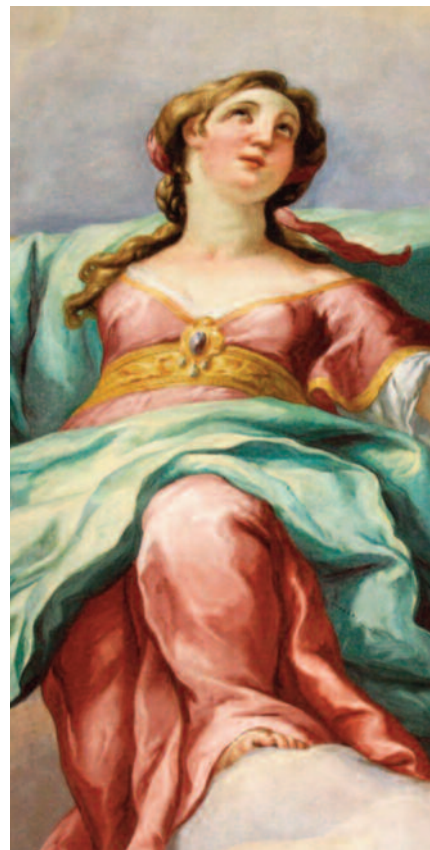
Paper 2 Periods

(50% of the qualification)

Students much choose two periods from a choice of five. For each period students answer a single compulsory question in four parts.

- The Renaissance in Italy (1420 to 1520)
- The Baroque in Catholic Europe (1597 to 1685)
- The British and French Avant-Garde (1848 to 99)
- Modernism in Europe (1900 to 1939)
- British and American contemporary art and architecture (1960 to 2015)

Jon Allen Head of History of Art



Mathematics

Why should I choose to study Maths?

Maths A level is essential for many degree courses, and extremely useful for many more. According to UCAS it is the most widely required A level by UK universities. Furthermore, it is a lot of fun, as long as you are prepared to work hard and ask lots of questions!

How am I assessed?

Pupils are entered for the Edexcel A2 A level. All pupils will study Pure Mathematics, Statistics and Mechanics.


Pure Mathematics comprises mainly algebra, calculus and trigonometry and is the heart of all Advanced Mathematics. Statistics builds on the GCSE work and brings in the real world of modelling and hypothesis testing, which underpin our "big data" driven commercial society. Mechanics helps us make sense of the Physical world and investigates in a precise manner how forces, moments and vectors help the world to run and even fly!

There are three two hour papers at the end of the two year course. Two Pure and one Applied (Statistics and Mechanics). A scientific calculator is essential - Edexcel recommends either the basic Casio fx - 991EX model or the more advanced graphical calculator - the Casio fx - CG50. Throughout the Lower Sixth we will regularly assess all studying Mathematics to let them know if they are on track.

What help will I get?

At Dean Close you will be taught by committed, highly qualified teachers with lots of ICT. Maths clinics are held two times a week, which are very popular with Year 12 and Year 13 students. In addition, there is a series of lectures looking at Maths beyond the classroom.

Consider the following mathematical challenges.

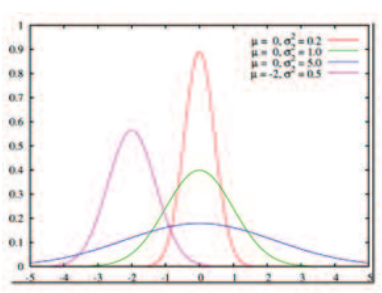


What do we mean by the critical path of a network?

Consider the sequence What is the 100th term?
What is the millionth?

What do we mean by saying that the sum of all the terms up to infinity is 1?

Why are curves like these so important in Statistics?



If these have got you thinking, you should consider studying A level Maths.

And more over...

A recent study showed that employees with a Maths A level earned 10% more than those without one. A similar survey by the big four UK Management Consultant firms showed that the top professions all required at least an A level in Mathematics. At the end of the Lower Sixth we invite a speaker from companies such as Hewlett-Packard, General Electric and William Hill, to explain how they use maths on a daily basis.

Richard Sayers Head of Maths



Media Studies



Why Study Media Studies a Level?

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost 8 hours a day¹. That's 8 hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world. Media Studies is a vital tool necessary to understanding the media's significance and its power.

What will I study?

The two year course consists of **THREE** components: Components 1 and 2 assess media language, representation, media industries, audiences and media contexts.

Component 1-Media Products, Industries and Audiences

worth 35% of the final A Level
Media forms: advertising, marketing, film, radio, video games, music video or newspapers. Example current set products: *Tide* advert; *Kiss of the Vampire* Film Poster; *Super. Human* tv advert; *I, Daniel Blake*; *Black Panther*; *Riptide-Vance Joy*; *Assassin's Creed* franchise.

Component 2-Media Forms and Products

worth 35% of the final A Level
Media Forms: Television in the Global Age; Magazines: Mainstream and Alternative Media; and Media in the Online Age. Example set products: *Peaky Blinders*/*The Bridge* or *Killing Eve*/*Tehran*; *Vogue*/*The Big Issue*; *KSI/Attitude*.

Component 3-Cross-Media Production

Non exam assessment worth 30% of final A Level
An individual cross-media production based on two forms (such as a *Music Video* and a *Blog*) in response to a choice of briefs set by the exam board.

What skills will I develop and what career paths can it lead to?

Media Studies will help you to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, essay writing skills and more. Your studies will complement and assist your learning in other subjects such as English Literature, Humanities, Sociology, ICT and the Extended Project.

There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. The entertainment and media sector is worth about £76 billion and the video games sector is currently valued at more than half the UK's whole entertainment industry. If you are looking for a job in this area, studying Media at A level is a route into careers such as TV and film production, advertising, journalism, interactive media and digital marketing. It could help to provide you with the foundation to secure roles in technical production, special effects, web design and post-production.



Karen Whyte Head of Media Studies

Modern Languages

Why study Modern Languages?

Few experiences in life can match the sense of achievement and pleasure of being able to communicate with someone in a foreign language. It is an immensely rewarding challenge to study languages beyond the confines of the GCSE syllabus.

You will be taught in small groups and also benefit from a weekly one-on-one lesson with our French and/or Spanish language assistants. They will not only help your fluency but can also help you target your areas for improvement.

Universities like to see languages on a UCAS form and you can combine languages with a wide range of degree courses. Universities are very keen to recruit linguists and you could well receive a more generous grade offer when you apply for a degree. Study of French or Spanish is also excellent preparation for study of a new language at university. If you are considering Russell Group universities or Oxbridge, we have a good track record of successful applicants for languages.

In an increasingly monolingual United Kingdom you will be a valuable commodity. Language graduates earn more than any other non-vocational degree. If you work in banking or multi-national corporations, you could find yourself in the minority if you can only speak English.

What will I learn?

You will typically undertake study of a film in the Lower Sixth as well as listening, reading and speaking activities to build your fluency. In the Upper Sixth the course extends to a book or play.

We study the following themes linked to French- and Spanish-speaking society and culture:



- Current Trends
- Current Issues
- Artistic Culture
- Political Life

You will develop useful skills, such as how to express your opinions, how to research independently, how to weigh up arguments and defend your point of view, how to analyse film and literature, how to translate accurately and, of course, you will reach a high level of linguistic fluency. The cultural awareness and resilience developed by linguists mark them out as open-minded, versatile and motivated students.

Are there other opportunities?

Sixth Form students are welcomed on our biennial trips to France or Spain, and are encouraged to undertake study visits or work experience abroad. The department

organises theatre and cinema visits and takes place in local debates and lecture series as well as national competitions. There are a series of talks and workshops organised as part of the Modern Languages Society.

How will I be assessed?

Paper 1	Listening, Reading and Writing (including Translation)	50%
Paper 2	Writing (1 book + 1 film)	20%
Paper 3	Speaking (Part A: Discussion, Part B: Independent research)	30%

Sophie Prian Head of Modern Languages

Music

Do you enjoy Classical Jazz, film or world music?

Do you play an instrument or sing to Grade 6 level?

Do you aspire to becoming a better musician?

If the answer to these questions is yes, A level Music could be the perfect choice for you.

Who can study Music at A level?

It is preferable to have taken GCSE but it is sometimes possible to take Music at A level if you have considerable practical ability, and a good general musical awareness and knowledge.

Performance counts for 30% of the A level overall, so if you are of a standard equivalent to Grade 7 plus on an instrument or voice you can secure a considerable percentage fairly easily. As a musician you will be developing your practical skills anyway through your instrumental lessons and independent practice during the Sixth Form and by taking A level Music you will be able to use these skills to enable you to achieve a high grade.

What will I learn and how will I be assessed

The exam board is Edexcel and there are three components:

Performing Music performed on any instrument/s, either solo or ensemble for eight minutes of Grade 7 standard or above



Composing two compositions lasting a minimum of six minutes

Developing Musical Understanding: focusing on listening to familiar and unfamiliar music and understanding how it works. This will take the form of a two-hour written examination.

What goes on?

The Music Department at Dean Close is thriving with a host of musical activities - Choirs, Orchestra, Concert Band, Jazz Band, Sinfonia, Choral Society and ensembles - and a full programme of concerts, musicals (bi-annually) and Choir tours abroad, including recent trips to New York, Venice, Paris, Salzburg and Vienna.

Concerts at the stunning Pittville Pump Room (generally involving student concertos) and Evensongs at St Paul's Cathedral and Tewkesbury Abbey occur annually. Masterclasses and concerts given by professionals happen on a regular basis as do Music Society trips to concerts and operas.

What will Music A level give me?

Although Music has a practical element it is still considered a fully academic subject by universities, including Oxford and Cambridge. Some of our musicians go on to study at the leading conservatoires, sometimes on scholarships, while others choose to study Music at university.

There is a strong tradition of Oxbridge choral and organ scholarships with many past pupils on such awards at present. However, there are others who purely enjoy the welcome break Music can provide as a contrast to their other subjects, thereby giving a more rounded education and a chance to pursue creativity.

With a high chance of a top academic grade and studying within a friendly and vibrant department, why not consider Music?

Dom Franks Director of Music

Photography (Edexcel)

Why Photography at A Level?

Photography is an exciting medium because it allows students to capture the world with immediacy, but also frame what they see based on personal ideas and intentions. A Level Photography is aimed at students with a passion for communicating ideas through images. Both technical and creative, the course will engage those seeking to develop an understanding of the world whilst learning the fundamentals of photographic techniques. Students are not expected to have a detailed prior knowledge of photographic processes or to have studied Art & Design at GCSE to take up the course, however having your own camera is useful.

The ability to harness persuasive imagery is an aptitude valued across professional sector. The A Level programme will benefit students hoping to develop a portfolio suited to higher level courses in Fine Art, Design and Architecture, but will also prove essential for those aiming to pursue careers in Media, Television, Advertising, Communications and Sales.

What will I learn?

Akin to Art & Design, the Edexcel A Level Photography course encourages learners to be independent thinkers and skilled practitioners. Students will learn the fundamentals of image making, from the operation of digital cameras and controlled lighting to more experimental processes involving computer-based editing, and printing. Beyond the camera students will also be encouraged to investigate what defines a photograph before the shot, exploring locations, make-up, props and filters. In connection to material exploration, students will anchor and extend their own ideas with a contextual understanding of the work of other artists and photographers.



The course aims to develop

- An ability to create ambitious visual narratives from self-elected starting points
- A confident handling of materials processes, both digitally and manually
- A genuine and involved knowledge of contemporary and historical photographers and artists

How am I assessed?

The two-year course is divided into two assessable units:

Component 1: Personal Investigation (60%)

Incorporates three major elements: supporting studies, practical work and a personal study:

- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words continuous, written prose. It comprises 12% of the total qualification.

Component 2: Externally Set Assignment (40%)

Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

- Preparatory studies will comprise a portfolio of practical and written development work based on the theme and suggested starting points provided in the ESA paper which is released on February 1st of the second year of the course.
- During the 15 hour period of sustained focus under exam conditions, students will produce final outcomes extending from their preparatory studies.

Rachel Rushton Head of Photography

Physical Education

If you are interested in how the body works, the structure of sport, how we learn and refine skills, how to improve practical performance, and enjoy playing sport, then A level Physical Education may well be for you.

Why study Physical Education at A level?

The study of Physical Education is becoming ever more popular both in our School and across the country as a whole. Physical Education is now recognised by universities as being just as valuable as other A levels, and in recent years this subject has become increasingly popular and can lead to a variety of career options in:

Sports Science **Leisure Management**
Sports Studies **Sports Psychology**
Sports Physiotherapy **Journalism**
Teaching and Coaching

Over the two years you will be taught by three different teachers who each utilise their different areas of knowledge, expertise and experience to give you a broad understanding of the modules they lead.

What will I learn?

The course is split in to seven topic areas. Across the two years you will cover applied Anatomy and Physiology, Exercise Physiology, Biomechanical movement, Skill Acquisition, Sports Psychology, Sport



and Society and the Role of Technology in Physical Activity and Sport. These give a wide and fascinating insight in to many areas of sport, from the body and its systems, to how we learn and memorise skills, to how sport is organised around the world.

How am I assessed?

At the end of your two years you will have completed a coursework module which makes up 30% of your final mark. This coursework is made up of one practical activity and one evaluation & analysis of performance for improvement task. The remaining 70% of the course is examined in one 2 hour exam, worth 30%, and two 1 hour exams, worth 20% each.

What extra is there?

Pupils who choose to study Physical Education get a lot of extra support outside of normal lessons. We take all A

level students to revision conferences in the Lent Term, as well as visiting the Oxstalls campus at the University of Gloucestershire to do some hands on Exercise Physiology testing. As well as that we are often able to offer the chance to have top Olympic athletes come to talk. Events by relevant individuals at the Cheltenham Literature Festival, such as Ben Fogle and James Cracknell, Steve Redgrave and Sir Ranulph Fiennes are also attended by those doing Physical Education at A level.

A level Physical Education is not just about playing sport. However if you feel dedicated to achieving success both academically and practically, then this may be the perfect subject for you.

Rhona Donaldson
Head of Academic PE

Physics

Why study Physics?

Surveys consistently suggest that a Physics A level is one of the most highly regarded qualifications you can take at school. If you want to study Science, Medicine, Engineering, Computer Science or Maths at a good university then A level Physics will certainly be useful and may be essential. All sorts of career opportunities open up having taken A level Physics, and they do not necessarily relate to Science. And then of course, you should study Physics for the beauty and fun of it.

What will I learn?

The topics that will be studied will include areas as diverse as:

Mechanics and materials: Learning just how the world moves around you and how materials behave.

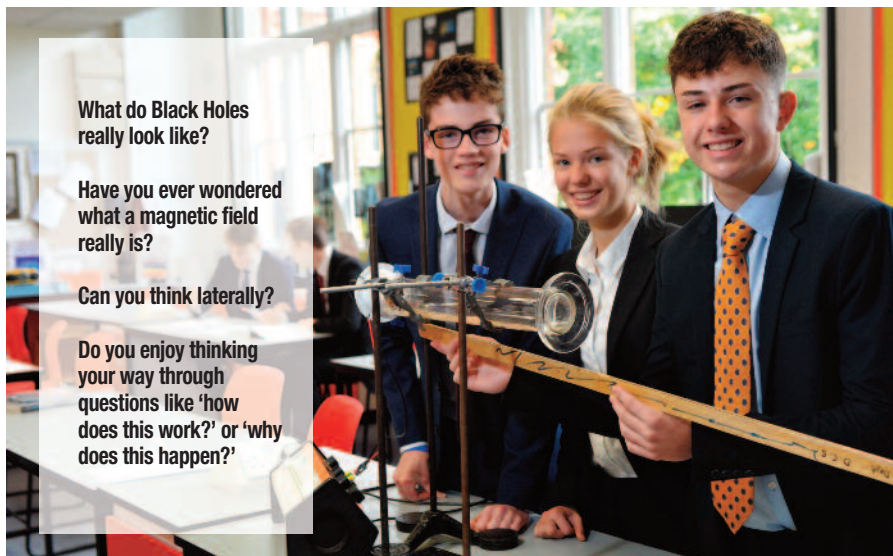
Particles and radiation: Finding out the fundamental properties of matter and the universe.

Wave theory: How musical instruments work and why diamonds sparkle.

Thermal physics: Studying ideal gases, internal energies and the famous laws of thermodynamics.

Fields and their consequences: Using one of the great unifying ideas in physics to investigate gravitation, electrostatics and magnetic field theory.

Physics will of course also teach you to think broadly and to analyse. It will help you become better equipped to consider problems and to come up with answers. In essence, Physics will teach you to appreciate the world around you and how you can interact with it.



What do Black Holes really look like?

Have you ever wondered what a magnetic field really is?

Can you think laterally?

Do you enjoy thinking your way through questions like 'how does this work?' or 'why does this happen?'

How am I assessed?

Exam Board: AQA

Course: Physics A level (7408).

Physics is a linear, two year course with no exams sat at the end of Lower Sixth that count towards the final grade. The exams are all taken at the end of Upper Sixth.

There are three written papers plus a Practical endorsement.

Two written papers (both 2 hrs) examine course content and are each worth 34% of the total grade.

The third written paper (2 hrs) examines practical skills and the special option module and is worth the remaining 32%.

The Practical Endorsement is awarded when the student has shown a level of proficiency in certain practical skills. It does not affect the overall grade.

Mark McKechnie Head of Physics

Product Design Technology

Product Design: Resistant Materials Technology Examination Board: EDEXCEL

Introduction

Designers respond to these needs through the creative application of known traditional and modern technologies and systems. The subject includes an understanding of materials as well as environmental issues and the manufacture of products against a backdrop of commercial production processes; recognising the need to take account of these external pressures which constrain the designer's opportunities to bring about positive change in products, systems and environments. All of which if played out through the experience of Resistant Materials such as wood metals and plastics, and the more 'high tech' such as 3D printing and laser cutting.

It is important to understand this is not a course solely focussed on the manufacture of artefacts and products. The study of Design Technology at A level over two years is intended to provide both an exciting and stimulating subject for study in the Sixth Form. Whilst it is not a vocational course, the specification builds from a base at GCSE that will allow knowledge and understanding that is likely to be of benefit to candidates pursuing further studies and, directly in the world of work. The subject would suit those wishing to study Engineering at University and looking to study Maths and a Science, for example, at A level.

The subject encourages awareness and understanding, not only of 'designing' but also of the economic, political, social, aesthetic, cultural, health and environmental factors relevant to the commercial manufacture of products. Further to this is the development of a host of other 'key skills'.

Aims

The course is set out to allow students the following opportunities.

- To stimulate and sustain the interest of Design and Technology.
- To develop awareness in all aspects of Design activity including sensitivity to aesthetic factors and refinement and accuracy in the choice and use of materials.
- To develop the ability to discriminate and make value judgements.
- To provide a body of knowledge and skills which will be of considerable benefit to candidates in their personal and working lives, whether or not they continue further studies in this or related subject areas.
- To provide an opportunity for candidates to exercise initiative, imagination and resourcefulness and time management skills in the solution of design problems.
- To give an understanding and appreciation of the role of Design Technology in meeting human needs and an awareness of modern technological developments against a background of their historic perspective.
- To encourage candidates to apply their knowledge and understanding of Design Technology, to familiar and unfamiliar situations and problems as active problem solvers.
- To develop numerical and communication skills appropriate to Design Technology examination requirements.

Candidates study two components. The Principles of Design Technology which is examined at the end of the course and an independent 'Design and Make' project which is internally marked and externally moderated.

Admission

Candidates wishing to study Design and Technology as a Sixth Form subject will have preferably have studied and passed (grade 6 or equivalent point score) a GCSE course in Resistant Materials or Product Design. From their study, it will be assumed that candidates will have an elementary knowledge of the majority of the following:

- Designing and Making skills needed to realise products.
- Materials — common forms of paper/card, modelling materials, fibres and fabrics, plastics, woods, metals, lightweight materials, and composites.
- Components and processes as used in products.
- System and control functions as applied to the planning and manufacture of products, or as components within products.
- Products and their applications.
- Health and safety issues and a range of experience drawn from the wider study of graphical, textile and material based products.

Dominic Evans Head of Product Design Technology

Psychology

Psychology has the study of mind and behaviour at its core. If you have ever wondered about human or animal behaviour, why people do what they do or how the mind works, Psychology at A level is a subject that is well worth considering.

What will I learn?

The course provides the opportunity to explore a wide range of fascinating topics including prejudice, criminal behaviour, obedience, cultural differences, media influence, aggression and mental illness. Discover why Charles Whitman committed the Bell Tower Shooting, 'HM' lost his memory, why people gave severe electric shocks to a stranger and why innocent people are sometimes convicted. In Psychology these questions and many more are considered. It is the interesting diversity of studying living beings and their interactions, along with how the course complements other subjects that gives Psychology its wide appeal.

Course Overview

Psychology: the Science of Mind and Behaviour

Foundations in Psychology:

- Obedience, prejudice, memory, what shapes behaviour, phobias, drugs, brain damage and aggression.
- Issue discussions include: media influence, genocide, anorexia, hooliganism, brain injury in sport.

Applications of Psychology:

- Criminological Psychology: criminal behaviour explanations, eyewitness testimony, offender treatments and jury decision-making.
- Clinical Psychology: diagnosis, psychological disorders e.g. schizophrenia and treatments.
- Issue discussions include: are criminals born or made? Is rehabilitation effective?

Psychological Skills:

- Psychological research and the issues that arise.
- Issues and Debates: e.g. social control, nature-nurture, culture, science debate and ethics.

Prior Psychology study is not a prerequisite. Good grades in Maths, English and Science (GCSE or equivalent) are beneficial.

Assessment:

- Three papers (2 hours each) at the end of Year 13
- Short answer and extended questions

To practise exam skills, the course involves:

- A key question essay and investigation report per topic.
- Exam practice through questions and trial papers.

Why study Psychology?

Interest: students report that Psychology is their most interesting subject. Psychology is different, intriguing and it may be a subject that you have never studied before.

Exam success: each year students achieve excellent results and progression to top universities. There are always many success stories!

Subject Compatibility: Psychology can be studied with any combination of subjects. The captivating course content has links across the spectrum of subjects providing enriching compatibility.

Skills for university and employment: Universities and employers value the skills that Psychology students can offer (including critical analysis, formulating discussions, interpersonal awareness, and problem solving). Practical research skills are also developed. One of the enjoyable aspects of the course is designing studies, collecting participant data and assessing the outcomes.

Valuable knowledge: Psychology students can apply their knowledge to a range of degree courses and careers including: Law, Medicine, Education, Politics, Sport and Business. Some become professional psychologists, such as Clinical Psychologists, Neuropsychologists or Forensic Psychologists.

The Psychology course provides many opportunities for discussion, consideration and analysis. You will also gain an insight into many of the applications of psychology in society, for example: the use of psychology in advertising, the training of service animals (Learning Theories), the explanations for sport-related hooliganism and ways to reduce prejudice (Social Psychology).

Psychology Lessons, Enrichment and Extension

The course involves a wide range of activities to encapsulate the diversity of the content. From discussions and debates, psychology experiments and demonstrations, study re-enactments and participating in a mock jury to work experience and enrichment visits. There is lots on offer.

As firm believers in lifting the content off the page, there are a wealth of opportunities to explore the subject beyond the classroom. Participate in PhD research, become a subject mentor, conduct work experience at Oxford University, attend advanced seminars or enter national competitions. Our visits have included trips to Ekeston Prison, the Literature and Science festivals, Warwick University and the Autism Research Centre. Visiting speakers share their experiences for example of jury duty, apartheid and working in psychological fields. The Psychology Enrichment and Extension Programme elevates students' learning and enhances their university application.

Tracey Williams Head of Psychology

Sociology

Why study Sociology?

Sociology is a very broad subject! Sociology involves the study of human social behaviour and institutions, meaning that it seeks to explain the ways in which people's values, behaviours, and relationships are shaped by the various contexts of their lives, such as: aspects of identity, including class, sex, and ethnicity; institutions, such as the education and criminal justice systems; and wider social and cultural systems such as the economy and the media. We consider and evaluate a variety of different theoretical explanations for the reasons why UK society is shaped the way that it is, such as Functionalist, Marxist, Feminist, and Post-Modern perspectives. Ultimately, if you are interested in how and why people behave in certain ways, and how the circumstances of their lives and environments might have contributed to those behaviours, then you will find lots to interest you in A Level Sociology! A more detailed exploration of the syllabus can be seen below. We also examine the means by which sociologists gather and analyse their evidence, considering the theoretical and ethical considerations which inform sociological research methods, and take plenty of opportunities to put this into practise by conducting and evaluating our own research.

What will I learn?

We follow the AQA A Level Sociology course and you will study the following topics, each of which is considered in the context of the UK:

Education with Theory and Methods:

- The functions and purposes of the UK's education system, and impact of different educational policies and structures on educational outcomes
- The relationship between the education system, the

economy, and class structures

- Educational outcomes amongst different social groups, such as ethnicity, sex, and class.
- The strengths and weaknesses of various models of sociological research.

Crime and Deviance with Theory and Methods:

- Different sociological explanations of the existence of crime and deviance, and the impacts of different strategies for ensuring social order and social control
- The social distribution of crime and deviance amongst different social groups, for example ethnicity, sex, and social class
- The impact of globalization, human rights, and state conflict on levels of crime and deviance.
- Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system.
- The strengths and weaknesses of various models of sociological research.

Work, Poverty, and Welfare

- The extent, nature, and persistence of poverty in the UK.
- The distribution of poverty amongst different social groups, such as age, ethnicity, and sex, and the impact of poverty on people's lives.
- The different responses and solutions to poverty offered by various organisations, such as state, private, voluntary, and informal organisations.

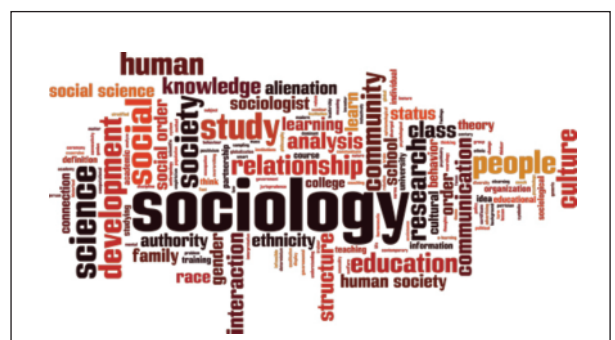
The media:

- The way in which various forms of media affect society.
- The relationship between ownership and control of the media, including the process of selection and presentation of news content.
- Media representations of different social groups and the relationship between the media, their content and presentation, and audiences.

How will I be assessed?

The Sociology A Level is a linear course, so you will sit your exams at the end of Y13. There are three exam papers, each lasting 2 hours and worth 33% of your overall A Level grade; there is no coursework component. Each exam paper includes a range of question types, some of which require short written responses whilst others require a full essay length response.

Johathan Sheldon & Justin Slade Sociology Teachers



Theology, Philosophy & Ethics

Why study Theology, Philosophy & Ethics?

Religion is a primary influence on the social, political and philosophical elements of the world. Whether you are a believer or not, religion plays a role in your life.

TPE aims to explore the ways in which ethical, theological and philosophical insights have influenced the development of society. As such, it is an academic course which requires no level of personal belief to access it. The course will provide pupils with the opportunity to develop a range of transferrable skills such as the ability to collect, synthesise and interpret information from a range of source material. Those taking the course will work with primary texts and be expected to communicate the findings of their research effectively.

Pupils do not need to have studied Religious Studies at GCSE to do this course but a willingness to work independently and write in clear and concise English are essential. Religious Studies can dovetail well with many other subjects including Maths, Science as well as with the more traditional Humanities courses. Religious Studies A level is considered to be a valuable such for a variety of university courses and careers including Law, Social Work, Business Research and Education.

What will I learn?

TPE involves investigation into the important questions which affect our beliefs and the way in which we live. It is a rigorous academic discipline which requires an open mind, an interest in current affairs and an inquiring nature.

Claire O'Neill Head of Theology, Philosophy & Ethics

<p>Philosophy of Religion</p> <p>Learners will study:</p> <ul style="list-style-type: none"> ■ ancient philosophical influences ■ the nature of the soul, mind and body ■ arguments about the existence or non-existence of God ■ the nature and impact of religious experience ■ the challenge for religious belief of the problem of evil ■ ideas about the nature of God ■ issues in religious language. 	<p>Philosophy of religion (01)</p> <p>120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Religion and Ethics</p> <p>Learners will study:</p> <ul style="list-style-type: none"> ■ normative ethical theories ■ the application of ethical theory to two contemporary issues of importance ■ ethical language and thought ■ debates surrounding the significant idea of conscience ■ sexual ethics and the influence on ethical thought of developments in religious beliefs. 	<p>Religion and ethics (02)</p> <p>120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Developments in Religious Thought</p> <p>Learners will study:</p> <ul style="list-style-type: none"> ■ religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world ■ sources of religious wisdom and authority ■ practices which shape and express religious identity, and how these vary within a tradition ■ significant social and historical developments in theology and religious thought ■ key themes related to the relationship between religion and society in the context of Christianity 	<p>Developments in religious thought</p> <p>120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>



Learning Support in the **Sixth Form**



The Learning Support Department offers 'trouble shooting' tutorial help on specific issues. The duration of support varies with the student/issue but most students attend a series of 2-3 tutorials.

We aim to offer well-targeted support, working closely with tutors and subject teachers. Examples of areas we deal with are:

- **organisation**
- **note taking**
- **structure in essays**
- **planning for essays**
- **focus in lessons**
- **time management**
- **efficient learning and retention**
- **effective revision**
- **revision planning and organisation**
- **exam technique**
- **exam nerves**
- **some pupils continue with Learning Support for longer if they require further support.**
- **software for screen reading, mind mapping and proof reading**
- **support for the Mathematical elements in A level subjects**

English as an Additional Language (EAL)

Dean Close Sixth Form welcomes international students and recognises that they come with different levels of English. The EAL Department prides itself on its flexibility and dedication to individual needs and works on an 'open door' policy to ensure all students are supported pastorally and academically.

All new international students are encouraged to attend the International Induction weekend prior to the start of term, in order to familiarise themselves with the School and its facilities, to meet key members of staff, to take part in activities and prepare themselves for the start of Sixth Form.

Students for whom English is a second language are assessed during the first week to identify if extra language tuition is needed. If so, typically, two lessons of one-to-one support during study periods are arranged. However, there may be more or less support given, depending on needs and timetables. The assessment will identify the particular strengths and weaknesses in the student's language, and the type and level of support will be adjusted accordingly.

Support with developing Academic English and essay-writing is also offered. This could be lessons in a small group, or individual support depending on numbers. Students may attend these lessons at any time during the school year, either at their own request or when advised by the teaching/House staff. This support is highly-valued and viewed as giving weaker students the best chance of achieving good grades at A level. Alternatively, pupils may opt to take Cambridge Advanced English or Advanced IELTS qualifications in the Enrichment Block.



All students are expected to achieve a language qualification which is accepted by British-speaking universities by the end of the Sixth Form. Therefore if students have NOT taken and passed GCSE English, or have NOT got a minimum score of 6.5 in the International English Language Testing System (IELTS) when they enter Sixth Form, they will be required to attend lessons or demonstrate the intention to take the test independently. An IELTS package is available and both IELTS tuition and language support is charged on a per-lesson basis as set out in the Fees Schedule.

There is also an International Pupil Committee, providing leadership opportunities to mentor younger international pupils, organise cultural celebrations and share intercultural experiences in the whole school International Week. Above all, students are encouraged to take full advantage of all that Dean Close has to offer in order to receive an all-round education.

Typically, international pupils play a full part in school life, taking on responsibilities as School or House leaders in Upper Sixth.



Enrichment Courses

Dean Close believes that you should follow a balanced programme of study that will prepare you effectively for life after A levels. There are a range of extension and enrichment opportunities that are offered 'off timetable' including:

- **Combined Cadet Force (CCF)**
- **Leiths Certificate (as an extra-curricular choice)**
- **Duke of Edinburgh Scheme**
- **CAG Newsletter**
- **Sustainability Group**

To complement your three A level choices, the School runs a range of **Enrichment Courses** 'on timetable', **each of which leads to a qualification.**

Dean Close aims to be as flexible as possible but **the majority in the Sixth Form** will be expected to follow an **Enrichment Course**.

Pupils should discuss their **Enrichment Course** choice with their tutor and Housemaster or Housemistress.

The viability of courses will depend on the level of pupil interest.

The Enrichment Courses will comprise of the following:

Pathway 1 - (1 Year Course)

(Choose one option)

**Extended Project
Qualification (EPQ)**

with

**Adobe (ACA) and
Microsoft (MOS)**

or

**Extended Project
Qualification (EPQ)**

with

**Sports Leader Level 3
Qualification**

or

**Extended Project
Qualification (EPQ)**

with

Music Diploma

or

**Cambridge English -
Advanced (CEA)**

In Year 2 of Pathway 1, pupils will have additional private study time to support their A level programme.

Notes

- ¹ Available to pupils who wish to take their study of languages beyond GCSE. The final decision on suitability lies with the Director of Sixth Form Studies in conjunction with Head of MFL.
- ² If the full A level runs it is unlikely the AS will also run.
- ³ This is available to 'elite' musicians only. The final decision on suitability lies with the Director of Sixth Form Studies in conjunction with the Director of Music.
- ⁴ This course may also be available to pupils outside the timetable and has an associated cost.

Pathway 2 - (2 Year Course)

(Choose one option)

GCSE German

or

MFL Enrichment Studies¹

or

**A level Music³
(Supported Self Study)**

or

**Leiths Introductory Food
and Wine Certificate⁴**



One Year Enrichment Courses (E1)

Extended Project Qualification (EPQ)

E1 MODULAR COURSE (1 Year)

Who can take the EPQ?

The Extended Project Qualification is a standalone qualification that is rather like a mini thesis. You are allowed to choose whatever topic you like (it does not have to be related to your A levels) and is therefore very adaptable according to your own interests. It is therefore accessible to everyone regardless of your subject combination or ability level.

What does the EPQ involve?

The Extended Project Qualification provides an opportunity for you to exercise your abilities beyond the A level specification and prepare for university or your future career. The EPQ allows you to embark on a largely self-directed project. You start by taking responsibility for the choice and design of an individual project. This is an exciting opportunity for you to develop your own academic or cultural interests. The area of study is almost limitless, so it is possible to produce anything from an academic essay to an animated cartoon.

The project will normally be completed by the Trinity Term of the Lower Sixth when you will present your work to peers and staff.

Why take the EPQ?

At a time when it is increasingly difficult to make your

university application stand out, what is needed is a qualification that highlights the academic skills that admissions tutors are looking for. The EPQ is just such a means of proving that you have talent in the very same areas needed to succeed at university. It is an academic exercise that has direct relevance to the way in which you are likely to study once you get to university, as it involves conducting research, just as you would for a university thesis. It is also a great talking point on your personal

statement and in university interviews, demonstrating your enthusiasm for the subject and giving you the chance to show off your knowledge of a particular area of the discipline.

You will emerge with an extra qualification, for which you could gain up to 28 UCAS points for an A* project. It is also learning for learning's sake, and you can revel in the fact that you can devote your time to studying a topic in depth that you find genuinely interesting and stimulating.



Adobe and Microsoft Software Certificates

E1 MODULAR COURSE (1 Year)

The Adobe Certified Associate (ACA) and the Microsoft Office Specialist (MOS) certificates are industry-recognised credentials that enable you to demonstrate proficiency in Adobe digital skills and Microsoft productivity software.



Who can take the ACA and MOS certificates?

Anyone, although it may not be advisable for someone taking Computer Science A level, since this would create an overly narrow programme of study.

ACA and MOS certificates are designed as a GCSE equivalent that demonstrate competence in the use of the different software packages. If a pupil has the aptitude or advanced skills they can progress onto additional qualifications.

What do the ACA and MOS certificates involve?

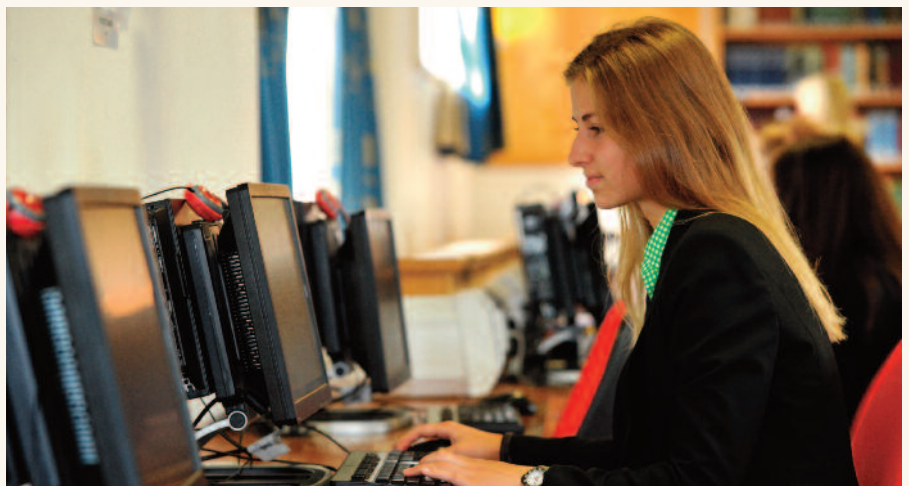
There are a number of certificates that could be followed. Each one takes between 15-20 hours to complete. We will initially be offering the following certificates next year:

- Adobe Photoshop
- Adobe Dreamweaver
- Adobe Premiere Pro
- Adobe Illustrator
- MOS Excel
- MOS PowerPoint
- MOS Access
- MOS Word

Why take the ACA and MOS certificates?

Earning ACA and MOS Certification can help differentiate you from the crowd, giving you a clear advantage over others, whether you are competing in the classroom or the job market. By gaining certification, you will prove that you have advanced skills in Adobe and Microsoft applications. You will receive a Digital Certificate and Transcript, as well as the Adobe ACA and Microsoft MOS logos to put on your CV.

Additional Cost of £65 per/unit (it is expected that pupils will complete up to 3 optional units)



Sports Leader Level 3 Qualification

E1 MODULAR COURSE (1 Year)

Who can take the Sports Leader Level 3 Qualification?

This course is suitable for pupils who have an interest in sport and fitness. In particular, it will suit those who wish to further their knowledge of sports leadership and of strength and conditioning. Pupils will need to have some sporting or fitness capability in one or more disciplines and/or an interest in becoming involved in coaching and umpiring in the future.

What does the Sports Leader Level 3 Qualification involve?

At the end of the one year programme, students will have completed their Level 3 Sports Leader course and their UKSCA (Strength and Conditioning) Level 1 course. In addition, (and with further time investment outside of these lessons), pupils will be encouraged and supported to achieve Level 1 coaching or umpiring qualifications in some

of Dean Close's major sports including hockey, rugby, netball, cricket, tennis and lifeguarding.

The course will combine some theoretical and some practical components.

Why take the Sports Leader Level 3 Qualification?

These courses prepare pupils for further study at university and they also support a desire to go into sports coaching, either professionally or as a volunteer in the community.

The aim of the Sports Leader Award is to develop the individual and to promote the importance of a good coaching process. The aim of the Strength and Conditioning Award is to educate students about training current techniques as well as to provide a qualification that would help the recipients to gain work in the health and fitness industry. Successful completion of the course will lead to 16 UCAS points.



Music Diploma

E1 MODULAR COURSE (1 Year) and E2 LINEAR COURSE (2 Years)

For instrumentalists who have already obtained distinction at Grade 8 ABRSM, there is the opportunity to study towards a Music Diploma in the Enrichment Block, providing students with the intense periods of practice time required to achieve at this level. This can only be undertaken following consultation with the Director of Music. There is a choice of several different diplomas that can be taken, some of which have a significant written content. This is a recognised qualification which results in post-nominal letters.



Cambridge English Advanced (CEA)

E1 MODULAR COURSE (1 Year)



Who can take the CEA?

The Cambridge English: Advanced course is an in-depth, high-level qualification for students who want to develop further their confidence in the English language skills that universities and employers are looking for. It is for students who are learning **English as a second language** and is well-suited to A level age students who are considering higher education study in the UK or EU. A minimum of 6.5 IELTS is advised for pupils who wish to consider this course.

What does the CEA involve?

The programme covers a range of topics related to news, business and current affairs, culture and the arts, science and technology. It includes opportunities to improve everyday conversational English, formal discussion and academic writing at a professional level. Students prepare to take examinations in reading, writing, speaking and listening which are held at the University of Gloucestershire in the Trinity Term.

Why take the CEA?

The Cambridge English: Advanced qualification prepares students to use English effectively and perform confidently in social, professional and higher education situations and awards Cambridge level C1/C2 equivalent to IELTS 7.0-8.0. Whether you are applying for a job requiring you to speak English, a university place or a student visa, a Cambridge English exam can help you achieve your academic and professional goals.

- Increase your chances of getting the place you want at university or college (grade A at CEA = 32 UCAS points for UK university entrance).
- Prove that you are ready for success in your studies.
- Increase your employment opportunities.
- Get a qualification that can be used for visas and immigration.
- Internationally recognised as proof of ability to work in English at an academic and professional level.

The CEA qualification is accepted by more than 6,000 educational institutions, businesses and government departments around the world as proof of high-level achievement in learning English; for example: Adidas, BP, BMW, Ernst & Young, KPMG, Hewlett-Packard, Johnson & Johnson, Microsoft, IBM, The University of Oxford and the London School of Economics as well as universities across Europe and the world.

It does not replace the need to achieve IELTS and in the event that this course is oversubscribed the final decision as to which pupils may participate will be taken by the Head of ELT in conjunction with the Director of Sixth Form Studies.



Two Year Enrichment Courses (E2)

GCSE German

E2 MODULAR COURSE (2 Years)

Who can take GCSE German?

GCSE German is offered in alternate years; students entering Sixth Form in 'even' years can study a two-year Italian programme; those entering in an 'odd' year can study a two-year German programme.

Who can take GCSE German?

These GCSE courses are best suited to students with good language skills. Ideally you will have a grade 7 at GCSE in an MFL or a combination of 6 in an MFL with a 6 in Latin. You should also have an interest in the culture, language and society of other countries. It is important to remember that this is a two-year course; as such this will require a commitment to acquiring the vocabulary necessary when learning a new language.

Why take GCSE German?

As with all Language GCSE courses, the four main components are:

- Listening - 25%
- Speaking - 25%
- Reading - 25%
- Writing - 25%



The range of vocabulary, topics and grammar will be familiar to any pupil that has already completed an MFL GCSE.

Why take GCSE German?

Learning German will provide you with an insight into the way of life in German speaking countries. Germany is at the centre of the EU in terms of the economy, and some of the

most well-known European firms are German: Mercedes, BMW and Bosch. The need for competence in German is rising; in 2019 it was the most in-demand language amongst UK employers. Dean Close also has increasing links with Germany: an understanding of German will prove invaluable in helping them to integrate whilst helping you engage with their culture. Whilst German's long words might seem daunting, when you've understood the basic grammar, it becomes easy to learn.

MFL Enrichment Studies

E2 MODULAR COURSE (2 Years)

Who can take MFL enrichment?

This course is open to pupils with a good GCSE profile (7/8/9s) and who would like to continue study of a language in which they already have a very good level, including native or near-native fluency. French, Spanish, German and Italian can be offered, though private tutoring can sometimes be arranged for pupils who wish to study another language, subject to availability of suitable teachers.

You will need to be highly motivated and have demonstrated the ability to work independently. As such, you will need to take a disciplined approach to language development and practice, and show real commitment. There may be the opportunity, depending on your progress, to sit an external examination, such as an AS or A level. However, the final decision on entry and the suitability of this course lies with the Head of MFL in conjunction with the Director of Sixth Form Studies.

What does this A level MFL involve?

Alongside a substantial amount of independent study, pupils are supported through small group teaching, and one-on-one sessions with the language assistants, subject to availability.

Topics build on pupils' learning at GCSE and cover a wide range of interesting and engaging issues, eg. cultural heritage, contemporary social issues, 20th century History, the impact of technology. The common thread is discovering how cultures and societies differ, and expressing personal views. In addition you will be expected to:

- Translate material.
- Read, summarise, and respond to a variety of spoken and written texts.
- Adapt your spoken and written language to different settings.
- Conduct Independent Research Projects into areas of your personal interest connected to the culture and society of one or more of the countries studied.
- Study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

In order to succeed with an entry for AS or A level, you will also need to study one or more books and/or films independently (one for AS level, two for A level). The Department will support you with this but the primary responsibility will lie with the pupil.

Why take this MFL enrichment course?

Universities like to see languages on a UCAS form. You can combine languages with almost any degree and gain course credits. Universities are very keen to recruit linguists and you could well receive a lower grade offer when you apply for a degree including study of a language. If you are considering Russell Group universities or Oxbridge, we have a good track record of successful applicants for languages. In an increasingly monolingual United Kingdom you will be a valuable commodity. Language graduates earn more than those



from any other non-vocational degree. If you work in banking or multi-national corporations, you could find yourself in the minority if you can only speak English.

AS Mathematics

E2 MODULAR COURSE (2 Years)

AS Maths

The United Kingdom is the only first world country that allows its students to give up the study of Mathematics at 16 years old, ie. in Sixth Form or equivalent. A recent Cambridge University research document stated that 55% of UK employers have concerns about employees in their workforce; many reported they could not fill vacancies because of a lack of numeracy skills.

Mathematical Studies is designed for pupils who want to continue with Maths beyond GCSE but who wish to choose other options within their core A level programme of study. It will support the numeracy required by many A level subjects and provides breadth for pupils who might be considering A levels focused mainly on Humanities, Languages, Business, Psychology and PE.

What does Mathematical Studies involve?

Today's workplace often requires a significant amount of analysis of large data sets. You will be taught how to go about analysing large amounts of numerical information. You may have heard this referred to as big data. In fact the demand for data analysts is growing significantly.

We will run AS level Mathematics, this consists of Pure Mathematics or algebraic content.



A level Music (Fast Track)

E2 MODULAR COURSE (2 Years)

Who can take this A level Music?

This course is open to Music scholars with Grade 8 in at least one instrument and pupils with a strong GCSE profile (seven or more 8s/9s). You will need to be highly motivated and have demonstrated the ability to work independently. As such, you will need to take a disciplined approach to music practice and show a level of commitment that suggests you will be able to achieve an A grade at the end of the two year course.

What does this A level Music involve?

The content of the A level will include:

- **Performing Music:** performed on any instrument(s), either solo or ensemble.
- **Composing and Technical Study:** largely independently driven during lesson time. Both of the above units take the form of non-examined assessment.
- **Developing Musical Understanding:** focusing on listening to familiar and unfamiliar music and understanding how it works. This will take the form of a two-hour written examination.

Why take this A level Music?

Although Music has a practical element it is still considered a fully academic subject by universities, including Oxford and Cambridge. Some of our musicians go on to study at



the leading conservatoires, sometimes on scholarships, while others choose to study Music at university.

There is a strong tradition of Oxbridge choral and organ scholarships, with many past pupils currently holding such

awards. However, there are others who purely enjoy the welcome break music can provide as a contrast to their other subjects, thereby giving a more rounded education and a chance to pursue creativity.

Leiths Introductory Certificate in Food & Wine

E2 MODULAR COURSE (2 Years) (CTH Level 3 Extended Certificate in Professional Cookery)

This course runs both during the day in curriculum time as part of the Enrichment Block and also after school one evening a week for those who want to pursue a different Enrichment Block option. In the event that this course is oversubscribed, the final decision regarding who will be able to follow the course 'on timetable' and 'off timetable' will lie with the Director of Sixth Form Studies. This decision will be informed, in part, by the A level programme of study and the level of co-curricular commitments of pupils wishing to take it. If you wish to undertake the Leiths course either 'on' or 'off' timetable, please put it as your first choice enrichment.

The course currently costs ca. £2000, billed in two instalments to include tuition, chef's whites, set of professional knives, recipe book and all ingredients.

Who can take Leiths Certificate?

No previous experience or qualification is required, so whether you are considering a new career or need to fend for yourself after leaving home, you will learn all of the essential skills you need for a lifetime of confident cooking. From comforting classics to cutting edge creations, this is a unique opportunity to master the building blocks of cooking. By the end of the course, you will have an impressive repertoire and your new skills will open the door to hundreds of recipes. You will learn to plan your time in the kitchen and develop kitchen management.

What does Leiths involve?

It is a demanding course which is assessed continuously and via final written and practical examinations and

coursework projects. It also includes a Level 2 Food Hygiene Certificate and a wine appreciation course delivered by Leiths staff. Although the lessons are challenging they are also practical and 'hands on', teaching students how to work at a fast pace in a professional kitchen environment. Pupils are taught a wide range of practical skills and techniques such as knife skills, vegetable and meat preparation, pastry, sauces and complex desserts as well as the equally important menu planning, presentation and budgeting skills.

As well as cooking, the pupils spend time with the Master of Wine, tasting various wines and learning how to select wines to complement different foods and recipes.

Upon completion, successful pupils will be awarded the Leiths Certificate in Food and Wine, which is internationally recognised amongst culinary circles, in addition to the Level 3 Extended Certificate accredited by the Confederation of Tourism and Hospitality. This is a highly marketable professional qualification and eligible for valuable UCAS points.

Why take Leiths Certificate?

The course not only produces competent cooks, but allows students to join the prestigious 'Leiths List' which will provide employment opportunities such as ski season chalet hosting.

Should pupils wish to pursue a professional career in cooking, they would be eligible for the Two Term Diploma at the Leiths School of Food and Wine.



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